



Flamborough CE (VC) Primary School- Marking and Feedback Policy

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Member of staff responsible: Debbie Organ (English Co-ordinator)

The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.

The audience for the marking is the children.

At Flamborough Primary School, we recognise the importance of feedback as part of the teaching & learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking and of the research surrounding effective feedback.

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 students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Key Principles

With this in mind our policy on feedback has at its core, a number of 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 students according to age and ability;
- 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 both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments;
- feedback is a 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.
- 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.

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 three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils.

As a school, 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. At Flamborough Primary School, these practices can be seen in the following ways:

Type	What it looks like in our school	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback, 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 re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code.
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes 	<ul style="list-style-type: none"> • Lesson observations/learning walks

	<ul style="list-style-type: none"> • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of age appropriate criteria • In some cases, may guide a teacher’s further use of review feedback, focusing on areas of need • Teachers to focus on pupils who have been working independently or have not been part of a focus group during the lesson 	<ul style="list-style-type: none"> • Interventions additional to lesson. • Some evidence of self- and peer assessment
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching for groups that haven’t had immediate feedback. • 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 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Use of annotations to indicate future groupings or/and interventions

Marking Approaches

In the core subjects of English, Maths and Science, all work will be acknowledged through the 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. 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 may be appropriate 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, in the form of two stars and a wish, will be focussed on extended pieces of written work, or extended tasks and where the application of skills have taken place. These will allow children’s achievements to be recognised and provide further guidance for future learning.

In all foundation subjects, the focus for giving feedback will be immediate. In these subjects, feedback delivered closest to the point of action is the most effective. This feedback may consist of some written comments but will mostly be given verbally throughout the lessons.

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. There are no expectations that targets are updated on a fixed term, but these should be reviewed regularly by both pupils and teachers and updated when they are achieved. Where targets remain for a long period, these should be reviewed to take account of a child's needs and progress.

Self and Peer assessment

Children are encouraged from KS2 to mark their own work against the learning objective and success criteria and on occasions can be involved in shared marking, which is completed in purple pen to differentiate it from the teacher's feedback. This is important for encouraging children to become more independent and responsible for their own learning. Time is built into the lesson for this to be possible and allows children to reflect in structured ways. This is recorded in various ways depending on the year group and the activity to be assessed.

Response to Feedback



All pupils are taught to respond to marking and comments made should improve the quality of their piece of work.

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 symbols 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.

Annotation	Meaning
RAG (highlighter)	How pupils have met the Learning Objective
Purple Pen	Self-assessment/peer assessment and edits and improvements made by the children.
VF	Verbal feedback given
*	Sticker towards a merit
M	Merit
//NP	New paragraph needed here
○	For something missing or something that needs to change



I P T TA G	To indicate the level of support adults. (Independent, Peer, Teacher, Teaching Assistant, Group)
_____ or sp	Incorrect spelling – then practice x3
✓	Correct in green pen
.	Incorrect
CH	Challenge (Greater Depth extension)
	Something that has been done well
	Wish/Next steps