Effective Marking and Feedback

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Statutory or Best Practice policy:	Best practice
Appendices:	No
School or Trust policy:	School

Meeting your communication needs:
We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01637 880272 or email scmajor@kernowlearning.co.uk

Key Principles
• The sole focus of feedback and marking should be to further children's learning;
• Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
• Written comments should only be used where they are accessible to children according to age and ability;
• Comments should, on the whole, be skill specific to the subject being taught
• Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
• Feedback is provided as part of assessment processes in the classroom, and take many forms other than written comments (mini plenaries/using visualiser)
• Feedback aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
• All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books before the next learning takes place.
• Misconceptions MUST always be picked up on.

Alongside the above we understand for effective feedback to take place the following must occur:

Children must understand what they are learning:

How this is achieved:
• The learning sequence is shared with the children at the beginning of a new unit
• The learning intention for that lesson is shared at the point where is best for the children
• Success criteria will be used where appropriate
• Prior learning is built upon as is known by teacher and pupil through the use of Knowledge Organisers which display the sequence of learning and key vocabulary to be understood

Children are given opportunities to compare their work with the learning challenge

How this is achieved:

• Children can articulate to peers and teachers their understanding of the learning/task and how it links with the learning challenge and overall sequence
• Assessment check points and use of visualiser or SmartBoard enable children to analyse examples of success or improvement and further opportunities to learn from each other
• Success criteria give children a mechanism for reflecting on the success of their learning

Children are given opportunities to improve

How this is achieved:
• Children edit their work using purple pen. Use of a purple pen is introduced when children are taught to edit small extracts of their learning. Children's understanding and use of editing is taught and developed progressively throughout the school from EYFS to Y6.
• Children can explain where they have improved their learning/understanding/work
• Planned opportunities for self or peer assessment feature in many lessons
• Misconceptions are highlighted by the teacher using green ink – evidence of addressing misconceptions must be visible through the improvement of understanding of the child.
This may be achieved through use of resources, deployment of adult as well as through
marking. A code of VF is used to indicate a dialogue has taken place between an adult and a child to develop understanding of a concept.

Feedback and marking in practice

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

• **Immediate Feedback** – at the point of teaching e.g. Verbally one to one, use of visualiser, mini plenaries, group work.

• **Summary Feedback** – at the end of a lesson/task, beginning of the next lesson (This can include child led feedback – self and peer)

• **Review Feedback** – away from the point of teaching including written comments and use of marking codes (see appendix)

As a school we feel feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. We place considerable emphasis on the provision of immediate feedback.

Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

The following table shows examples of how feedback looks in practice at St Columb Major Academy

What it looks like	Evidence	
Immediate	Includes teacher gathering feedback from teaching, including mini whiteboards, book work etc. Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve use of a Teaching Assistant to provide support or further challenge May redirect the focus of teaching or the task May include highlighting/annotating according to the marking code	Lesson observations/learning walks Some evidence of annotations and use of marking code Use of visualiser Mini plenaries
Summary	Takes place at the end of the lesson or activity Often involves whole groups or classes Provides an opportunity for evaluation of learning in the lesson May take form of self or peer assessment against an agreed set of criteria In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	Lesson observations/learning walks Timetabled pre- and post teaching based on assessment Some evidence of self and peer-assessment May be reflected in selected focus review feedback (marking)
Review	Takes place away from the point of teaching May involve written comments/annotations for pupils to read/respond to Provides teachers with opportunities for assessment of understanding Leads to adaptation of future lessons through planning, grouping or adaptation of tasks May lead to targets being set for pupils' future attention, or immediate action	Whole class differentiated feedback at the beginning of the next lesson. Acknowledgement of work completed Written comments and appropriate responses/action Adaptations to teaching sequences tasks when compared to planning Use of annotations on planning to indicate future groupings.

CORE Marking Code

Green = where green ink is used by the teacher, the child is required to progress/improve

Pink = where pink ink is used by the teacher, the child has successfully self-assessed or corrected an error/made an improvement or achieved in some way towards the learning objective

All the following symbols will be explained and shared with pupils regularly and pupils will be encouraged to explain what these symbols mean to others.

In addition to the core marking code, teachers may use other symbols when marking pupils work as part of the success criteria for that lesson or piece of work.

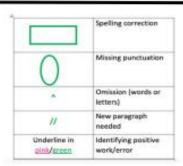Children edit their learning in purple so improvements can be identified easily.
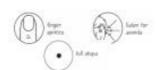
Your Learning...

GW

VF

When your teacher or TA talks with you during a lesson, supports you with your learning please write this in your book.

Adults will write VF next to your work if they have spoken to you about how to improve it. You will need to follow this advice.

[box]	Spelling correction
[oval]	Missing punctuation
⌃	Omission (words or letters)
//	New paragraph needed
Underline in pink/green	Identifying positive work/error

Impressive or correct parts of your learning will be underlined in pink.

Parts that need correcting or looking at again will be in green. A key or a stamp may be given.

Correct using your PURPLE, POLISHING pen.
For amazing effort, a star will be awarded. ☆

At the end of your lesson the learning objective will be given...

☺ ○ You have met the objective.

😐 ○ You've met parts.

☹ ○ Objective not met.