

# **Feedback & Marking Policy**

*(updated September 2023)*



## **1. Introduction**

At Grangetown Primary School we recognise the vital importance of feedback (verbal, written) as part of the teaching and learning process. By using feedback wisely and skilfully, we support children in their next steps in order to ensure they make progress in their learning.

Feedback is a vital part of the learning process. It is how achievement and success are acknowledged, and it is also how a piece of work - for example a written narrative, a Science report, or part of a dance movement - can be honed and improved. Feedback in any learning situation can be 1:1, or can involve a group or a full class. Teachers provide feedback numerous times every lesson, in the classroom, in their dialogue with children.

This policy sets out how we have changed our approach to feedback, so that it best supports pupil learning in our school.

## **2. Aims**

- To help the children play an active role in their own learning - children take greater responsibility for their own checking / correcting / editing and re-drafting
- To provide clarity in terms of how staff respond to children's work, so that the children can improve their work, correct any misconceptions and continue to make good progress
- Provide consistency and continuity throughout the school
- Ensure that children have a clear understanding of teacher expectations
- Develop children's self-esteem and confidence, through praise and by recognising and valuing their achievements
- To create a dialogue with the children which will assist in their ongoing learning and progress.
- To improve standards by encouraging children to give their best and edit and improve on their work
- Improve standards by encouraging children to give their best and edit and improve on their work.

## **3. Key Principles**

- All pupils' learning is reviewed by teachers at the earliest appropriate opportunity so that it can impact on future learning.
- Teaching and interventions are geared to providing immediate or 'as close to immediate as possible' feedback. All pupils' learning is reviewed by teachers at the earliest appropriate opportunity so that it can impact on future learning.
- Children will respond to feedback in different ways, therefore, teachers will use their judgment to decide which method of feedback is most beneficial for each individual child.
- We believe that feedback has maximum impact when given within the lesson or as soon as possible after – this could include the next day in some cases.

- Most of the feedback our teachers and TAs provide is verbal; this can be supplemented by written or visual feedback, but it is fair to say that we have taken steps to reduce the amount of written feedback – simply because verbal feedback is more immediate, and has much more impact on learning.

**4. Our feedback and marking will enable teachers to:**

- Plan the next steps in teaching and learning.
- Monitor children’s progress and to diagnose what has not been understood to inform future planning.
- Make judgements about pupils’ attainment, particularly relating to ongoing formative assessments as well as the summative assessments carried out either termly (against NC criteria) or at the end of a particular unit of learning.
- Inform individual, class and whole school assessment and planning.
- Identify if work has errors which children need to correct or if there are misconceptions which need to be addressed by teachers.
- Provide opportunities for questioning which deepens children’s learning.

**5. Feedback and marking in practice**



It is vital that teachers evaluate the work that children undertake in lessons and that this is an interactive and developmental process. However when feedback is provided, it is important that it is first and foremost for the benefit of the individual child. Feedback occurs in these ways:






- Immediate feedback- at the point of teaching
- Summary feedback- at the end of a task/ lesson
- Review feedback- after the point of teaching

Type	What it looks like
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, questioning etc.</li> <li>• Takes place in lessons with individuals or small groups often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• Sometimes peer assessment provides opportunity for immediate improvement of work</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include arrow work for challenge, support or scaffolding</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a task, activity or lesson</li> <li>• Involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take the form of self or peer marking (including the use of</li> </ul>

	traffic lights to self-assess)
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place after teaching/ lesson</li> <li>• May include arrow work for challenge, support or scaffolding</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• May lead to changes in planning, future lessons and teaching sequences</li> <li>• Could result in children being identified for immediate interventions</li> <li>• Completion of whole class feedback sheet and marking codes recorded in child's book</li> <li>• EYFS &amp; KS1 to annotate phonics and spelling planning</li> <li>• Time built into lessons and activity sessions for children to reflect on and respond to feedback</li> </ul>

## 6. Marking code

During the review process we use marking codes to show the level of support given and to see whether children met the learning objective. The intention is that minimum teacher time should lead to maximum pupil outcomes. The codes are set out below.

<b>Annotation</b>	<b>Meaning</b>
 Green star	Work which demonstrates that a pupil has met the learning objective, demonstrated a particular skill or achieved the intended outcome.
 Orange star	Work which demonstrates that a pupil has partially met the learning objective, demonstrated a particular skill or achieved the intended outcome or required some additional support. It may demonstrate that work displays an error or misconception.
 Red star	The child has not met learning objective and work requires further intervention.
CPA	*Only used in Maths* Concrete - using practical resources Pictorial - using pictures to represent concepts Abstract - using mental and formal written strategies The main method used will be circled
TS	Support given by a teacher
TAS	Support given by a teaching assistant
 Red arrow	Indicates further challenge or support
 Highlighter	To show where a Spelling needs to be corrected, or where there is a misconception around an aspect of Grammar.

## **7. Self-Assessment in KS2**

Children self-assess at the end of each Mathematics lesson (sometimes in English too, depending on what's being taught), by putting a green, orange or red dot on the page, next to the title.

- Green – fully understood / confident.
- Orange - More practice needed
- Red – Child feels he/she does not understand, and requires help.

## **8. Whole class feedback**

During the review stage class teachers will complete whole class feedback sheets for English and Maths. The purpose of this is to gather information about how well the class has met the learning objective, any misconceptions and to inform future learning and planning. Misconceptions are addressed with individuals, small groups or whole class. Where children have met the learning objective, next steps are identified to master the approach.

All work is read by the teacher and acknowledged by an annotation from the marking code. Because of the focus on feedback, children are expected to respond and make changes to their work. In KS2 children respond to verbal feedback using polishing pens on a regular basis. In KS1 children respond to verbal feedback using pencils, however following an extended piece of writing children will also use polishing pens with support.

## **9. Ofsted – November 2022**

<b>OFSTED Inspection Report</b>	<b>What we'll do about this?</b>
<p><i>This is the same issue, expressed in two different ways at different points in the Inspection Report.</i></p> <ul style="list-style-type: none"><li>• In a small number of cases, teachers do not address mistakes in pupils' work, such as incorrect letter or number formation. This means that some pupils make the same mistakes repeatedly.</li><li>• Teachers do not always identify misunderstandings in pupils' work, for example incorrect letter and number formation. This means that some pupils make the same mistakes repeatedly because teaching is not always adapted as necessary to correct them. Leaders should ensure that teachers check pupils' understanding systematically, identify misunderstandings and adapt teaching to correct them.</li></ul>	<p>Ensure that mistakes such as this are addressed, by using the marking policy and by face to face work with the child.</p> <p>Be vigilant in terms of pupils making the same mistake repeatedly, and ensure intervention is in place to address this.</p> <p>If several children are making the same errors – organise group intervention, or use this as a whole class teaching point.</p>

***The feedback sheets are as follows:***

**Reception Feedback and Marking**

Date:

Area of Learning:

Objective/Activity:

<b>Work to praise and share</b>	<b>Needed support</b>
<b>Challenge</b>	<b>Immediate corrections</b>
<b>Misconceptions</b>	<b>Basic Skills</b>
<b>Other</b>	<b>Next Steps and interventions</b>

## **KS1 Feedback and Marking**

Date:

Subject:

Objective/Activity:

<b>Work to praise and share</b>	<b>Needed support</b>
<b>Challenge</b>	<b>Intervention</b>
<b>Misconceptions</b>	<b>Basic Skills</b>
<b>Other</b>	<b>Next Lesson Notes</b>

**KS2 Feedback and Marking: English**

Date:

Subject:

English Objective/Activity:

<b>Work to praise and share</b>	<b>Immediate Intervention</b>
<b>Required Support Within Lesson</b>	<b>Basic Skills Errors</b>
<b>Misconceptions and Next Lesson Notes</b>	
<b>Other</b>	

**KS2 Feedback and Marking: Maths**

Date:

Subject:

Maths Objective/Activity:

<b>Work to praise and share</b>	<b>Immediate Intervention</b>
<b>Required Support Within Lesson</b>	<b>Level of Challenge</b>
<b>Misconceptions and Next Lesson Notes</b>	
<b>Other</b>	



## Monster Phonics Feedback

<b>Date:</b>	
<b>Focus:</b>	
<b>Recall</b>	<b>HF &amp; CEW</b>
<b>Application</b>	<b>Misconceptions</b>
<b>Intervention</b>	<b>Next Steps</b>

- Policy drawn-up by SLT, following discussion with staff - July 2018. Implemented - Autumn 2018.
- Reviewed and Updated September 2020 and again in May 2022, in discussion with class teachers and TAs.
- Further review by SLT – tweaks (including Ofsted feedback): June 2023 / September 2023.