

*‘Growing together,
Learning forever’*



**Woodstone Community
Primary School
Marking and feedback
Policy**

Date: July 2023

Date for review: July 2026

Signed by the Chair of Governors:

A handwritten signature in black ink, appearing to read 'S. Young', is written over a light blue horizontal line.

Woodstone Community Primary School

At Woodstone, we recognise the importance of feedback as an integral part of the teaching & 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 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 alternatives to 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 should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work; it should not take away this responsibility by adults doing the hard thinking work for the pupil.
- Written comments may be used by some teachers in some instances but will not be the main method of providing feedback
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' 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.
- New learning is fragile and easily forgotten unless explicit steps are taken over time to ensure children retrieve this new information. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it.

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 four 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. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

The above can be seen in the following practices:

Type	What it looks like
Immediate	<p>Includes teacher gathering feedback from teaching within the course of the lesson, including whiteboards, bookwork, targeted questioning, talking partners etc.</p> <p>Takes place in lessons with individuals or small groups</p> <p>Often given verbally to pupils for immediate action</p> <p>May involve use of a teaching assistant to provide support or further challenge</p> <p>May re-direct the focus of teaching or the task</p>
Summary	<p>Takes place at the end of a lesson or activity</p> <p>Often involves whole groups or classes</p> <p>Provides an opportunity for evaluation of learning in the lesson</p> <p>May take the form of self or peer- assessment against an agreed success criteria</p> <p>May take the form of a quiz, test or score on a game</p> <p>In some cases, may guide a teacher’s further use of review feedback, focusing on areas of need.</p> <p>May involve children identifying their own next step (the next step should be the next lesson)</p>

<p>Feedforward: ‘the next step is the next lesson’</p>	<p>For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work.</p> <p>Whole class feedback sheets/whole class feedback of positives, common misconceptions etc</p> <p>Non-negotiables are analysed after each lesson and errors and misunderstandings addressed in subsequent lessons, particularly in Maths</p>
<p>Summative</p>	<p>‘Check it’ activities</p> <p>End of unit or term tests or quizzes</p> <p>Termly NTS assessments for Maths, Reading and SPAG</p>

Guidance for teachers

For marking expectations, please see attached appendix 1

Feedback in Maths

Teachers and children gain valuable feedback about how much Maths teaching is being retained in the longer term from the weekly basic skills tests (KS2) and number bond challenges (KS1), half termly summative tests and termly NTS assessments. This information should be used to revisit taught areas where learning is not yet secure and to inform future planning. These provide vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through a pre teach or post teach.

Maths lessons are delivered using a ‘ping pong’ approach, where there is a back and forth between teacher modelling and children’s independent practice. During these lessons, teachers may use self or peer marking, where pupils mark their own or a peer’s work using answers provided by the class teacher. The teacher and teaching assistant will circulate around the room taking account of the children’s marking to ascertain individual pupil’s understanding throughout the lesson and will adapt the lesson delivery, groupings and further independent practice accordingly. In cases where all work within a lesson has been self or peer marked, teachers will look over each child’s work at the end of the lesson, acknowledge it in line with expectations set out in appendix 1 and use this to inform the following lessons. A whole class marking sheet will be completed for each Maths lesson, detailing the children who will receive intervention following the lesson, as well as any common whole class misconceptions to be addressed by the teacher.

Feedback in Foundation subjects

Where possible, we encourage teachers to use 'live marking' as the predominant feedback method in foundation subjects, where the teacher provides written or verbal feedback 'in the moment' which the child is able to act upon immediately. All work produced in foundation subjects should be acknowledged with a green tick as a minimum.

Feedback in English

Feedback in English lessons may take different forms depending on the focus of the lesson and the independent work being produced. Verbal feedback may be given if the lesson is predominantly verbal i.e. a drama or storytelling lesson, or may be written if the child has produced some written work. A whole class marking sheet should be completed for every English lesson. Extended pieces of writing will be marked in line with the guidance below.

Feedback in Early Years Foundation Stage

A core principle of our marking and feedback policy is that any feedback should be meaningful for the child and move learning on. We recognise that children in our EYFS class still need meaningful feedback in order to move their learning on, however this should be imparted in a useful, age-appropriate way and may take a different form to the feedback provided across the rest of the school. Feedback in EYFS will be predominantly verbal, given to the child 'in the moment' to deepen their understanding, address a misconception or to facilitate a learning opportunity. Written feedback may be given if a child has produced a piece of written work, such as during a guided writing or Maths activity, however this is likely to be a letter or number for the children to trace over or a spelling for the child to copy. Teachers are not expected to complete whole class marking sheets in EYFS.

Proof reading and editing in writing lessons

Most extended writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching to help them identify and address their own weaknesses

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription errors as well as the sophistication of the writing; the actual content. Where individual children have done particularly well or have found something particularly hard, the teacher will make a note and use this as a teaching point

The editing lesson will be divided into sections

Proofreading

Changing punctuation, spelling, handwriting and grammar mistakes

Editing

Improving their work to improve the composition.

The proofreading section will usually be short, whereas the editing element may take the rest of the lesson. A carousel approach to proofreading and editing may be used if appropriate, with children drawn to different foci.

Examples of teaching which might take place in the editing section of the lesson:-

- Selecting a pupils' work to use as a good example of what the teacher wants to reinforce, for example, the teacher might showcase someone whose letter heights have the ascenders and descenders just right and then ask pupils to look at their own work and rewrite one sentence, making sure they are paying attention to letter heights.
- Selecting a pupil's work that highlights a common error within the class (for instance missing out fullstops) This should be done in a supportive manner and presented as an opportunity to get support from their peers with something we all find tricky.
- The teacher sharing some spelling errors that several children are making, and reminding children of the correct spelling and how to remember it. Then giving children a short period of time to proof read their work, checking for similar errors and putting them right.
- Children sitting in mixed ability pairs and support each other in the identification and correction of mistakes.

Editing

Examples of teaching which might take place in the editing section of the lesson:-

- Showing a couple of pieces of work where children have achieved the learning objective, for example where the learning intention was to write a high-quality character description and then pointing out what it is that has made the description so vivid. The teacher might then share a weaker example which might be from an anonymous child or a fictional piece. The children could then suggest together how this might be improved and model how we might do this, for instance using an asterix to add in a new section.
- In pairs children could read together each other's work, and suggest improvements, alterations and refinements which the author of the piece could then add in.
- The teacher could work with several children during the editing session or on a one to one basis, refining and improving their work, focusing on making the writing more appropriate to the audience/ more interesting to the reader/ more fit for purpose. This is an opportunity for the teacher to make explicit the process of editing, which some children find very difficult.

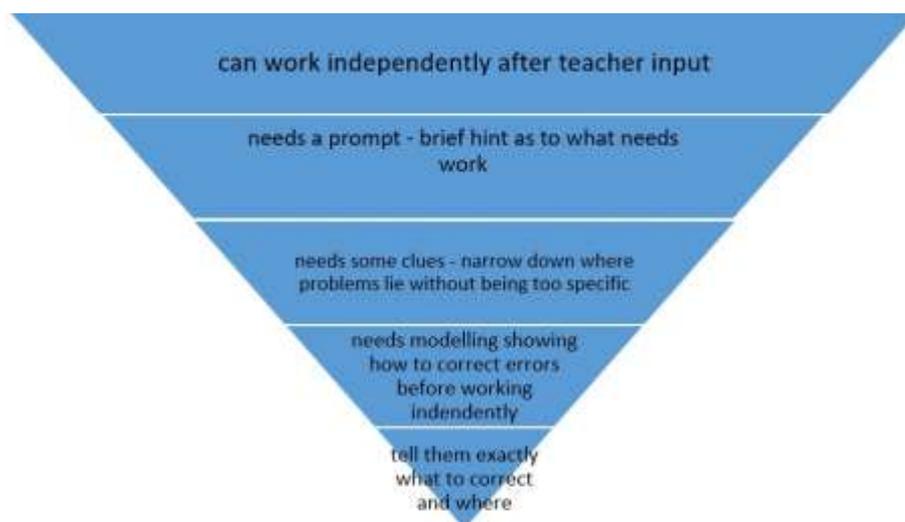
Intervening when children find editing hard

A few children will need more support in order to be successful at improving their own work. Younger children in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling.

As with all intervention, teachers should always seek to use minimal intervention, only escalating to the next level if the child still needs further support. Some children may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer – ‘description’ perhaps or ‘ambiguous pronouns’ or ‘figurative language’. This would be in addition to, and not instead of, the teacher modelling editing before the independent section of the lesson. Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to draw a pink box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks/ inverted commas missing or tenses mixed up or the same sentence structure over-used. Another approach is to write a comment at the end of the piece, such as ‘there are 8 run-on sentences’ or ‘5 instances of non- standard English’, so that the child has something to aim for and focus the mind.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work modelling how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs, however the focus should remain on the pupil at thinking hard about how to improve. Teachers should use the strategical minimal marking triangle to decide on the appropriate level of support to give.

The strategical minimal marking triangle



Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work; not you.

Appendix 1

WOODSTONE MARKING PROTOCOL

English and Maths

Teachers are encouraged to 'live mark' wherever possible, supporting the children, marking work and correcting misconceptions during the lesson. The Learning Intention (LI) should be ticked with a **green pen** to indicate the child has met the LI or dotted with a **pink pen** to indicate the LI is not yet met.

Black pens will be used to annotate children's writing where the meaning is not clear.

AS should be added next to the LI if the child has received adult support.

I will be added if the child will receive intervention following the lesson.

Extended pieces of writing

An extended piece of writing should be 'quality' marked and a comment may be added by the teacher. Incorrect spellings will be underlined in pink and the correct spelling may be written for the child to copy. Missing punctuation will be indicated with a pink circle and missing words indicated with an arrow. Where children need to amend or re-write a larger section of text, this will be marked with an asterisk. Children will respond to marking and correct their work using a purple pen.

A whole class marking sheet will be completed after every extended piece of writing in English, indicating any misconceptions.

Foundation subjects

Teachers should use 'live marking' wherever possible to mark work during foundation subject lessons. All work should be acknowledged with a green tick below the piece of work and the learning intention 'marked' with a green tick or pink dot.

Appendix 2

Date:	Lesson focus:				
Spelling	Punctuation				

