



**Wodensfield**  
Primary School

# FEEDBACK AND MARKING POLICY

AIM TO BE THE BEST YOU CAN



Adopted by: Wodensfield Primary School

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Signed by Chair of Governors: 

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## Amendments

Page 4 and Page 5 - Written Feedback

Update to Appendix 1: Assessment for Learning Marking Key and Self-Assessment Key

## Purpose

‘Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative.’

- **Hattie & Timperley (2007)**

This policy will promote regular verbal and non-verbal communication with pupils about their individual progress in a form that pupils and teachers clearly understand. It will also help to ensure that all students have feedback on their work to encourage a higher standard of achievement, challenge able learners and provide meaningful feedback. All of our pupils require feedback that should encourage them to produce work that they are proud of and is the best it can be. Therefore, our feedback must reflect our understanding of each child and their strengths and areas for development.

## Quality of Feedback Criteria

It is widely recognised that verbal feedback is most effective. When pupils are given the opportunity to address misconceptions within a lesson, progress over time can be made at pace. However, this relies on the feedback from teacher to pupil being specific and related to the learning in question.

“A student should be able to read or hear their teacher’s feedback then do something very specific and concrete to improve their learning.”

Tom Sherrington

Due to time constraints, verbal feedback may not always be possible for every pupil within a lesson. Where this is the case, whole class feedback, self-assessment, peer assessment or specific written feedback that relates to the learning in question should be provided for the pupil to act upon at the soonest available opportunity. Whatever form of feedback is used, the **impact** upon the pupil’s work should be evident.

“Feedback should be more work for the recipient than the donor.”

Dylan William

In order for pupils to make the most of the feedback they receive and also give to their peers and their teachers, it is important they understand **how** and **why** the feedback is being given. Pupils will need the following explained to them in child friendly terms to ensure they understand what it is they need to do next.

## Verbal feedback:

This is a dialogue that takes place between pupils and their teacher within the lesson. The teacher can explore the child’s thinking in depth and address misconceptions. The class teacher may use a pink highlighter pen to indicate areas of work that need to be reworked as a result of their conversation (see Appendix 1). It is expected that the reworking will take place immediately and the improvements noted by the teacher in their discussion.

## Self-Assessment:

Pupils need to be taught how to self-assess effectively before this can be used independently. This takes time and relies on quality modelling by the class teacher in the beginning, following the ‘I Do,

We Do, You Do' approach. When using self-assessment, pupils need to be given very clear criteria against which they evaluate their work. These criteria should be focused and related to the learning from the lesson. Pupils should be able to evidence **where** in their work they have achieved the specific criteria. If they are unable to because the criteria have not been used, this becomes an area for improvement to be actioned. Adequate time should be planned in throughout or at the end of the lesson for pupils to self-assess using the key stage relevant symbols (see Appendix 1). Class teachers are expected to monitor closely the impact of any self-assessment used and intervene where appropriate.

### Peer-Assessment:

Pupils need to be taught how to peer-assess effectively. Once they are familiar and confident with the concept of self-assessment, peer assessment can be introduced. As with self-assessment, this takes time and relies on quality modelling by the class teacher in the beginning, following the 'I Do, We Do, You Do' approach. Once again, pupils need to be given very clear criteria against which they evaluate their work. These criteria should be focused and related to the learning from the lesson. Pupils should be able to evidence **where** the specific criteria has been achieved in the work they are assessing. If they are unable to because the criteria have not been used, this becomes an area for improvement to be actioned. Adequate time should be given throughout or at the end of the lesson for pupils to peer-assess. Class teachers are expected to monitor closely the impact of any peer-assessment used and intervene where appropriate.

Pupils who are peer assessing should never write directly in another pupil's book. Instead, comments may be made on post-it notes and stuck in as appropriate.

### Whole Class/Group Feedback:

Whole class verbal feedback can be just as effective. This ensures the class teacher is responsive to the learning taking place in the class at any one time. Quality questioning is key to ascertain what it is pupils have understood/misunderstood in order to redirect learning.

Following any whole class/group feedback, pupils must have the opportunity to action the points raised in their work before continuing.

### Written Feedback:

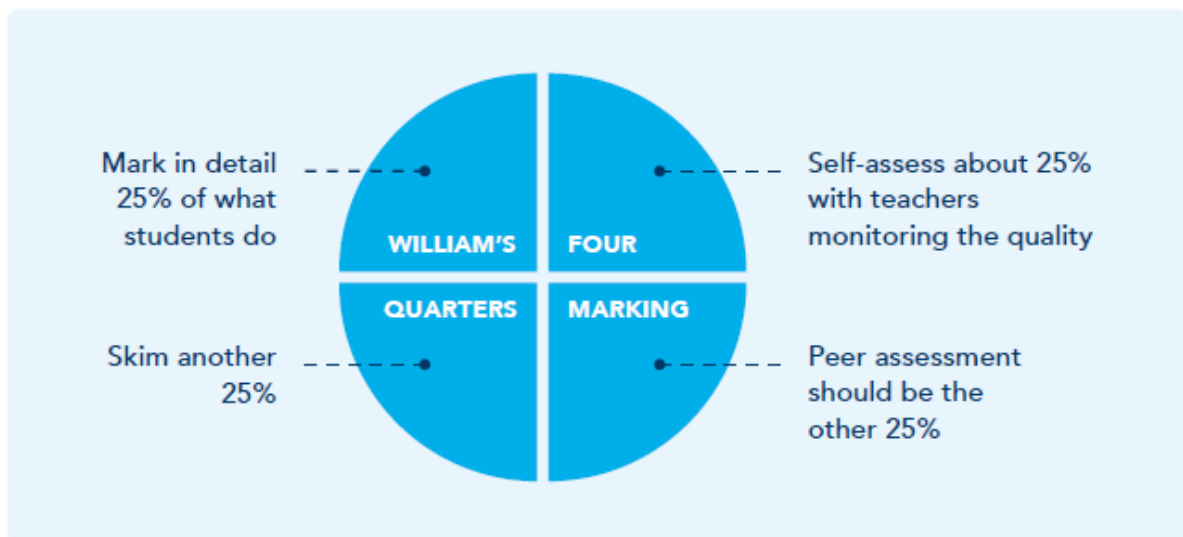
Written feedback is only effective when the child is able to read it and understand what it is they need to do as a result. Marking against success criteria is visible to both children and adults alike in all classrooms. It is used when marking work (Assessment of Learning), both during lessons (live marking) and at the end of lessons, to show the children what they have done well. For example, if the use of *fronted adverbials* is part of the success criteria then examples of these used correctly will be ticked in red pen. If there are errors in a pupil's written work relating to spelling, punctuation or grammar then for Key Stage 2 these are noted by a red pen symbol in the margin in conjunction with a pink highlight that is next to the sentence or paragraph containing the error. This follows our Assessment for Learning Marking Key (see Appendix 1). For Key Stage 1 pupils, the actual error is highlighted in pink. Children in Year 2 will move to the symbol approach in the summer term to ready them for Key Stage 2 transition. Pink highlighted work will require the pupil to revisit the area noted to improve the piece. This could include attempting the question again in Maths or checking the ending of a verb in English. These should be completed in a different colour pen to indicate the changes made. Time should be planned in for pupils to make improvements at the beginning of the following day/lesson.

Whatever form of feedback is provided, **actionable** feedback is far more powerful, and will help pupils understand their mistakes, close the gap between where they are and where they need to be. Tom Sherrington's 'Five R's' support this and should be applied wherever possible (See appendix 2 for examples):

- Redraft, re-do.
- Rehearse or repeat.
- Revisit and respond.
- Relearn, retest.
- Research and record.

### Frequency of Feedback & Teacher Workload:

Teachers cannot be expected to give feedback on every piece of work for every single pupil which is why the five forms of feedback described above have been adopted by Wodensfield Primary School. It is expected that the following diagram is applied, whilst ensuring that over the course of a week, each pupil receives a balance of feedback shown below:



- 'Four Quarter Marking', Dylan William

By using this model, detailed feedback will be provided once a week in English (including Guided Reading) and Maths.

### General Principles:

- Ensure all work in exercise books meets presentation expectations.
- Provide 'detailed feedback' once a week in English (including Guided Reading) and Maths where there are effective questions that promote deeper thinking using the quality of feedback criteria above. For other subjects, the 'Four Quarter' model will be applied, but feedback given will always be relevant to the learning within the lesson and promote deeper thinking.
- Feedback must focus on moving learning forward, targeting the specific learning gaps that can be identified using real-time assessment, questioning techniques, etc.
- Provide opportunities for students to use teacher feedback, and 'close the feedback loop'. Only then can learning progress.
- Ensure daily feedback includes aspects of the quality of feedback criteria.
- Use self-assessment and peer assessment strategies.

## Quality Assurance:

The following approach will ensure the quality of feedback is effective and has a positive impact on pupil's learning throughout the school:

**Tier 1:** Class teachers are involved in ensuring the effective self and peer assessment of pupils within their classrooms and monitoring the impact of this on children's learning.

**Tier 2:** Subject Leads are involved in monitoring the quality of feedback for their subject – ensuring children have opportunities to rework and deepen their understanding about the learning taking place.

**Tier 3:** Senior Leaders are involved in ensuring there is consistency in the quality of feedback across all classes and that feedback provided is having a positive impact on pupil progress.

## Guidelines & Procedures:

**The following guidelines will be implemented across the school:**


- Feedback should always reflect the learning intention of the activity and provide an opportunity to go beyond.
- Pupils should be encouraged to be 'First Markers' and check their work before handing in for feedback.
- Where possible and appropriate, feedback should be done with the student face to face and live marking in class.
- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.
- Spellings and grammar mistakes should be corrected, but if there are many mistakes, correct if:
  - Spellings and grammar were part of the lesson objectives.
  - It is a spelling that all children should know.
  - It is something related to the child's individual target.

## Appendix 1:

### Assessment for Learning Marking Key:

Symbol	Meaning
<b>sp</b>	There is a spelling error in the sentence or paragraph
<b>p</b>	There is missing or incorrect punctuation in the sentence or paragraph
<b>g</b>	There is a grammar error in the sentence or paragraph

### Self-Assessment Key:

Symbol	Meaning
	Key Stage 1: Inner circle = I can really do this Middle circle = I need a little more work on this Outer circle = I really do not understand this
<b>•••</b>	Key Stage 2: ••• = I can really do this •• = I need a little more work on this • = I really do not understand this