

Hinckley Parks Primary School



FEEDBACK & MARKING POLICY

Date Ratified: September 2018

Review Cycle: 2 yearly

Review Date: September 2020

Opportunities | Wisdom | Legacy

Our school vision is based on our school motto, 'Opportunities, Wisdom, Legacy.' At Hinckley Parks Primary School, we strive to provide an inspiring and exciting wider curriculum together with a stimulating learning environment which will allow children the opportunity to enjoy a wide range of experiences which will develop the whole child and prepare them for the next stage of their lives. We recognise that education is a life long journey and ensure that we support children and teachers at all times to ensure that we provide the highest standard of teaching and learning possible for all children. Through our school values, we help each child develop knowledge and understanding as well as having a positive attitude towards themselves and others to enable them to enjoy a successful life in school and to allow them to make a positive contribution to society in the future. We celebrate success and achievement for every child and pride ourselves on developing a culture where children and adults look back fondly on their time spent at Hinckley Parks Primary School.

Leader: Cathy Suett

Governor Link: Urni Wallace

Signed by Headteacher:

Signed by Chair of Governors:





At Hinckley Parks, 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. This research shows that effective feedback should:

- Redirect or refocus either the teacher's or 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 where 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, 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**. We have also taken note of the fact that 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 a number of principles:

- The focus of feedback and marking should be to further the pupils' learning;
- Evidence of feedback and marking is incidental to the process – not providing additional evidence for external verification (the audience must only ever be the child);
- Written comments should be used only where they are accessible to pupils according to age and ability;
- Feedback delivered closest to the point of teaching is most effective, so feedback during lessons is more effective than comments provided at a later date;
- Feedback is provided by both adults and pupils as part of assessment processes in the classroom, and may take forms in addition to 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 in order for it to impact on future learning. When work is reviewed it should be acknowledged in books.

Our aim is to make use of the good practice approaches outlined by the EEF 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

A variety of methods of feedback, including written, will be used. These will include individual pointers in the lesson, follow-up tasks, or lesson adaptation based on reviews of work. Teachers will evaluate work during lessons and use this to adjust teaching. Feedback will occur during the learning process at one of three stages:

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 most effective feedback to improve learning is likely to be closest to the point of teaching, so there is an emphasis on the provision of immediate feedback. Feedback based on reviewing work is likely to focus on providing feedback for the teacher to further adapt teaching.

Type	What it looks like	Evidence (for observers)
Immediate	Includes teacher gathering feedback from teaching, mini-whiteboards, book work etc; Takes place in lessons with individuals or small groups; Often given verbally to pupils for immediate impact May involve use of a teacher or TA 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; Improvements evident in books, either through editing or further working.
Summary	Takes place at the end of an activity or lesson Often involves whole groups or class; Provides an opportunity for evaluation of learning in the lesson; May take the form of self- or peer- assessment against an agreed set of criteria; 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 immediate action for the pupil (impact marking).	Acknowledgement of work completed; Written comments and appropriate responses/action; Adaptations to teaching sequence tasks when compared to planning; Use of annotations to indicate future groupings.

At Hinckley Parks, evidence of feedback will be seen by the improvements being made to work in the book, pupils' learning, and pupil outcomes. This will be seen also through observing teaching & learning.



Marking approaches

- All work will be acknowledged in some form, at the minimum level, as a triangle system aligned to the learning intention.
- Marking leading to improvement to take place at least twice weekly in both literacy and maths.
- EYFS & KS1 – written comments will only be used for pupils who can read and respond to them. Pupils unable to read written comments will have them shared verbally. A marking code may be used where understood by pupils.
- KS2 – written marking & comments will be used for meaningful guidance which has not been provided during the classroom session. If groups of pupils have a common need, teachers may adjust planning or grouping in addition to a brief written comment (e.g., work with me tomorrow). Where a pupil has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated

Target Setting

Feedback should ensure pupils can identify how they can improve the work they have produced during that session to further their learning. Targets may be set out through use of the marking code and additional comments.

Targets should always be age appropriate and must come from the Year Group Expectations and Key Objectives from the National Curriculum for KS1 & 2, and for EYFS, from the ‘Development Matters’ documentation.

Marking Code

Where marking codes can be used to reduce teacher time but lead to maximum outcomes, the following code will be used, however some additional age-appropriate elements may be included in some phases of the school:

Annotation	Meaning
	Work demonstrates a skill has been achieved / success criteria met / intended outcome met
	Work needing further attention / error / misconception (e.g. poor word choice, punctuation error, spelling error, poor sentence formation etc).
sp	Incorrect spelling – focusing on age and stage appropriate spellings. This may be accompanied by the corrected spelling, or the pupil may need to find and correct the spelling using a dictionary. Independence will be encouraged.
//	New paragraph needed here
^	Missing word here
p	Punctuation error
v	Vocabulary change needed
c	Capital letter needed / not needed (crossed through)
Further symbols or codes may be used depending upon the class.	

VF – verbal feedback (teacher may give a brief word in a speech bubble to indicate the conversation if that is useful for the pupil)

TS – teacher support

TAS – TA support

I – independent (although it is assumed that work was independent unless support is indicated)



Pupil Response

In order to develop the valuable concept of metacognition, we require pupils to compose a learning comment at the end of each piece of work in at least the core subjects. This will aid the teacher in their assessments of each child's achievements. These are expected to be age appropriate, and develop upwards through the school. Learning comments will allow the child to reflect upon their learning.

This may include:

- Enjoyment;
- Values shown;
- What they found easy / difficult;
- How they overcame barriers;
- How they will move forward in their learning;
- How they will apply their learning.

Pupils will have an opportunity to respond to marking whether in a written form or verbally. Depending upon the age the way pupils respond will vary. However, pupil response will be an integral part of the lesson. All pupil responses/corrections must be done in purple pen for clarity.

Presentation

English and Foundation Subjects

- All members of staff have a high expectation of every piece of work children produce. All children's work should be neatly presented.
- All children should be encouraged to join their handwriting.
- The long date should be written and then underlined.
- Every piece of work should have an objective. Recording the objective should be quick if necessary print objectives out for the children to glue in.
- All titles and sub titles should be underlined.
- Leave a line between objective and first line of work.

Maths

- All members of staff have a high expectation of every piece of work children produce.
- All children's work should be neatly presented.
- The short date should be written and underlined using a ruler.
- All titles and subtitles should be underlined.
- Every piece of work should have an objective. Recording the objective should be quick - if necessary, print objectives out for the children to glue in.
- Every page should have 2 margins where calculation is taking place to use space on page well.
- All numbers and symbols should be written in their own square.



Appendix 1: Marking Code

Where marking codes can be used to reduce teacher time but lead to maximum outcomes, the following code will be used, however some additional age-appropriate elements may be included in some phases of the school:

Annotation	Meaning
	Work demonstrates a skill has been achieved / success criteria met / intended outcome met.
	Work needing further attention / error / misconception (e.g. poor word choice, punctuation error, spelling error, poor sentence formation etc).
sp	Incorrect spelling – focusing on age and stage appropriate spellings. This may be accompanied by the corrected spelling, or the pupil may need to find and correct the spelling using a dictionary. Independence will be encouraged.
//	New paragraph needed here.
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v	Vocabulary change needed.
c	Capital letter needed / not needed (crossed through).
Further symbols or codes may be used depending upon the class.	

VF – verbal feedback (teacher may give a brief word in a speech bubble to indicate the conversation if that is useful for the pupil);

TS – teacher support;

TAS – TA support;

I – independent (although it is assumed that work was independent unless support is indicated).



Appendix 2: Presentation

English and Foundation Subjects

- All members of staff have a high expectation of every piece of work children produce. All children's work should be neatly presented
- All children should be encouraged to **join their handwriting**
- The **long date should be written and then underlined**
- Every piece of work should have an **objective**. Recording the objective should be quick if necessary print objectives out for the children to glue in.
- All **titles and sub titles should be underlined**.
- Leave a **line between objective and first line of work**

Maths

- All members of staff have a high expectation of every piece of work children produce
- All children's work should be **neatly presented**
- The **short date should be written and underlined using a ruler**
- All **titles and subtitles should be underlined**
- Every piece of work should have an **objective**. Recording the objective should be quick - if necessary, print objectives out for the children to glue in.
- Every page should have **2 margins** where calculation is taking place to use space on page well.
- All numbers and symbols should be written in their **own square**.