



Marking & Feedback Policy

Policy date: Feb 25

Marking & feedback Policy Ingol Community Primary School

As a school we are mindful of workload implications of written marking and of the research surrounding effective feedback. As part of this process the staff unpicked previous policies including areas that were supporting children's progress and those that had minimal impact, we researched examples of good practice at other schools and developed a feedback policy that we feel has the most impact on children's progress and learning at ICPS.

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.
- Provide specific guidance on how to improve and not just tell students when they are wrong.

The school has taken on board these findings alongside guidance from other educational experts when producing the following key principles and policy. Because of the changing nature of feedback and marking this policy will be reviewed annually.

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 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 (mini plenaries/using WAGOLLS)
- Feedback is a part of the school's wider assessment process which 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.
- All work in books should be acknowledged by the class teacher in some form (see codes).

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 objective is shared at the point where is best for the children.
- Success criteria will be developed with the children. This can be done in a number of ways such as:

- ♣ Creating success criteria after appropriate modelling from the teacher (for a new topic)
- ♣ Children correcting or reordering success criteria
- ♣ Through seeing an end product and identifying success.

Children are given opportunities to compare their work with the learning objective How this is achieved:

- Children can articulate to peers and teachers their understanding of the task and how it links with the learning objective.
- Mini plenaries and use of WAGOLLS enable children to analyse examples for success or improvement and further opportunities to magpie ideas.

Children are given opportunities to improve

How this is achieved:

- Teachers mark in green pen
- Adults mark in red pen after a taught intervention
- Children self-correct/edit in purple pen
- Peer assessment is in pencil.

The following information shows examples of how feedback looks in practice at ICPS.

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 re-direct the focus of teaching or the task
- Lesson observations/learning walks
- Some evidence of annotations and use of marking code
- Mini plenaries

Summary

- Takes place at the end of a 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

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.
- Would take place at least once in every learning cycle for Maths and English.
- Whole class differentiated feedback at the beginning of the next lesson.
- Written comments and appropriate responses/action
- Adaptations to teaching sequences tasks when compared to planning
- Use of annotations on planning to indicate future groupings.

Marking Code

All teachers to use green pen. Red pen to be used once intervention or additional supported learning has been given
Key Stage 1 & EYFS when ready:

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. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity. In order for children to know if they have been successful or may require further support the following codes will be used:

LOA Indicates the child has achieved the learning objective.

VFG Indicates the child has had verbal feedback to then improve (in purple pen)

✓ Indicates the child is correct.

- Indicates the child is incorrect

SP Next to incorrectly spelt word Not all spellings need to be corrected. Teacher judgement should be used and would normally be linked to the age expected spellings/vocabulary for the year group or level of ability of the individual child.

PA- Peer Assessment

SA Self Assessment

I Independent work

S Supported work

Key Stage 2:

SP next to incorrect word (Years 3 and 4)

SP in margin (Years 5 and 6)

P next to incorrect punctuation (Years 3 and 4)

P in margin (Years 5 and 6)

Headteacher: Mrs Parkinson

Assessment lead: Mr Moss

Developed in conjunction with all members of the ICPS teaching staff.

Reviewed: Feb 25

Next review date: Feb 26