

New Marston Primary School Feedback and Marking Policy January 2018

Feedback is defined by the Education Endowment Foundation (EEF) as;

'... Information given to the learner and/or the teacher about the learner's performance relative to learning goals...'

'...It should aim towards (and be capable of producing) improvement in students' learning...'

'...It redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome...'

Principles

A culture of feedback can help everyone to achieve their full potential. It can be verbal, written or given through tests and can come from a teacher or leader, someone in the teacher role, or from a child's peers. The basics of positive reinforcement start when the children enter our Nursery and develops as the children move up the school.

At NM we agree with the EEF research that shows that 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
- provide specific guidance on how to improve and not just tell students that they are wrong

We also believe that feedback:

- must have dedicated and sufficient time to achieve its full impact
- should be accessible to the learner
- is worthless if left too late
- is incredibly important for both parties
- is a child's right

Feedback takes place at three key points in the learning process. They are:

- **Immediate feedback** – at the point of teaching
- **Summary feedback** – at the end of a lesson/task
- **Review feedback** – away from the point of teaching (including written comments)

What do these look like in practice?

Type	What it looks like	Evidence
Immediate	Teachers gathering information from feedback at point of teaching e.g. mini-whiteboards, thumbs up/middle/down	Lesson observations
	Can be delivered to individuals, groups or the whole class	Learning walks
	Often given verbally	Improvements in books through editing or further working
	May redirect focus of teaching, grouping or the task	
Summary	Takes place at the end of the lesson or activity	Lesson observations
	Often involves multiple children	Learning walks
	Provides an opportunity for evaluation of learning	Evidence of assessment in books
	Could be peer or self-assessment against success criteria	
Review	Takes place away from point of teaching	Adaptations to future lessons
	May involve written comments for pupils to read or respond to	Written comments and appropriate actions taken
	Provides opportunities for assessment of understanding	
	May redirect focus of future lessons and/or targets being set	Objectives highlighted on Target Tracker

Written Feedback

All recorded work should, as a minimum requirement, be acknowledged. This acknowledgement may take the form of an 'evaluative face' (☺ ☹ ☠) next to the learning objective. This requires appraisal of the children's work, for teachers to understand the next learning steps for the children.

In each subject area every child should have an even balance of the following:

Adult marked
Self-assessed/improved
Peer assessed/improved
Acknowledged with whole class feedback provided

This will vary slightly according to stage of learning that the children are at and what they are learning. The expectation is that over the course of a term the children will benefit from a balance of all four styles.

Guidance for Adult Marking

Written marking by adults should take the following forms, as appropriate to the learning:

- marking is related directly to the learning objective / success criteria
- the use of **green pen** to promote **positive** aspects and **pink pen** to draw attention to **areas for editing, improving or development** within a piece of work.

At the end of written feedback a next step can be given. This could be:

- an open question, specifically related to the LO, enabling pupils to think about next steps;
- a correct example given by teacher, followed by an example(s) that the child completes; or
- a request to do some corrections (with evidence that pupils have attempted these)

Teaching Assistants working with groups can mark their work under direction of the class teacher.

Guidance for Self and Peer Assessment/Improvement

In line with AfL strategies, children should have opportunities to assess their progress (or that of others) against agreed success criteria. Children need to be trained in how to peer and self-assess meaningfully, in order that this time spent in lessons is beneficial to the learning. Teachers must be conscious of 'checking' the quality of peer- and self-improvements made by children, and 'acknowledgement comments' should be made.

For children to make effective improvements to their work, the left hand page of children's will be left blank to allow sufficient space for improvements.

Self-Assessment

In line with developing growth mindsets in children we need to embed a culture of review and improving work, frequently. Self-assessment/improvement happens when children are asked to reflect on their own work, reviewing their successes against the agreed success criteria.

Planned time should be given to self and peer assess (e.g. after a mini-plenary, before a plenary or at the beginning of a lesson – after some detailed marking has taken place). There will also be evidence of pupils improving their work after verbal feedback has been given. To help evidence where this has taken place children should use a pen of a different colour to the original work (a 'polishing pen').

Peer Assessment

Peer improvement happens when children work with their learning partner to edit and develop a piece of work. It is not when partners swap books and individually 'check' and

assess the other's work. To be collaborative, both children read and discuss one of their pieces together, decide the best bits (which may not be the same) giving reasons why, then together talk about the improvements that could be made – which the 'owner' of the work makes, using a purple pen (a 'polishing' pen).

Work that have been collaboratively / peer improved needs to be clear that this is the case. It will usually take the form of **PI** written below the work, with the initials of the pupils involved.

Codes for written feedback

See appendix i

Moderation

It is expected that in year group moderation will occur regularly throughout the academic year. Some will be organised during staff meeting time.

Monitoring

Feedback and Marking will be monitored by senior management through looking at samples of books, pupil voice and through lesson observations/learning walks.

Appendix

New Marston Primary School Written Feedback Codes – Jan 2018

To be completed by the child (where able) at the top of every piece



the LI

of work

indicate how children would assess themselves against

I - worked independently

A - worked with an adult

P - worked

with a partner

EYFS can use 'CI' to show when something has been initiated by the child.

To be completed by the marker for every piece of work

At the top of **every** piece of work the marker will draw the symbol that best represents how well they completed the task.



You have almost achieved the LI

You have achieved the LI

Codes for use in a piece of work



or  indicates success against the learning intention/success criteria.



or  indicates an area that needs to be improved, edited or developed.



may be used in the margin for further challenge or numbered to allow more space to complete.

sp indicates where a spelling mistake needs to be corrected



indicates where verbal feedback has been given

At the end a piece of work (when marked in detail)



The next step indicates what further action needs to be taken to consolidate or develop the child's understanding.

PI (name) indicates the piece of work has been peer improved by (name)

Purple Pen will be used for self-improvement after the initial lesson