



Mendell Primary School

Aspire Challenge Achieve

Marking & Feedback Policy

Jan 2023



Introduction

The aim of this policy is to help improve the effectiveness of our feedback 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.

At Mendell Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle. The sole focus of feedback is to further a child's learning, showing respect of the work produced. The children's learning should be assessed against the intentions for the lesson being taught and feedback should only be given on those identified intentions of the lesson.

Feedback must empower a child 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 (e.g. making corrections to spellings, punctuation or elements of grammar).

At Mendell we recognise the value of verbal feedback. This is supported by the education endowment foundation that, "Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback."

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 accordingly.

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 response time – 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 opportunities to review previous learning or to collect further evidence to support 'professional judgements'.

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none">• Includes teacher gathering feedback during the course of the lesson, including mini-whiteboards, bookwork, etc.• Takes place in lessons with individuals or small groups• Often given verbally to pupils for immediate action• May involve use of an additional adult to provide support or further challenge• May re-direct the focus of teaching or the task	<ul style="list-style-type: none">• Lesson observations/ learning walks
Summary	<ul style="list-style-type: none">• Takes place at the end of a lesson or an activity• Often involves whole groups or classes	<ul style="list-style-type: none">• Lesson observations/ learning walks

	<ul style="list-style-type: none"> • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer- assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher's further use of response time focusing on areas of need 	<ul style="list-style-type: none"> • Some evidence of self and peer assessment • Quiz and test results may be recorded in books or logged separately by the teacher
Response time: 'the next step is the next lesson'	<ul style="list-style-type: none"> • Where appropriate the first 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. 	<ul style="list-style-type: none"> • Lesson observations/ learning walks • Evidence in books of pupils editing and redrafting their work in green pen.
Summative	<ul style="list-style-type: none"> • End of unit or term tests or quizzes such as: <ul style="list-style-type: none"> - White Rose Hub mini block and end of term assessment - Power maths end of unit assessments - Gateway and mastery key writing assessments. - NFER reading tests termly - Suffolk spelling tests 	<ul style="list-style-type: none"> • Teacher knowledge and analysis of test data and how this impacts future teaching Pupil progress meetings

When feedback is being given, the following criteria should be adhered to in ALL subjects:

- Work will be assessed using a tick or a dot to show whether the children have met the learning intention.
- If it is not the usual class teacher (supply or TA) work must be marked initialled on learning intention sheet. (see Appendix 1)
- The level of independence must be indicated by citing G (guided group work) /I (independent) /S (support) on Learning Intention.
- All books must be marked in pink pen
- Pupils' responses to feedback (during lesson or response time) must be written in green pen from Year 1 onwards.
- Pupils' responses to marking will be checked by the teacher and acknowledged with a tick in purple pen; or if further guidance or a next step is needed.
- Time must be given for the child to read and respond to feedback made, as appropriate. This should be at the time the work is marked if it is marked with the child or at the beginning of the next lesson if the work is distance marked.

All books:

- ALL marking must be in line with the agreed marking code (See Appendix 2). Teachers should only identify a limited number of spelling or punctuation errors through margin marking in each piece of work so as not to overwhelm children. These errors must be corrected as part of 'Response Time'.
- Peer-assessment can take place from Year 2 upwards. Where appropriate, peer assessment may be a tick against the learning intention (or in English lessons the gateways or mastery keys) or a small comment such as star or a wish. Teachers will tick to show if they agree with peer assessment.
- Subject specific vocabulary spelling errors and previous spelling rules covered within that year group should be highlighted by teachers using marking codes and corrected by children.

EYFS:

In EYFS, feedback given to children is verbal. This will be instant and usually involve a conversation with the child to progress their thinking. Staff in F1 & F2 will record focussed and incidental observations in Tapestry. These will include photographs, annotations as well as characteristics of effective learning displayed and assessments linked to the EYFS framework. During continuous provision F1 and F2 successes, targets and

challenges will be given verbally by the adult. In F2 feedback for bookwork will be verbal and responded to at the time guided/supported by the adult.

Appendix 1 – Learning Intention Example

Friday 10th December	G	I	S	Pupil	Teacher
Learning Intention: I can retrieve and record information from non-fiction					

Appendix 2 – Marking Codes – Teachers professional judgement will be used regarding the appropriateness of these symbols in different year groups.

GB	Gap busting (misconceptions being addressed)
Ch	Challenge (further challenge to extend learning)
Sp	Incorrect Spelling
P	Missing Punctuation
Gr	Grammar error
//	Paragraph Needed
^	Word or answer missing
✓	Work Correct
•	Correction Needed