FEEDBACK AND MARKING POLICY

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I will instruct you and teach you
in the way you should go;
I will counsel you and
watch over you.

Psalm 32:8

Marking and Feedback *are not the same*

Many people conflate 'feedback' with 'marking'. While research shows that effective feedback has a very positive impact, marking is only one way of giving feedback. But, in its use of teacher time, it is highly inefficient. Written feedback is useful but there are many other forms of feedback which can be more effective. Mary Myatt 2013 states that *'A conversation with the child about what they have done well and what they need to do improve…makes a difference to learning.'* Providing plenty of feedback during the lesson can be more appropriate and immediate which can better accelerate the learning journey that a pupil takes.

Feedback is a 'consequence' of performance (Hattie and Timperley 2007). If we consider this in relation to our core values at Altrincham CE, as well as our mission statement: *Loving, Learning and Growing together in the footsteps of Jesus*, then feedback has to contribute to this process.

At Altrincham CE Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on the pupils to correct their own mistakes, rather than providing the correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations and those of the DFE's expert group which emphasises that marking should be: **Meaningful, manageable** and **motivating.**

We have also taken note of the advice providing by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

It is vital that we as teachers, demonstrate to pupils how to respond to comments or improvement prompts in their work. Modelling at all levels and in all classes will ensure

pupils respond appropriately and with sufficient thought and effort to make a difference in their work. Over time, children's responses will mature although the highest expectations should extend to corrections, improvement prompts and additional challenges.

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external validation;
- Feedback should empower children to take responsibility for improving their own work; it should not take away from the responsibility, by adults doing the hard work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learned material based on the evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is secure.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. **Immediate feedback** – at the point of learning.
2. **Responsive catch-up feedback** –given at the end of a lesson/task with individuals or groups to give opportunities to rehearse knowledge immediately
3. **Summary Next lesson feedforward** – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher or complete an additional challenge

4. **Remote learning feedback** – for those children learning remotely guidance and comments will be shared via Seesaw.

These can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate (Teaching at the Point of Learning TaPoL)	• Includes teacher gathering feedback from teaching within the course of the lesson. Including mini-whiteboards, bookwork etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of an adult to provide further support of further challenge • May re-direct the focus of teaching or task • May include highlighting/annotations according to the marking code	• Lesson observations/ Learning walks • Some evidence of annotations or use of marking code/highlighting
Responsive (catch-up)	• Takes place at the end of a lesson or activity with individuals or groups • Often given verbally with time to rehearse knowledge immediately • Readdresses knowledge from the lesson or activity or addresses missing prior knowledge. • An element of the child's responses to catch up are recorded in their workbooks to show progress over time. • May be delivered by the teacher or a teaching assistant.	• Lesson observations/ Learning walks • Feedback Grids • Book Looks
Summary (Next lesson feed-forward)	• Involves reading/looking at the work of all pupils at the end of a lesson or unit • Identifies key strengths and misconceptions for the whole class or sub groups	• Book Looks • Evidence in books of pupils editing and redrafting their work in

	• Takes place during the following lesson • Addresses overarching strengths and misconceptions as well as specific misconceptions for sub groups • Involves allocating time for editing based on the feedback given or rehearsal of the knowledge. Editing is done in purple pen. • Setting a Challenge Activity if appropriate • May involve some peer support or support from the teacher/teaching assistant. • Usually delivered by the teacher.	purple pen (Purple polishing) • Lesson observations • Learning walks
Remote learning feedback	• Work should be completed to the best of the pupil's ability including high standards of presentation. • Must be the pupil's own work. • Finished and returned to the relevant member of teaching staff who will make a comment based on learning – this may be a summary comment made to a group or whole class. Staff will not necessarily comment (written or verbal) on each piece of work that an individual pupil submits. • Where comments are made by staff are supportive, appropriate and within the timeframe of work submitted • Teaching staff will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased. • Teaching Staff will monitor the academic progress of pupils accessing remote learning via Seesaw	• Comments on pupils' work made via Seesaw by Teaching Staff • Checking in phone calls

Each member of staff (including student and supply teachers) must use the marking guide, to support them in sharing feedback effectively with children as part of the learning process.

Acceleration

We are not looking for perfection and we want pupils to learn from their errors and mistakes. We encourage the process of accelerating progress: making additions, redrafting, improving and correcting are examples of assessment for learning. A perfectly presented book with no additions, redrafting, improving or corrections may be an indication that the work is not challenging enough or there is no assessment for learning opportunities. Acceleration is something we want to see in day to day learning.

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives. In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it is more appropriate and effective for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of highlighters and symbol codes. The core of this code is set out below, although some additional age appropriate elements may be included in some phases of the school.

KS2 Years 3-6

Annotation	Meaning
End of learning…	
Comment	If it is appropriate, teacher makes a comment. Including EBI (Even better if…) This may be a question or activity I need to do next, to improve.

	Pupils respond in purple (purple polishing) – where I have edited or improved my work.
S	Supported by an adult. This means that you needed some support to complete today's learning.
VF	Verbal Feedback. This means your teacher spoke to you about how to improve your learning.
Intervention	Indicates if a child missed a section of the lesson due to being out in a small group or individual intervention.
In the margin…	
✓	A tick in maths means your answer /working out is correct.
🟢	A dot by the side of your maths answer means that your answer is incorrect and you will need to edit your maths work.
^	Missing word
C	Correction
~~	Spelling error to correct. Use a dictionary to self-correct
◯	Circle for misuse of a capital letter. Look at the letter which is circled – do you need an upper or lower case letter?
//	New paragraph needed here
/	New sentence needed here
Further symbols/codes may be used in a manner which relates directly to success criteria used in the planning of written work e.g. TV to indicate the use of technical vocabulary	

Target Stamps for Key Stage 1

In the margin…	
✓	**A tick in maths means your answer /working out is correct.**
🟢	**A dot by the side of your maths answer means that your answer is incorrect and you will need to edit your maths work.**
^	**Missing word**
~~	**Spelling error to correct. Use a dictionary to self-correct**
◯	**Circle for misuse of a capital letter.**

	Look at the letter which is circled – do you need an upper or lower case letter?
//	New paragraph needed here
/	New sentence needed here
Further symbols/codes may be used in a manner which relates directly to success criteria used in the planning of written work e.g. capital letters, full stops and finger spaces	

Marking and Feedback in the EYFS

Marking and feedback in the Early Years Foundation Stage will be in response to observation of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and discussion. Appropriate methods for feedback and marking in the EYFS are:

- Regular praise and encouragement
- Adults talking to children individually about their achievements and how to develop their skills further
- Group time where children talk with their peers and teacher about their learning
- Paired peer assessment
- Annotation of photographic evidence
- Written observations by the practitioner
- Simple images as reminder or rewards e.g. smiley face, stickers

Target-setting

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases, targets are clearly set out through use of the marking code and accompanying comments.

In mathematics, targets for all pupils are based on the key number skills needed for each stage of learning that underpin broader mathematics learning, including number bonds, multiplication facts, and standard written methods.

Standards and Expectations of Presentation

Altrincham CE Primary School places great importance on the children and staff presenting their work clearly and with care. Together we are striving towards the highest possible standards of presentation. The following guidelines provide a consistent approach throughout the school.

External Appearance of Books and Folders

All books must have the following clearly stated:
- Pupil name
- Subject name
- Class
- Year Group

There should be no scribbling/pictures on covers of books, unless the cover has been designed in agreement with the phase leader.

Internal Layout

1. No scribbling/doodles within books.
2. Worksheets should be photocopied and need to be trimmed prior to sticking into books. No sheet will hang out from the book or be folded.
3. Please do not miss out pages.
4. In KS 2 all written work should begin with Date, Underline, Learning objective, Underline. In KS 1 all written work should begin with Date, Miss a line, Learning Objective, Miss a line (In Year 2 pupils are taught to use a ruler to underline)
5. The short date will be written in Maths and Science; in all other books this will be the long date.
6. The children will write the 'L' in pen/pencil (no coloured crayon please) and underline it with a ruler. E.g. L: Round numbers to the nearest hundred. Underlining is expected from Year 2 upwards.
7. Children (or staff for Year 1) must write which Chilli challenge is being undertaken using the format: CC1, CC2, CC3. This should be in pen/pencil and not using a coloured crayon.
8. In KS 2 books, if there is more than a third of the page left then children will rule off the previous piece off work using a ruler and start their next piece of work below the line on the same page.
9. Teachers and Teaching Assistants marking is in GREEN.
10. Marking done by themselves or peers is in RED. Peer comments are in pencil.
11. Children will complete editing, improving and corrections in PURPLE. This will be known as 'purple polishing'.
12. The school approach to worksheets is that they should not be used as a matter of course but as and when they are deemed appropriate. For example, children must not waste time copying out tables into their books. In Mathematics where White Rose sheets are used, the question(s) should be stuck on the left to allow for reasoning and understanding to be shown on the right hand side of the page.
13. Times tables and Spellings work should be done in a separate book or if on sheets collated in a folder.

Leadership Monitoring and Quality and Assurance

Leaders will monitor the work in pupils' books to check the quality of education and the feedback that is being provided by the department/phase.

The Senior Leadership Team will conduct a book scrutiny at least once per term as indicated on the monitoring and evaluation timetable.

Any work that is not in line with the Feedback for Learning Policy will be addressed immediately with clear support, deadlines and expectations given for when this will need to be addressed and rectified.

If this is not addressed or improvements seen in a timely manner, a bespoke support plan will be put in place for the member of staff.

Appendix 1 Guidance for Teachers

The strategical minimal marking triangle

Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time; let them 'wobble' for a bit and experience being in the 'learning pit'. But, above all, make sure they are the ones doing the hard work; not you.
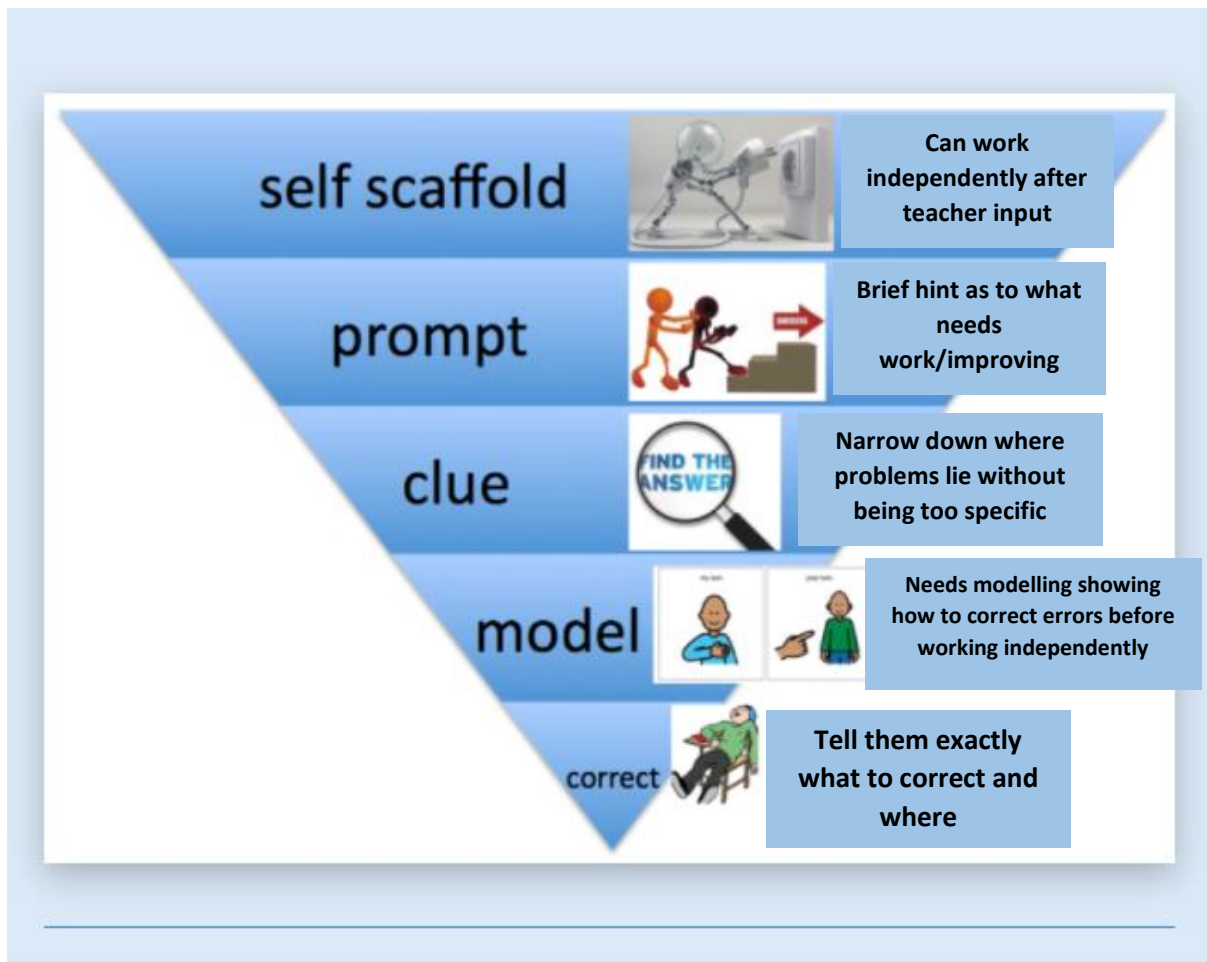
Marking policy approaches for English especially Writing

1. Use a redrafting approach to model writing tasks

With writing, we use a redrafting approach. When the teacher looks at the books after a lesson, she/he makes notes on one piece of paper for the whole class about what went well and what still needs work.

This might include things to do with the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps, as well as any content improvements.

Where individual children have done particularly well or poorly, the teacher will make a note and use these in the lesson as a teaching point (where it is an error, she/he might use the mistake anonymously or write a similar sentence with the same error.

2. Showcase good practice in writing

In the next lesson the teacher will share extracts from pupils' work, to show examples of good work.

For example, she/he might showcase someone whose letter heights have the ascenders and descenders just right. She/he can then ask pupils to look at their work and rewrite one sentence from it, making sure they pay attention to letter heights.

Then she/he can move on to character description and show examples of work where this has been done well, pointing out what made the description so vivid.

3. Use a redrafting approach for mistakes in writing tasks

For mistakes, the teacher might share an example which an anonymous or fictional piece where the child has confused describing a character with listing their clothing, piling up adjective after adjective.

The children would then suggest how this might be improved. They might spend time with a partner seeing if they included good description in their writing. Together the pupils reflect if the text would be improved by adding any additional description.

Finally, in pairs they read each other's work together and suggest improvements, alterations and refinements which the author of the piece then adds – in purple pen.

Spending writing lessons editing their work means they get through less than if the teacher had marked it for them. However, we believe children learn more by forensically inspecting their own work and improving it, rather than simply writing more. It's quality over quantity.

Plus, repetitive writing can lead to pupils simply recreating the same mistakes over and over again, no matter how many times the teacher's marking tells them about full stops and capital letters.

The whole point of this approach is that the next step is the next lesson. You don't need to write down the next step for each pupil either; you can either give them the opportunity to put it into action or teach them whatever the next step is for them.

Proof reading and editing in writing lessons

Differentiating between proofreading and editing

Other pupils who might not get the most out our writing approach are those to whom writing so far has come more easily. They are great at helping their partner spot errors and improve content, but fail to adopt the same rigour with their own work.

In the worst cases, they might see two omitted full stops inserted and that's pretty much it. The perception perhaps being that their work is pretty much perfect bar minor 'slips of the

pen'. This is very much a fixed mindset rather than the growth mindset we are trying to develop at our school.

With this in mind, we've decided to make the difference between proofreading (error spotting) and editing proper (improving content) more obvious. With the expectation that everybody, including those who think their work is beyond improvement, work hard on redrafting their content just like adult writers.

Most writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching about how to help them identify and address their own weaknesses. Some children may participate in writing conferences to review their work with the teacher; individually or in small groups.

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing, spelling errors, punctuation omissions, and other transcription mishaps as well as aspects connected to the sophistication of the writing; the actual content. Where individual children have done something particularly well or struggled to understand the learning objective, the teacher will make a note and use these in the next lesson as a teaching point.

The editing lesson will focus on two aspects:

➢ Proofreading – Changing punctuation, spelling, handwriting and grammar errors
➢ Editing – improving the content and composition of their writing

The teacher will use modelling techniques drawing upon examples of children's own work or their own examples to address common errors/misconceptions. For example, s/he might share a section of text with poor punctuation and reteach the various punctuation rules. Within the editing section of the lesson, for example, the teacher might show some examples where children have described a character very well, pointing out what has made the description so vivid or alternatively use their own example for the children to suggest how it might be improved.

Children may work in pairs, reading each other's work and suggesting improvements, alterations and refinements. During the editing process the author of the piece of work adds changes to their original draft in purple pen to help the teacher to see what changes have been made.

Intervening when children find editing hard

A few children will need more support than this in order to be successful at improving their own work. Pupils in KS1 in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling.

Group editing

To combat this, in Key Stage 1 (especially with pupils who find writing hard anyway), the teacher often sets them a group editing challenge to do with her/him after the initial input. As such she/he can leave the rest of the class to get on with their paired editing.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children may need a further scaffold to narrow down their focus when looking for mistakes. For example, an indication that there are some missing full stops but without showing them where they are. This would be in addition to and not instead of the teacher modelling editing.

Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to draw a yellow box around a section of text to narrow down the search area for the pupil, alongside a comment that there are speech marks missing or tenses muddled or the same sentence structure used.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work modelling how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might set a group of children an editing challenge based on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes so and do not belong. They might do this instead of editing their own work or as a prelude to it, depending on their learning needs. But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away the responsibility from the pupil at thinking hard about how to improve.

Feedback in Maths

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from the daily Flashback sessions at the start of lessons in KS1 and KS2. This information should be used to revisit areas where learning is not secure within maths lessons. Weekly arithmetic tests and end of unit assessments also provide vital feedback to the teacher about areas that might need more teaching either in class or through an intervention.

In terms of day to day maths learning in KS2, teachers should have answers to problems available and after doing 4 or 5 calculations, children should check their answers themselves. That way, if they have misunderstood something, they can alert the teacher immediately. Another benefit is that less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level of challenge. Another strategy that teachers can use is to get children to compare answers in a group and where answers do not agree, challenge each other and try to find where the other person has gone wrong.

The onus is always on the learner checking their work and if they've got the answer wrong, trying to identify their own errors. Children need to be taught how to do this purposely;

otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work they have just learned. When you think deeply about something, it is much more likely to get stored in the long term memory. As Daniel Willingham says, **'Memory is the residue of thought'**. So as an alternative to providing answers, teachers should model ways of checking and then expect children to do the same, in effect **'proof -reading' maths.** So for example, children might repeat a calculation in a purple pen and check that they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should model how children can use the inverse operation to go and check they get back to where they started.

With 2 or 3 -part word problems, a classic error is to give the answer as the first part of the problem and forget about following through to the second or third part of the question. Often word problems are written with each instruction on a different line, a bit like success criteria. Again, teachers should model to the children how to check work as they go along, returning to the question and ticking off each line – writing each answer alongside, being really clear we are answering the final question, having done all the previous steps.

Where children have made mistakes, and are finding it hard to identify where they have gone wrong, a prompt sheet shared with the class at the start of the lesson, can help. In effect, this is just a process success criteria, but recasting it as a checklist can be used to identify errors, means children use it thoughtfully and only when needed.

Find my mistake (column addition)

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Find my mistake (identifying fractions of shapes)

- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator→down)
- Did I count how many parts were shaded in?
- Did I write that number on top of the vinculum (remember numerator →oN top)
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

It is important that the children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental check is stored in their long term memory, which they are able to retrieve at will. Giving children work to 'mark' from fictitious other children, which includes all the common misconceptions, is a really good way of helping them develop this.
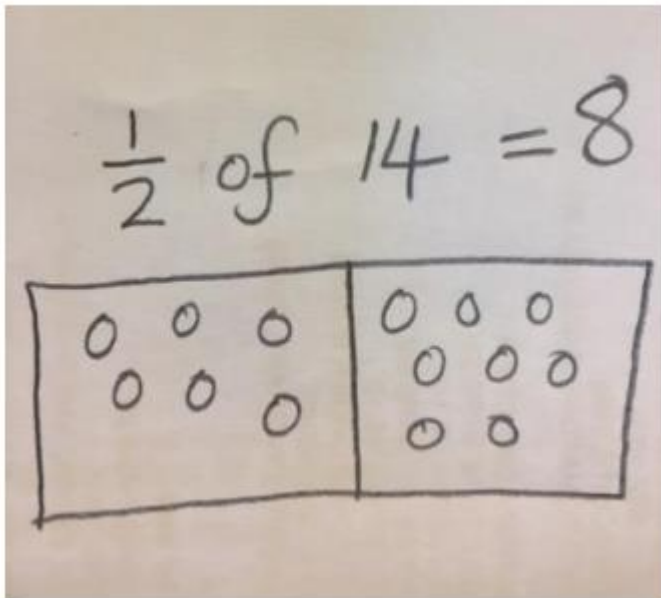
Appendix 2

Teaching at the Point of Learning (TaPoL), this is the most manageable form of marking and feedback for teachers and it could be argued is the most meaningful for pupils. It provides the opportunity for children to become effective learners through regular dialogue between the pupil and teacher and is always done with reference to the learning objectives and SMART related success criteria. These talk frames may be used and indicated as **VF** in books.

Motivational phrases to encourage children to recognise what's good about their work

• Let's take a look at what's good about this…

• I really like this idea, because…

• Ooh, that's a great way of…

• I hope you continue to use that.

• That's a brilliant idea. Any others?

• Why do you think I chose that one?

• Let's go for…

• Excellent. Now see if you can…

Phrases to encourage "magpie-ing" from modelling, examples and WAGOLLs

• Could you use…?

• Let's bank that one.

• You can magpie that from my example on the board.

• Jot some of these ideas down as we go along.

• Think back to _____ and save that.

• Make certain you jot that down somewhere to remind you to use it from now on.

Phrases to encourage looking more closely/ thinking/speaking further

• How else could you do this?

• What do you think would work?

• What might you do here…?

• What else could we have?

• Just think about that for a moment.

• The first thought not always the best thought. Have another go.

• Challenge yourself. It's going to be much more powerful if…

• Now let's think about this…

• We could say/do …… but I think we could do better than that.

• Do you think we should say ….. or …?

• Can you say a little more about that?

• What is that most important thing that is needed here?

Phrases to encourage children to check and evaluate their work

• Let's just read that and see how it sounds

• Let's reread it and that may help you to do the next part

• Are you pleased with…?

• Can you spot…?

• Now what is needed…?

• Does it all fit together logically/ does it flow/read well?

Phrases to add in extra challenges

• Now try…

• Now let's think about…

• What could we use to …?

• How could we make this more…?

• We've got ---------- what else do we need? What could follow? You tell me.

• How can we make _____ more interesting?

• See if you can get a list/diagram/table going now.

Keeping it pacy

• Quick! I need the next sentence/another fact/piece of information.

• You've done that – what's next?

• One minute to…