Redbourn Primary School

Marking and Feedback Policy

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Feedback is a response made by an adult teaching within the classroom to work undertaken by the children. Feedback should be positive, clearly showing the achievement the child has made and giving ways forward in skills not yet achieved. We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

We start by asking ourselves, 'why are we giving this feedback?' There are two main reasons:
- To motivate the child
- We can see an opportunity to move learning on by:
  - Addressing a misunderstanding
  - Reinforcing a skill or key piece of information
  - Extending a child's understanding or ability to do something

Feedback will show a child how to improve if they are not secure, or a next step to move their learning on.

Children should be able to answer the following questions:
- How have I been successful?
- What do I need to do to improve?
- What is my next step? (EYFS)

Teachers should be able to answer the following questions:
- Who has been successful?
- Who needs further support?
- How, if at all, does my planning need to change?
- How has my marking supported each child to progress?

Rationale

At Redbourn Primary School, we recognise the importance of marking and 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;
- To be given sparingly so that it is meaningful;
- Provide specific guidance on how to improve and not just tell students where they are wrong.

How we achieve this:

Marking

Marking of work is undertaken in green pen. Work is marked using symbols with a ✅ to show where the child has achieved the Learning Objective and 💭 (think about…) to show areas where a child is not yet secure and should check and edit the piece they have just completed.. Eg:
💭 Add a comma between two adjectives for description. This marking occurs at the end of a piece of work.
Other symbols are used alongside this and children are reminded of their meaning frequently. The symbols are used to show what a child needs to correct. ✅ next to a word, calculation or diagram shows the child has met a criteria linked to the learning objective. The amount of writing by staff should be kept to a minimum and relevant to the reading level of the child. The symbol sheets are attached to the end of this policy.

Teachers should aim to carry out 'live marking' by moving around responding to the children's work, so that the child has any misconception corrected early. Where live marking has not been possible, feedback will be given (see below).

In EYFS, most marking and feedback given to the children is verbal. This is through adults participating in play, facilitating learning and asking questions to take learning forward. Next steps

are also discussed verbally with the children. During their Reception year, children are introduced to the marking symbols and given an opportunity to respond to feedback.

Marking should be linked to the learning objective or recap previous areas for development. This includes science and the foundation subjects where feedback/next steps must be linked to the subject specific objectives and not to the child's literacy skills. However, subject specific spelling and other age-appropriate spelling errors will be addressed.

When marking, staff should lead by example in terms of their written presentation by forming letters correctly, using appropriate sizing and writing on the line. Please refer to the school's handwriting policy.

Self-marking and Peer-marking
At times, the teacher may share answers with the whole class and children will mark their own work, or that of a peer, using purple pen. Results will be reviewed by teachers and any next steps given where a child needs further assistance.

Children are also taught how to edit their own work and how to give constructive feedback to their peers. Purple pen is used by children to indicate any work they have edited themselves. Peer feedback comments will also be written in purple pen and the peer's name written next to the comment.

Scribes
Where adults are scribing a child's ideas and comments, they write with a black pen. This distinguishes their writing from the child's (pencil or blue pen or purple for editing) or an adult's marking (green).

Feedback

Feedback will be clear and unambiguous: children should know what they have done well and have an example to show how they could improve. Sometimes, when a child has worked to the best of their ability, next steps will not be given. Teachers will use their initiative on when to give a next step, and then allow time for the child to respond to this.

At an appropriate time in Year One, children will be introduced to using purple pens when responding to feedback. Staff will also indicate where feedback has been shared with the children.

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 ('live marking' or 'pupil conferencing')
2. Summary feedback – after a lesson/task (typically at the end of a day)
3. Review feedback – Deep marking of a piece of work, typically towards the end of a unit (including written comments and possibly a next step).

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 while the child is still completing their work (live marking). Where feedback is based on review of work completed, the focus will often be on next steps and will inform the teacher about any need to further adapt teaching or planning.

The amount and type of feedback given depends on the age/ability of the child. For example, in Year One, spelling errors would typically be made clear to the child, but by Year 5 the child would typically be expected to find and correct an error themselves, having been told there is an error somewhere in their sentence. For spellings, the errors highlighted will be age/year-group-appropriate and usually focus on common exception words.

Feedback from adults should provide scaffolding – such as suggestions of adjectives or an example of how to solve a written calculation, where necessary. Review of learning orally with younger children provides feedback on their learning. Pupil Conferencing describes a longer discussion between a teacher and a pupil, to focus on a specific skill or challenge that will scaffold learning.

Non-negotiables of Marking and Feedback:

- Work to be marked by adults in green pen and responded to by children in purple.
- Work to be marked in all curriculum areas - all books checked each day.
- All staff to mark at the point of learning, ie during the lesson. Symbols to be used during session to show where verbal feedback has been given by any member of staff.
- **T** or **TA** to be written next to Learning Objective to show who has supported the child. **I** should be used to indicate independent work where support is usually given.
- **SC** written at top of page if Supply Cover taught the session.
- **PC** written next to learning completed during a Pupil Conferencing session.
- Double tick to show LO achieved. If child not secure, a will be used and scaffolding provided to help the child achieve the LO.
- Number and letter formation to be corrected immediately.
- Spellings, appropriate to year group, to be circled by child if unsure and supported at age appropriate level to correct.
- Up to three examples of a skill being used correctly, linked to success criteria, highlighted in green: in extended writing for English; a written science experiment; longer writing piece in history, geography, RE.
- In foundation subjects, any comment will link to the skill being practised, not the outcome of the work. Eg: Art: Shading may be addressed but the actual drawing should not be critiqued.

Year Six Exceptions
Year 6 pupils must show evidence of all required skills in independent, unsupported written work. Throughout Year 6, the amount of feedback given with spelling, vocabulary and structure is gradually withdrawn. After half term in the Spring Term, Learning Ladders setting out structural tips; marking indicating errors with spelling and punctuation, and other live marking will not occur. There should be growing evidence of children self-assessing and editing their own work. Deep marking, with specific examples of skills highlighted in green, and feedback about how to improve next time, will still be given. Pupil conferencing will still take place, but work completed in these sessions will not be considered when assessing attainment levels.

Type	What it looks like	Evidence (for observers)	When?
Immediate	• Includes teacher gathering feedback from teaching including mini-whiteboards, book work etc • Takes place in lessons with individuals, groups or whole class • 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 • Includes annotations according to marking code	• Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting • Improvements evident in books either through editing or further working	Daily during each lesson by all adults in the classroom.
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 the form of self- or peer- assessment against some agreed criteria • Guides a teacher's focus on areas of need	• Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Purple pen annotations by children marking their own work • Purple Pen annotations by peers, reviewing each others' work. • Green pen double tick against learning objective from teacher/TA/LSA	Daily, with pupils as the final learning point of each lesson, or without pupils after the lesson has finished.
Review or Deep Marking	• Takes place away from the point of teaching • Includes written comments/annotations for pupils to respond to • For writing, will include green highlighted examples of work meeting success criteria skills • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons, through planning, grouping and adaptation of tasks • May lead to next steps being set for pupils' future attention, or immediate action	• Acknowledgement (through double ticks as a minimum) of work completed • Written comments and appropriate responses/action • Next step or example of how to improve, where necessary. • Adaptation to teaching sequences tasks when compared to planning…may require planning annotation • Use of annotations in planning or in books to inform future interventions /groupings	After every extended piece of English writing. After a written science investigation. After cross-curricular writing in 'Wider Curriculum' subjects At the end of a maths unit and after any maths application task.
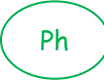
English Focus

VF	verbal feedback given
S T TA	adult who gave feedback and/or targeted support (If there is no T/TA, it will be assumed work is independent)
I	Where it is notable that a child has completed work independently
✓✓	During: well done for… At the end: objective achieved next to LO
(thought cloud)	think about or next step
→	finger spaces
sp	Spelling- above word, on line in margin or at the end of paragraph/piece according to attainment
p	punctuation
g	grammar
g:t	Grammar: tense
v	vocabulary
✐ a, d	Letter formation
Λ	Missing word
Child said "…"	child explains understanding in their own words
ch	Challenge
✐ or h	Handwriting
//	New paragraph
PC	Pupil Conference
⦾⦾	Conjunction

Maths Focus

VF	Verbal feedback given
(S) (T) (TA)	Adult who gave feedback and/or targeted support (If there is no T/TA, it will be assumed work is independent)
(I)	Where it is notable that a child has completed work independently
✔✔	During: well done for… At the end: objective achieved next to LO
☁	Think about (Followed by a comment) Or Next step
1 7	1 digit in a square
▪	Check your answer
(w)	Show your working
✎ 4, 8	Number formation
(m)	Use of manipulatives
(u)	Using the right unit of measurement

EYFS

VF	Verbal feedback given
(S) (T) (TA)	Teacher, TA or Supply: adult who gave feedback and/or targeted support (If there is no T/TA, it will be assumed work is independent)
(I)	Where it is notable that a child has completed work independently
☺	At the end: well done for…
✔✔	During: well done for… At the end: objective achieved next to LO
(thought cloud)	Think about (Followed by a symbol) or Next step
→	Finger spaces
[.] [Aa]	Full stop or capital letter
sp	Spelling- above word
(Ph)	Phonics
(speech bubble)	Read your work to me
Child said "…"	Child explains understanding in their own words
(ch)	Challenge
✎ or (h)	Handwriting
✎ 4, 8	Number formation