Effective Marking and Feedback Policy

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

Key Principles

- The sole focus of feedback and marking should be to further children's learning.
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is most effective.
- Feedback is provided as part of assessment processes in the classroom, and takes many forms other than written comments (mini plenaries/using a visualiser)
- Feedback aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- Misconceptions to be identified.
- Written comments should only be used where verbal feedback has not been given and will be based on the age and ability of the child.
- Comments should, on the whole, be skill specific to the subject being taught.
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.

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 it is best for the children.
- Success criteria will be used where appropriate.
- Prior learning is built upon by the teacher
- Key vocabulary to be understood, is taught and revisited throughout a unit of work and across the year.

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.
- Mini plenaries and use of a visualiser or Smart Board 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. In Year 1, children use a purple pen to develop this skill and begin editing when it is deemed appropriate for the children. In Year 2, children use a purple pen to edit small extracts of their learning. Throughout KS2, children are exposed to the full range of editing skills.
- Children are able to explain where they have improved their learning and understanding of their work.
- Planned opportunities for self or peer assessment feature in lessons where appropriate.
- Misconceptions are highlighted by the teacher – addressing misconceptions will be achieved through a variety of strategies, for example, the use of resources, deployment of an adult as well as through the marking code. Where misconceptions occur, a dialogue will have 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 lessons, 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 a visualiser, mini plenaries, group work.
- Summary Feedback – at the end of a task/lesson, 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 the use of the marking code.

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 Kew

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

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		Use of annotations on planning to indicate future groupings.

CORE Marking Code

Green ink = Teacher marking and feedback

Purple = Child's response to marking to progress /improve

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.

Marking Guidance
This guidance is shared with each class (Newton – one copy per group, Armstrong – one between two and Einstein – one each) and is explained to the child at the beginning of each term.

Marking Codes

Well done
You have achieved the learning objective.

Wow!
This is super work!

Spelling
Check your spelling.

Grammar
Check your grammar.

Omission
You have left something out of here.

Punctuation
Check the punctuation you have used.

Have another look
You have missed something here. Check your work.

New paragraph
You need to start a new paragraph here.

Support given
Teacher or Teaching Assistant support given to achieve this learning objective.