QUALITY FEEDBACK AND MARKING POLICY

Beccles Primary Academy

Agreed by staff March 2023

Next review September 2024

AIMS

At Beccles Primary Academy, 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 of the workload implications of written marking, and of the research surrounding effective feedback. This 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 pupils when they are wrong

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have 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**.

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 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 with the teachers initials.

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
Children are made aware of the Learning Intention at the start of each session. This may be on the Interactive White Board or written as a class on the Flip Chart Board or individual copies for the children. It must be visible for the children throughout lesson.
In key Stage 1 the Learning Intention will have been prepared, ready to be stuck in the book at the start of the session. In Key Stage 2 most children will be able to write the learning Intention in their book, along with the date. Some children may need to have additional support with this aspect and / or have a prepared Learning Intention to stick in. 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 Beccles Primary Academy, these practices can be seen in the following examples:

Type	What it looks like	Evidence (for observers)
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 learning support assistant 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 observations/learning walks Some evidence of annotations or use of marking code/highlighting
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 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 - May lead to targets being set for pupils' future attention, or immediate action	Acknowledgement of work completed (initials) Whole class analysis notes Lesson observation – of impact of input using whole class analysis Written comments and appropriate responses/action Adaptations to teaching sequences tasks when compared to planning Use of annotations to indicate future groupings

Marking Approaches

- All teachers will mark the work in **pink** and **green** ink. (**Pink for Praise** and **Green for Growth**)
- Children will neatly and legibly edit their work using a **purple pen**. Children will also write their initials for either self-marking or peer marking in **purple pen**.

All work will be acknowledged in some form by class teachers or learning support assistants.

Marking and Feedback in the Foundation Stage is based on formative assessments of the children, which are at the heart of effective Early Years practice. Early Years staff at Beccles Primary observe the children as they interact in their play and everyday activities. Staff analyse the observations to identify precise next steps and these are recorded in Tapestry and shared regularly with children, parents and carers. Next steps are made explicit in the planning and made evident to the child through individual or group interactions and activities.

In Key Stage 1, 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 (see end of policy for marking code & symbols). 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.

Detailed or Deep Marking
This is only to be used for significant pieces of work e.g. pieces of writing particularly in English, assessed pieces of work, themed projects. The expectation is that the children are given time to discuss the deep marking and the next steps given for this to be effective.

Child-led assessment, feedback and editing
Children should carry out assessment, editing and feedback in a number of ways such as in response to teacher comments or marking, as a result of self-assessing and reviewing work against targets or a success criteria or through peer marking. Dialogue between children about learning is an important skill that we seek to develop throughout school. Therefore it can be helpful for children to assess the work of others in the class and give peer feedback. Feedback may be verbal or written and if written the comments should be initialled by the child-reviewer. Children should be trained in how to give effective feedback that is KIND, SPECIFIC and HELPFUL and relates to the success criteria or targets.
For example:
'I like this part, but have you thought of…'
'What made you use this word/phrase/ connective/simile/metaphor and not another one?'
'The best part is when you…'
'I think that next time you ought to think about…'
'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'

Editing does not need to be done for every piece of writing.

Subject specific vocabulary
When marking work in a subject such as science, teachers may concentrate on correction of scientific vocabulary specifically, instead of correcting more general spelling errors. Where children attempt to use new terminology, this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning.
Teachers are aware that different subjects may necessitate different forms of marking and assessment.

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.

Key Stage 1 Marking Code

CODE	EXPLANATION

Highlight Learning Intention (L.I.)	Pink Highlight - Met the Learning Intention Orange Highlight – Nearly met the Learning Intention – check work for feedback Green Highlight – Not met the Learning Intention For pupils that have been heavily supported in order to be successful, a pink S beside the LI is to be used.
S (with a word or phrase to indicate what support has been given)	**Support has been given** If the whole piece of work has been supported, the S needs to be at the top of the page If a section of the work has been supported, this section needs to be indicated with an S
GP	Guided Practice
✯	Exceptional work – well done
SP ~~~	Spelling mistake to be corrected in this line At the bottom of the work a maximum of 3 spellings correctly written for the pupils to copy out correctly.
P ~~~	Punctuation error to be corrected on this line
C ~~~	Capital letter error to be corrected on this line
^	Word (s) missing
VF	Verbal Feedback given
Pupil's initials Purple pen	Self-Marked
Peer initials purple pen	Peer-Marked

Key Stage 2 Marking Code

CODE	EXPLANATION
Highlight Learning Intention (L.I.)	Pink Highlight - Met the Learning Intention Orange Highlight – Nearly met the Learning Intention – check work for feedback Green Highlight – Not met the Learning Intention For pupils that have been heavily supported in order to be successful, a pink S beside the LI is to be used.
S (with a word or phrase to indicate what support has been given)	**Support has been given** If the whole piece of work has been supported, the S needs to be at the top of the page If a section of the work has been supported, this section needs to be indicated with an S
GP	Guided Practice An **I** needs to be placed in the margin once the work is independent
✯	Exceptional work – well done
SP ~~~	Spelling mistake to be corrected in this line At the bottom of the work a maximum of 3 spellings correctly written for the pupils to copy out correctly
P ~~~	Punctuation error to be corrected on this line
C ~~~	Capital letter error to be corrected on this line
^	Word (s) missing
//	Paragraphing

Pupils initials – purple pen	Self – marked
Peer initials- purple pen	Peer-Marked

Marking and Feedback in English

At the heart of our approach to writing is the philosophy of promoting a writing culture within the school. English books should not be portfolios of the children's writing; they should show examples of shared writing, guided writing and independent pieces, which have been edited, reviewed and improved. We expect pupils to 'edit as they go' as part of the lesson, however pupils may need to edit as part of the AFL process during the next session. The final piece is then copied twice to go into the English and Publishing Book

Editing

For editing to work well, children have to be responsible for changing and improving their own work. We encourage this to happen in a few stages and each time the writing gets slowly better.

After the children have completed their final draft, the teacher must "mark" the work providing the appropriate comments to move the learning on.

Improving Writing

At the beginning of the session, the teacher will use an example text that includes errors and misconceptions that were found in the pupil's work. The teacher will use this piece of writing as an opportunity to model the editing approach and address misconceptions with the pupils, sharing strategies for making improvements within their work. Pupils then edit their own writing following this advice.

Final teacher assessment of writing piece for publishing

After the pupils have had the opportunity to complete their redraft and editing of their work the teacher will assess the pupils work against age related expectations. This will inform planning, targets and next steps for pupils. Moderation of independent writing will be carried out at school and Trust level.

Marking and Feedback in Mathematics

"Marking" is taken to mean the process whereby a teacher looks at a piece of pupil's written work, examines it for errors, misconceptions and/or conceptual and procedural fluency and responds in some way either in writing, speech or action. This is evidenced by the LI marked pink if all varied fluency questions have been answered correctly.

The use of M is also used to show the child used manipulatives to support their working

Marking guidelines in Mathematics

It is important to distinguish between slips and errors that show a lack of understanding:
- For slips, it is often enough to simply indicate where each slip occurs, particularly when pupils are encouraged to correct them.
- If errors demonstrate lack of understanding, the teacher may decide to take different courses of action
  - where one or two pupils are making the mistake, tackling it individually as soon as possible.
  - where an error is made by several pupils, working further with this group, or using the opportunity to address the difficulty with the whole class

Pupils need to learn to mark their own work too. Part of this responsibility is to identify for themselves the facts and strategies they know well and those which they find harder and need to continue to work on.

Evidence

If the interaction between teacher and pupils is good, where errors or misconceptions are addressed immediately or through same day intervention; efficient marking strategies are deployed and suitable summative assessment is held to assess sustained pupil progress, further evidence of progress is not necessary.

Next steps should only be used where appropriate and not automatically for each piece of marked work. There is no need to write individual targets for each pupil.

Teaching for mastery materials (questions, tasks, and activities to support assessment) should be used to assess how well the pupils are understanding concepts and demonstrate the depth of their understanding and fluency which will

ensure that learning is likely to be both sustained over time and built upon in the future.

Marking and Feedback in Science
Science books include a variety of work from each theme. All science lessons should demonstrate an integral link between science knowledge and science skill, and this should be evident throughout each science book. Each theme should demonstrate the progression of knowledge, whereas the science skills should show progression throughout each theme and year group.

Marking and Feedback in Foundation Subjects (Knowledge)
In the foundation subjects, marking will be against the Learning Intention for the subject specific knowledge. The English skills for this piece of work will already have been taught and the children are expected to maintain the same standard of English in all subject areas. Where this is not the case, the teacher will challenge the child to improve their work ensuring high expectations at all times.

Monitoring and Evaluating this policy
This policy will be monitored through further consultation with staff and through planned reviews. Children's books will be monitored by senior Leadership and subject leaders. Good practice will be highlighted and areas for development will be given to staff to consider and discuss. Subject leaders will monitor specific marking as part of their subject leadership role.

KEY STAGE 1 MARKING CODE

CODE	EXPLANATION
<mark style="background-color:magenta">Highlightlearning Intention</mark>	Met the Learning Intention
<mark style="background-color:orange">Highlight learning Intention</mark>	Nearly met the Learning Intention – check work for feedback
<mark style="background-color:green">Highlight learning Intention</mark>	Green Highlight – Not met the Learning Intention
☆	Exceptional work – well done
SP ~~~	Spelling mistake to be corrected in this line
P ~~~	Punctuation error to be corrected on this line
C ~~~	Capital letter error to be corrected on this line
^	Word (s) missing
VF	Verbal Feedback given
My Initials	Self-Marked
My marking partner's initials	Peer-Marked

KEY STAGE 2 MARKING CODE

CODE	EXPLANATION
Highlightlearning Intention	Met the Learning Intention
Highlight learning Intention	Nearly met the Learning Intention – check work for feedback
Highlight learning Intention	Green Highlight – Not met the Learning Intention
☆	Exceptional work – well done
SP ~~~	Spelling mistake to be corrected in this line
P ~~~	Punctuation error to be corrected on this line
C ~~~	Capital letter error to be corrected on this line
^	Word (s) missing
//	Paragraphing
VF	Verbal Feedback given
My Initials	Self-Marked
My marking partner's initials	Peer-Marked