



Marking & Feedback Policy

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V2	Sept 22	SH	Reviewed by headteacher

At Dovedale Primary school we aim to ensure that the learning which takes place is purposeful and pertinent and recognise that insightful and timely feedback is essential to this process. We appreciate 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 research surrounding effective feedback and also of the workload implications of written marking. 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
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

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 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.

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 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, it should be acknowledged in books (see 'Feedback and Marking in Practice' below).

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 – 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. We recognise that immediate feedback is not always possible, so when feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching. At Dovedale, this can be seen in the following practices:

Immediate Feedback

- 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 teaching 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

Summary Feedback

- 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

Review Feedback

- Takes place away from the point of teaching
- May involve written comments/annotations for pupils to read/respond to, if this will be of immediate benefit to the child. There is no expectation of a written comment if it will not advance the child's learning or if they are unable to read or understand the comment.
- Provides teachers with opportunities for assessment of understanding
- Leads to the adaptation of future lessons through planning, grouping or adaptation of tasks
- May lead to targets being set for pupils' future attention, or immediate action

In practice, it should look as follows:

- Teachers tick any success criteria that the children have achieved and, if appropriate, indicate whether answers to questions are right or wrong (if this hasn't happened as part of immediate feedback).
- Basic skills errors should be indicated/highlighted in green, where the teacher would expect the child to know what they have done wrong. For example, a child in year 1 spelling *mysterious* wrong would probably not be indicated, whereas a missing capital letter after a full stop would.

Pupils are given time to correct basic skills errors and respond to any written comments in the following lesson with their purple polishing pens. Younger/less able children might be directed to practise certain words they have spelt wrong (e.g. Practise *should* x5) whereas older/more able might be expected to use a dictionary. The teacher will indicate missing words and punctuation in the margin using a symbol (see appendix 1). Where a child has made a multitude of basic skills errors, the teacher should prioritise the most urgent 5 for the child to correct and may then intervene in the following lesson.

- In subjects where there is usually a written output (Maths, English, Science, Geography, History, RE) a whole class feedback form (see appendix 2) is then completed. This allows the teacher to respond clearly and accurately in the next lesson by clarifying misconceptions/errors with groups/individuals/the class based on the previous lesson. In Maths it should indicate clearly which children may need intervention during assembly time.

The last three bullet points should take 15-20 minutes to complete, meaning that a teacher's daily marking should take approximately one hour. This then gives the teacher time to prepare any adaptations in response to the previous lesson so they can advance learning quicker and more effectively.

Appendix 1

^	Missing word (indicate where word should be)
P	Punctuation missing. Indicate after P what the missing punctuation is (e.g. P. P,)
\\	New Paragraph

Appendix 2

Whole Class Feedback Sheet

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	