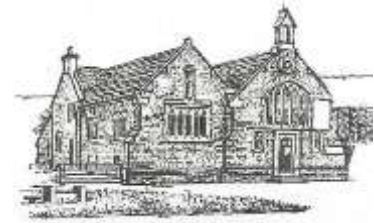


Feedback and Marking Policy

Litton Primary School



The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching. The audience for the marking is the children.

At Litton Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the 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 (EEF) and other expert organisations. EEF research shows that effective feedback should:

- Be conducted through discussions about the children's learning during the lesson or when teachers are reflecting on how well their class have done so the children can understand how to improve their learning within the lesson itself. This follows a Plan-Do-Review cycle.
- 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
- It is meaningful
- Encourage the pupil 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.
- Feedback should offer specific comments on effort, engagement and/or achievement of the learning objective.

Key Principles

Our policy on feedback has at its core a number of principles:

- Feedback should be used to further children's learning;

- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Other than for planned deep marking pieces, written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson or Improvement time. The next step of learning is usually the next lesson.
- 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.
- There is a focus on 'sticky knowledge'. New learning is usually quickly forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is secure. This could be done in a variety of ways e.g. through quizzing, recapping, discussion, this could be a short test but over reliance on testing should be avoided.

Verbal feedback is highly valued by staff and they will endeavour to give it to children during the lesson wherever possible. Research from EEF highlights immediate feedback having the most impact on learning and progress. Verbal feedback may be individual, group based, or to the whole class. Dialogue about learning is an important skill that we seek to develop throughout school.

'Light touch' marking may take place which will refer to the learning objective, (which could have been given verbally or in writing), either by a tick or a highlight, this could be done at point of verbal feedback in a lesson to highlight good work or an error to correct by the pupil. Written feedback may be given when necessary and should be short, specific and challenging.

'Deep marking' usually occurs at the end of a unit of work and will provide more detailed feedback for assessment purposes. This includes marking of skills and concepts taught, e.g. high frequency words, spellings, punctuation, handwriting, layout etc. The teacher may use a checklist for children to use as an aid to editing, before deep marking occurs by the teachers. Children should be given time to read and respond to the written marking, in order that the feedback provided has maximum impact on learning. Teachers will identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set.

Marking Guidelines

- Teachers will mark the work in blue ink.
- Children will edit and mark their work using a green pen.
- 'Improvement time' is allocated for children to respond to verbal or written feedback when deemed appropriate by the teacher. This could be at the start of the day, assembly time or a dedicated 'Improvement' time which is set at the teacher's discretion.
- Verbal feedback does not need to be recorded in written form but a speech bubble will be drawn to acknowledge the process.

English - Yellow highlighter – Demonstrating 'sticky knowledge'
Green highlighter – Need to make a change or improvement.
Orange highlighter - Met the Learning Objective

Learning Objectives

To be placed at the top of each piece of written work in all subjects:

EYFS (Red Group)/KS1 – teacher sticks in pre-printed long date and learning objectives (underline the LO).

KS2 - Children write the long date and learning objectives (underline the LO) unless this will impede their concentration for the main activity. When using a pre-printed sheet, the long date and underlined LO will be written on the top.

EYFS (Early Years Foundation Stage)/ Reception

In Reception, we use Tapestry, an online learning journey. This captures each child's learning journey through continuous provision. Tapestry tracks each child's progress and communicates observations with parents. When an observation is complete, we share it with the child and discuss their next steps in learning.

Summative Feedback

If comments are made on a piece of work, they should be specific. Praise stickers and stamps may be used alongside verbal or written feedback to acknowledge effort, engagement or achievement against the learning criteria.

Rewards

A weekly 'Star of the Week / Good Work' assembly is held when examples of good work are shared. When work is marked with a gold star or a smiley, children

collect stickers on a card and work towards 'Achievement Badges' (bronze, silver and gold). These stickers are awarded for progress.

Improvement Time

Sometimes children will mark their own work. Any engagement with written feedback may mean that the child responds by editing/correcting a piece of work as directed in Improvement Time.

Improvement Time refers to the practice of a child and their teacher or another adult at the beginning of the day, meeting briefly to discuss learning and together deciding on a small number of next steps to help the child progress or correct a piece. Part of this process may be the child improving a piece of work through editing. This provides an opportunity for the child to review their own progress and to challenge themselves to achieve a higher standard.

Subject Specific Vocabulary

When marking work in a subject such as science teachers may concentrate on correction of scientific vocabulary specifically through editing, instead of correcting more general spelling errors. Where children attempt to use new terminology, this should be noted and applauded (double tick). We seek to introduce technical and complex language from an early age to support the development of a language for learning. Knowledge Organisers help to widen children's vocabulary. Teachers are aware that different subjects may necessitate different forms of marking and assessment.

Special Educational Needs (SEND)






When an assessment indicate a child may have SEND, the SENDCO is informed and the child's progress is carefully monitored on the provision map. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment and guidance in their class SEND files. Where necessary they will gain views from parents, the pupil and any external agencies.

Mrs Caroline Hicks

September 2024

Appendix 1

Marking Annotations

I S	Independent Support	Types of working in class
√	tick	Correct
√√	Or a yellow highlighter	When a particular area is exceptional or demonstrating sticky knowledge
	Orange highlighter Green Highlighter	Learning Objective achieved KS1 /Target achieved KS2 Correction
•	Dot	Incorrect / think again
~ sp	KS1 squiggly line KS2 sp in the margin	Incorrect spelling
√  	Tick and/or KS1- smiley face stamp KS2 – star stamp	Positive comment
○	Circle	Missing or incorrect capital letter or other punctuation
//	Double forward slash	Paragraphing
?	Question mark	Does it make sense?
	Speech bubble - KS1 VF - KS2	Verbal Feedback
 	KS1 Smiley face sticker KS2 Star sticker	Stickers in books and on individual children's rewards charts. This counts towards reward badges.
T ○	T within a circle	Target Symbol for KS2 only
WS	Working Scientifically	Science KS2 only