



Thomas Whitehead CE Academy

Marking and Feedback School Policy 2024 – 2026

Policy type	Local Academy Policy
Reviewal timeframe	Annual Review
Responsible Officer	D Mitra – Deputy Headteacher
Board to be ratified	LGB
Approved by	Natasha Chiswell
Date of ratification	February 2024
Date of next review	February 2026

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Marking and Feedback

2023 – 2024

Introduction

This is a Church of England school and in common with all church schools, aims to provide the best possible education for each of its pupils, within the context of a caring Christian community; helping all of our pupils to flourish in God's love, grace and wisdom so that they will become wise, hopeful, aspirational and live well together with dignity and respect.

At Thomas Whitehead, we believe that feedback and marking is crucial to the progress and attainment of all children. We believe feedback and marking serves two purposes; firstly, to move a child forward and secondly to aid teacher's planning and assessment.

Rationale of the Policy

Feedback is the process whereby children are informed of what they have achieved at a particular time and what they need to do to improve further. Feedback is a positive communication based on learning objective and success criteria. It can be verbal, written, or pictorial and could be from teacher to child, child to teacher or child to child.

We at Thomas Whitehead CE Academy are mindful of up-to-date research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

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 ways to 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. It is vital that we, as teachers, demonstrate to pupils how to respond to comments or improvement prompts in their work. Modelling, at all levels and in all classes will ensure pupils respond appropriately with sufficient thought and effort to make a difference in their work. Over time, children's responses will mature although the highest expectations should extend to corrections, improvement prompts and additional challenges.

Aims of the Policy

- ✓ To make explicit to the whole school community our approach to providing feedback on pupils' work.
- ✓ To encourage pupils to raise their achievement and to develop their self-esteem by giving feedback that is positive but developmental in nature.
- ✓ To make pupils aware of the next steps in their learning.
- ✓ To ensure consistency of practice.

Principles

Marking and feedback should:

- ✓ Give children opportunities to become aware of and reflect on their learning needs
- ✓ Be accessible and inclusive
- ✓ Be a positive experience and give recognition and appropriate praise for achievement
- ✓ Give clear strategies for improvement
- ✓ Encourage children, by demonstrating the value of their work, thought and effort.
- ✓ Ensure children make progress by understanding how to improve their work.
- ✓ Relate to learning objective and success criteria which have been shared with the children
- ✓ Measure the child's attainment against their previous attainment.
- ✓ Involve all adults working with children in the classroom
- ✓ Be manageable for all teachers and teaching assistants
- ✓ Inform future planning and individual target setting
- ✓ Be applied consistently across the school (although slight variations may occur between Key Stages)
- ✓ Allow specific time for children to read, reflect and respond to marking
- ✓ Involve children in the marking process, both as self-markers and in peer marking

The Policy 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. Effective feedback is an important part of the learning process which can be:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher or complete an additional challenge
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

<u>Type of Feedback</u>	<u>What it looks like</u>	<u>Evidence</u>
Immediate feedback Code: VF	- Includes teacher gathering feedback from teaching within the course of the lesson, for example from questioning, whiteboard and book work. - Takes place in lessons with individuals, small groups or whole class. - Often given verbally to pupils for immediate action. - May re-direct the focus of teaching or the task.	Lesson observations Learning walks Book monitoring
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 success criteria. - May take the form of a quiz or short test. - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.	Lesson observations Learning walks Book monitoring Evidence of self/peer assessment Quiz and test results being logged in books.
Next lesson feedforward	- Challenge activity, if appropriate, written in green pen. - Corrections completed independently or through verbal feedback with an adult or peer.	Lesson observations Learning walks Evidence in books of pupils editing and redrafting their work in purple pen.
Summative feedback	- End of unit quiz or test to check understanding. - Application of skills task e.g. through problem solving and reasoning questions.	Lesson observations Learning walks Book monitoring Test/quiz scores
Home learning feedback	- Work returned to class teacher will be commented upon via our communication tool ClassDojo. - Comments made by staff are supportive, appropriate and within the time frame of work submitted. - Teaching staff will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased.	Lessons/activities/quizzes accessed via ClassDojo.

Early Years Foundation Stage

Much of pupils work in the EYFS is practical and the marking of work is only a small component of the feedback role of EYFS staff. The majority of feedback is given orally; where through carefully planned questioning children are given next steps to move their learning forward.

Within the EYFS there are numerous opportunities for effective marking and feedback:

- Written comments on pieces of work as and when appropriate
- Constructive comments during and after practical activities
- Observational records to evidence how children are meeting the Early Learning Goals
- Photo evidence
- Codes used CI (Child initiated) I (Independent) S (Supported)

With the number of staff responsible for feedback and marking in the EYFS, it is important that it is clear which member of staff has given written or oral feedback. This will be shown by members of staff initialling feedback on written pieces of work and initialling observations. Where photographs are taken as evidence it is important that an observation or comment is completed to go alongside it. Staff will identify if a child's work was completed independently or with support using the appropriate coding symbols.

Key Stage One and Two

Learning Objectives and Success Criteria

Children are made aware of the learning objective and the purpose of the tasks in child friendly language. The learning objective (in EYFS and KS1 referred to as WALT) should be recorded with the children's work. When marking, a symbol (see appendix) is used to show to what extent the children have achieved the objective in their work.

Children should be made aware of the success criteria and when appropriate they should help the teacher to generate them in order that they understand the steps they need to take to achieve the learning objective. They may also be recorded in the child's book to act as a reference whilst the child is working and the teacher will mark with reference to the success criteria using the tickled pink and growing green system (see coding system).

Verbal feedback

It is recognised that verbal feedback is a vital tool in raising achievement. It must be given in a calm, uninterrupted environment where the children feel secure. At Thomas Whitehead, verbal feedback is varied and tailored to the individual child or group of children. Verbal feedback will be adapted to suit all learning styles (Visual, Auditory, Kinaesthetic) and will be based on an adult's understanding of each child as an individual. Verbal feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond.

There will be a consistent approach to all forms of verbal feedback from all staff in that it will be specific and feedback will focus primarily on issues linked to the learning objective (LO) and secondly, as a low priority, about other issues or features of the work. If verbal feedback has been given, the mark V will be used to represent Verbal feedback.

Teacher Written feedback Expectations (all written work)

All written feedback should be written using **Pink** (tickled pink for positive marking) and **Green** (green for growth, for areas for development). For written feedback, teachers should be modelling cursive handwriting. The majority of written feedback should require a response from the child. This could be in terms of spelling corrections, a question to be re-attempted, a challenge or extension task. Time for the children to address the feedback is expected before commencing the next piece of work. Their responses should also be acknowledged.

Child Written Feedback Expectations

Children to respond to feedback using a **Purple** polishing pen. Children will complete any extension activity, spelling task or respond/acknowledge next steps after every Deep Mark.

Children will assess their learning using the faces system. KS2 children will provide a written response to their learning after an extensive piece of work.



Children will be provided with editing opportunities to up level their work. Redrafting and publishing should be evident after each unit of work.

In Reception and KS1, children will use **Purple whiteboard markers** to edit their work in preparation for KS2.

Marking Expectations

Everyday	Once a Week	Once a Half-Term
All books should be marked every day with the LO acknowledged as being met or not (see Coding).	An 'in depth' Deep mark from the teacher English and Maths Pink praise – acknowledgement of what was successful using positive praise. Green - An extension task or correction task Green – Next step Green – Spelling task Purple – Child feedback Pink – Teacher acknowledgement of completed task	A 'conferencing session' with every child in Maths and English. This is in the form of either a 1-1 session (between a class practitioner and a child), or a small group (with a similar area for development), where a clear target is set and recorded. This could be done for example during a Big Write session.

Deep Mark	Example
Pink praise – acknowledgement of what was successful using positive praise.	Wonderful use of adverbial phrases. I really liked 'Out of the blue'
Green - An extension task or correction task	Task – Can you replace the verb 'said' with an alternative Correction – Can you check this sentence (underline in green) and rewrite to make sense
Green – Next step	NS – To use 'ly' adverbs i.e. rapidly, quietly
Green – Spelling task Only choose spellings and graphemes that children have been exposed to i.e. CEW	SP – C: wen T: when Tick the letters you have got correct and find the mistake
Purple – Child feedback	Face for assessment Completed task Acknowledgement of next step Completed spellings task
Pink – Teacher acknowledgement of completed task	Tick Comment Smiley face

Equality of opportunity

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. All pupils are entitled to have their work marked in accordance with this policy. Effective feedback and marking must be accessible to all pupils, including those with SEND or English as a second language, and will reflect their individual needs and abilities. Teachers will respond appropriately to pupils' diverse learning needs and overcome potential barriers to learning by being aware of the needs of differing genders, special educational needs and disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils. In certain circumstances the marking policy may be adapted to meet the needs of an individual pupil. Such requirements should be identified in a pupil's support plan as required.

Monitoring and evaluating this policy

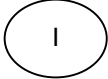
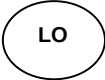
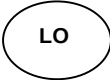
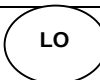
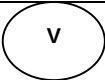
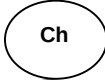
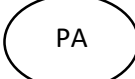
The Local Governing Body is responsible for monitoring and reviewing this policy to ensure it is meeting its objectives and remains current. Monitoring and Evaluation processes will regularly refer to the guidelines set out in the policy.

Children's workbooks will be monitored by the SLT and Subject Leaders with written and verbal feedback given to individual members of staff, as appropriate.

Evaluation of feedback will also be undertaken through an assessment of its impact on pupil progress, including progress data but also pupil progress meetings and review of SEND provision and impact of the Pupil Premium funding.

Curriculum Leaders will monitor subject specific marking as part of their monitoring role. They will highlight good practice and areas for development in a summary document presented to the Governing Body and reported in the Headteacher's Report as appropriate.

Coding for written feedback

	Symbol	Meaning
Symbols annotated next to the LO and SC.		Teacher focus group
		Teaching Assistant Supported
		Independent work
	 NA	Learning objective not achieved
	 1/2	Learning objective nearly met
	 A	Learning objective achieved
	 A+	Child exceeds planned learning objective
Symbols annotated where appropriate.		Verbal feedback
		Additional challenge set
		Incorrect spelling
		Next step(s)
		Answer is incorrect and needs checking
		Dojo merit awarded
		Self-assessment
		Peer assessment
		Evaluation

Examples of feedback prompts requesting response (Growing Green):

Writing prompts (only to be used when deemed appropriate)

- Read your work through – now add... (an adverbial which says where, a different punctuation mark, more description.)
- Find the sentence in your work that doesn't make sense and improve it.
- Rewrite this sentence in a different order so it still makes sense.
- Find a way you could write this in a shorter/longer sentence.
- What would you use to...?
- What word/phrase have you used/could you use to describe a character's feelings?

Maths prompts (only to be used when deemed appropriate)

- Look back at your work. Can you use this method?
- Can you find where you went wrong?
- How could you check this?
- Now try these...
- If the answer was... What could the question be?
- Can you find a quicker way of doing this?
- Finish this number sentence...
- What strategy could you use to check this number sentence?
- What are the factors of 42?
- What unit would you use to measure the width of the table?
- Can you explain how you calculated this question?
- Can you represent this question another way?
- Can you represent this calculation pictorially?
- Can you tell me a number story that matches this question?
- Can you create your own word problem?