

Document Name:	Feedback and Marking Policy
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Introduction

At Kingswood Primary School we learn through our school aspirations of **Kindness, Perseverance** and **Success**. Our Teaching and Learning approach is inspired by the 'Learning Rainforest' metaphor (The Learning Rainforest, Tom Sherrington). We have adapted this metaphor and think of ourselves as a wonderful, wild English wood. Each tree in a wood has three interconnected components that are necessary for its existence:

The Roots: the conditions for healthy growth. The nurturing environment in which each individual feels they belong and can thrive.

The Trunk and Branches: providing the structure that allows the tree to reach great heights before branching off. This represents knowledge in all its forms.

The Canopy: this grows out in different directions, responding to the motivational stimulus of sunlight. The range of ambitions and learning possibilities.

At Kingswood Primary School we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. 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
- Provide specific guidance on how to improve and not just tell students when they are wrong

Key Principles

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;
- Written comments should only be used where they are accessible to students according to age and ability;
- Feedback delivered in lessons, particularly verbal feedback, 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 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.

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

Type	What it Looks Like	Evidence
Immediate	Happens during the lesson • Includes gathering feedback from teaching, including mini-whiteboards, book work, etc • Flexible grouping according to need and understanding • Often given verbally to pupils for immediate action • May involve use of a learning partner to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code	• Lesson observation/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	Takes place at the end of a lesson or activity • May involve flexible grouping or whole class • 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	• Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as a tick where the Learning Objective has been met or use of underlining to show an area of focus.

Written marking and comments should be used where meaningful guidance can be offered or when 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 guidance has not been given e.g. misconceptions have not been addressed in lesson, written feedback should inform future learning.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning. Above all, the key expectation is that all marking and feedback should inform future learning.

Blue pen for teachers

Maths Marking Principles:

- Marking will be based on the Learning Objective
- There will be 3 stages of work (Practise it, Explain it, Deepen it) during the sequence of lessons. At the end of each stage, immediate answers will be given either by teacher /learning partner or answers being made available. That way, the teacher is alerted immediately to their understanding before moving on. At each stage of learning, misconceptions must be addressed by the class teacher before moving on to the next stage. Most marking should therefore be achieved in the lesson.
- Number reversals will be underlined and the child will correctly form the numeral at the bottom of the page, or next to a written model.

English Marking Principles:

- Marking will be based on the Learning Objective for grammar and short pieces of writing.
- End of Unit writing/ longer pieces of writing will have a Success Criteria. This Success Criteria will be used to feedback where learning has been met and next steps for learning.

When children write a plan or first draft of a paragraph, they will need to follow the steps below as part of the reviewing and redrafting process. This could be independently, or with the support of an adult where needed.

- Verbal feedback will be provided by the class teacher with specific areas to focus on.
- Edit own work referring to the **Success Criteria** and ensure it has been met.
- Edit own work against **Grammar Progression**. Children will use purple pen to do this. This could be done individually or as part of a peer review.
- After an adult review, teachers will add a symbol for pupils to locate and correct the problem e.g. SP – Spelling, CL – Capital letter, P – Punctuation, ^ - Missing word or addition required.

After the final piece has been published, where children have added features that stand out, mark with a tick. A celebratory comment is recorded at the end with house points awarded on a sliding scale 5-1 with 5 house points acknowledging an outstanding piece of work.

Wide Curriculum Marking Principles:

- Marking will be based on the Learning Objective, with a tick to indicate that it has been met. A maximum of three different incorrect grammar and spellings will be marked by the adult. Incorrect letter formation or joins will also be highlighted. Children will respond to these in purple pen.

Marking Code

✓	Demonstrated a particular skill or achieved the intended outcome
SP Identified word underlined	Spelling Rewrite the word out correctly x 3 underneath the completed work Correct spelling written underneath completed work, child copies x 3
CL KS1 identified letter underlined	Capital Letter Add missing capital letter
FS KS1 identified space underlined	Full Stop Add missing full stop
H Error underlined	Handwriting Correct formation/ join written underneath completed work, child copies x 3
P Error underlined	Punctuation Locate and correct/add missing punctuation
//	New Paragraph Needed Here
VF	Verbal Feedback Given
^	Missing Word Here Child to write missing word above symbol
•	Next to an incorrect maths answer Children to write correct answer next to the dot
S	Supported
I	Independent