

Grendon CE Primary School

FEEDBACK & MARKING POLICY

At Grendon CE 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
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, teaching staff at Grendon CE Primary School has investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: meaningful, manageable and motivating. The most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

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
- 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 pupils
- 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 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 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

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is shown 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 Grendon CE, these practices can be seen in the following ways:

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Takes place in lessons with individuals or small groups • Teacher gathering feedback from teaching • Often given verbally to pupils for immediate action • May involve use of a TA to provide support or challenge • May re-direct the focus of teaching or the task • May include application of marking code. 	<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 • Provides an opportunity for evaluating learning in the lesson • May include self or peer assessment against success criteria • May guide a teacher's further use of review feedback 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of self-assessment
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May include written comments for pupils to respond to • Will include application of marking code • Leads to adaptation of future learning opportunities • May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Application of marking code • Adaptations to teaching sequences tasks when compared to planning • Written comments where appropriate

All work will include a learning objective and success criteria that is understood by pupils.

- The school uses a coded system which is consistent with research evidence that coded systems, if understood by pupils, are equally effective as uncoded (written) feedback. The coded system for our school is:
 - ✓ Marking (ticks and comments) will be made in **purple** pen.
 - ✓ Marking in **green** indicates an area of development which pupils are expected to respond to.
 - ✓ Marking in **pink** indicates a strength eg; that a learning objective has been met overall or a specific aspect has been completed to a high standard.
 - ✓ **VF** will be used to indicate **verbal feedback**
 - ✓ **WS** will be used to indicate that work was completed **with support**
- Teachers will allocate time as soon as possible after the marking has taken place for pupils to respond to developmental marking.
- From EYFS, children will be introduced to the principle of green (for growth) and (tickled) pink marking.
- For extended pieces of writing, marking and feedback will additionally include the expectation that pupils will self-assess using the colour coded system. Self-assessment is an expectation for pupils who are working within the Year 2 equivalent of GDS in writing or above.
- Written comments may be used (for children who are able to read them and respond independently) where additional meaningful guidance can be offered which has not been possible to provide during the lesson.

Monitoring

The Feedback and Marking Policy will be monitored as part of the school's curriculum monitoring process