



Twickenham
PRIMARY ACADEMY

Feedback and Marking Policy Whole School and EYFS

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy Review Schedule

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| Policy | TPA Feedback and Marking Policy |
| Review schedule | Every 3 years |
| Statutory Policy | Yes |
| Policy owner | Principal |
| Lead Reviewer | Principal |
| Approver and date of last approval | Principal – January 2022 |
| Key review dates | Changes made |
| 01/09/2017 | Written |
| 01/09/2020 | No changes |
| 01/04/2022 | Changes based on teacher wellbeing and workload audit from school and guidance from EEF research |
| 01/03/2023 | No changes |
| Next review: March 2026 | |

Introduction

At Twickenham Primary Academy, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

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
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell pupils when they are wrong.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. The DFE expert group emphasised that marking should be meaningful, manageable and motivating. We have also taken note of the advice provided from 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 and marking should be to further children's learning.
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- Written comments should only be used where they are accessible to pupils according to age and ability.
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments.
- Feedback is 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.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

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 the children undertake in lessons, and use the information obtained from this to adjust their teaching. Feedback occurs at one of three 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. Review Feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be the most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At TPA these practices can be seen in the following ways:

| Type | What it looks like |
|--------------------|---|
| Immediate Feedback | <ul style="list-style-type: none"> -Includes teacher gathering feedback from teaching, including w/bs, book work etc -Takes place in lessons with individuals, small or whole groups -Often given verbally to pupils for immediate action -May involve the use of a teaching assistant to provide support or further challenge -May re-direct the focus of teaching or the task -May include annotations according the marking code |
| Summary Feedback | <ul style="list-style-type: none"> -Takes place at the end of a lesson or activity -Often involves whole groups or classes -Provides an opportunity for evaluation of learning in a lesson -May take form of self or peer assessment against an agreed set criteria -In some cases, may guide a teacher's further use of review feedback, focusing on areas of need |
| Review Feedback | <ul style="list-style-type: none"> -Takes place away from the point of teaching -May involve written comments/annotations for pupils to read/respond to -Provides teachers with opportunities for assessment of understanding -Leads to adaptation of future lessons through planning, grouping or adaptation of tasks -May lead to challenges/next steps being set for pupils' future attention or immediate action |

Marking approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks, stamps or a simple comment for encouragement.

Written marking and comments should be used where meaningful guidance can be offered which has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.

Where written feedback is recorded in a child's book, the child is then expected to respond to the marking and act on the comment/next step. Examples of this marking may be for improving a word choice, rewriting a calculation, adding additional detail to a piece of work or responding to a question. Sometimes a comment is used to move the child's learning on with a challenge or for them to try. Children are given time at the start of a lesson, to read and consider the written feedback the teacher has provided and respond to marking.

Children are encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Marking of spellings

It is important to note that the marking focus is always on the lesson learning. Therefore not all spelling mistakes will be corrected or highlighted for children to self-correct. Children will be encouraged to self-check spellings and use dictionaries to help. Children may be given some of their key target spelling words to spell correctly as part of their next step.

Progress pens

Children edit and correct their work independently using the purple coloured pen. From Y1 to Y6, all adult feedback, whether verbal or written should be responded to in purple pen.

Marking expectation

There is no expectation of a certain number of 'deep marks' per week; the marking should match the type of task and the child's needs in that

Minimising Workload

Teach pupils the skills of self-checking

Teaching self-checking involves teaching pupils to think deeply about the work they have just learnt. Otherwise, they might just scan through their work, reading but not really thinking. When you think deeply about something, it is much more likely to get stored in your long term memory. To get pupils thinking about their work, we sometimes scan in work to model ways of checking (as an alternative to providing answers). We expect pupils to do the same. With this in mind, we need to make the difference between proofreading (error spotting) and editing proper (improving content) more obvious. With the expectation that everybody, including those who think their work is beyond improvement, work hard on redrafting their content just like adult writers.

This needs to be explicitly taught and demonstrated.

Marking and feedback in the moment

Where possible, teachers and students should pick up on pupil errors and 'mark' as much as possible during the lesson. It should not be the case that pupils get to the end of a lesson with huge misconceptions in an area e.g. a whole page of incorrect answers to 2 x table questions. Although, on occasion, it may be that a child is not yet ready for the concept and you have stopped them after 2-3 questions to provide support, scaffolds or task adaptations. You might indicate this with a VF next to the support given.

Ensuring pupil progress

After a lesson, the teacher looks through the pupils' books for common misconceptions and errors in basic skills or incredible successes. They then sort the books into 3 piles, as needed:

- Children who didn't fully grasp the concept taught or need more practice

- those who showed good understanding
- those who did particularly well.

Teachers tick each piece of work to show it has been checked.

Teachers note any parts of work that are worth sharing as good examples.

Whilst marking and quick-checking the books, teachers make notes (which can be in their heads) on the key messages to feedback to pupils at the start of the next lesson/ ensure that the lowest book pile receive intervention support or pre-teaching before the next lesson.

Marking Codes used at TPA

In the Foundation Stage, marking and feedback strategies include:

- Stickers and stamps
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or books
- Children or staff annotating the WALT as needed

EYFS Marking Code (at the end of Reception)

Next Steps = what I need to work on

Challenge = an extension question

V = verbal feedback given

_____ = incorrect spelling

KS1 Marking Codes

Next steps = what I need to work on

Challenge = an extension question

S = supported by an adult

V = verbal feedback given

sp_____ = incorrect spelling

p = punctuation error



KS2 Marking Codes

Next steps = what I need to work on

Challenge = an extension question

S = supported by an adult

V = verbal feedback given

sp_____ = incorrect spelling

p = punctuation error

/ = separate these words

∪ = join these words

// = new paragraph