

**The Federation of St. Alphege
Church of England Schools**



Feedback and Marking Policy

At St Alphege CE Federated Schools, 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 recognised authorities and expert organisations.

Professor Dylan Wiliam stresses that the purpose of giving feedback is to help a learner know how to make progress. He argues if you're not going to require the learner to act on feedback, then why give it?

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. The recommendations, of the DfE's expert group emphasises that marking should be: **meaningful, manageable** and **motivating**. (* see *Eliminating unnecessary workload around marking*. Report of the independent workload review group. March 2016). We also take note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. (* see *Questioning marking?* Charles Stripp, NCEMT Director. January 2017.)

Key Principles

Our policy on feedback has at its core a number of principles:

- we believe the teacher is best placed to use their professional judgement as to what form of feedback is most appropriate when responding to a child's learning
- 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, use of a class grid will support next steps.

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 / live marking – 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 St Alphege CE Schools, these practices can be seen in the following practices:

Type	What it might look like	Possible evidence (for observers)
Immediate	<p>Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</p> <p>Takes place in lessons with individuals or small groups</p> <p>Often given verbally to pupils for immediate action</p> <p>May involve use of a teaching assistant to provide support or further challenge</p> <p>May re-direct the focus of teaching or the task</p> <p>May include highlighting/annotations according to the marking code.</p>	<p>Lesson observations/learning walks</p> <p>Some evidence of annotations or use of marking code/highlighting</p>
Summary	<p>Takes place at the end of a lesson or activity</p> <p>Often involves whole groups or classes</p> <p>Provides an opportunity for evaluation of learning in the lesson</p> <p>May take form of self- or peer- assessment against an agreed set of criteria</p> <p>In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</p>	<p>Lesson observations/learning walks</p> <p>Timetabled pre- and post-teaching based on assessment</p> <p>Some evidence of self- and peer-assessment</p> <p>May be reflected in selected focus review feedback (marking)</p>
Review	<p>Takes place away from the point of teaching</p> <p>May involve written comments/annotations for pupils to read / respond to</p> <p>Provides teachers with opportunities for assessment of understanding</p> <p>Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</p> <p>May lead to targets being set for pupils' future attention, or immediate action</p>	<p>Acknowledgement of work completed</p> <p>Written comments and appropriate responses/action</p> <p>Adaptations to teaching sequences tasks when compared to planning</p> <p>Use of annotations to indicate future groupings</p>

Marking Approaches

All work will be acknowledged in some form by class teachers. The class teacher will be free to decide which form it takes. This may be through simple symbols such as ticks or prompts (*see marking code).

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. 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 (see use of Class Grid – appendix 1). Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated, but the stamp will be used.

Target-setting (*see Key principles)

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. In some cases, targets are clearly set out through use of the marking code and accompanying comments.

In English and Mathematics, formal targets are drawn from the National Interim Statements (Years 2 and 6) and Solihull Statements (Years 1, 3, 4 and 5) and from the 'Development Matters' documentation for EYFS. For pupils in KS2 targets are recorded on the assessment sheets kept inside the front cover of pupils' books. For pupils in younger year groups children will know they have achieved the WALT by stamp and feedback (*see marking code.)

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.

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. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Symbol	Meaning
✓	Correct / good point / well written
X	Incorrect / wrong
Sp	Correct a spelling mistake
?	This does not make sense
^	You need to add a word
//	You need to start a new paragraph
e.g.	Provide examples
Ⓢ	With support
Ⓡ	Correction needed e.g. Grammar

Stamps

We will also use the following stamp to denote that the WALT or target has been achieved:



R Morrissey January 2019

Appendix I Class grid

Work to praise and share	Need further support
Presentation	Basic skills errors
Misconceptions and next lesson notes	