

# Haworth Primary School



## Marking and Learning Feedback Policy

Issue No	Author/Owner	Date Written	Approved by Govs on	Comments
Issue 1	Helen Thompson	November 2013		
Issue 2	Helen Thompson	April 2015		Revised to be Learning Feedback
Issue 3	SLT	July 2017	Sept 2017	Rewritten linked to EEF and DFE guidance / good practice



# Haworth Primary School

## Marking and Learning Feedback Policy

### **Safeguarding Statement:**

Haworth Primary School is committed to safeguarding and promoting the welfare of all our pupils, staff and visitors. Our Safeguarding Policies and procedures seek to support the child's development in ways that will establish security, confidence and independence in protecting themselves and provides clear guidelines and expectations for all pupils, staffs, visitors and parents to help achieve these goals. It should be regarded as central to the well-being of the child and therefore is an intrinsic part of school life and the curriculum. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Haworth Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. We believe that if this commitment is to be put into practice then the safeguarding policies and procedures the school has drawn up must be adhered to, communicated and fully understood and applied by everybody associated with the school.

### **Policy Rationale**

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

This policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF), the DfE's expert group and other expert organisations which emphasises that marking should be **meaningful, manageable and motivating**. Our aim is 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
- provide specific guidance on how to improve and not just tell students when they are wrong

### **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 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.
- 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 that children undertake in lessons, and use information obtained from this to allow them 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 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 Haworth, these practises can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking code /highlighting etc</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self- or peer- assessment against an agreed set of criteria</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Timetabled pre- and post-teaching based on assessment</li> <li>• Some evidence of self- and peer-assessment</li> <li>• May be reflected in selected focus review feedback (marking)</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read / respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses/action</li> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations to indicate future groupings</li> </ul>

## Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives. **Teachers will mark work in green pen and children will make any improvements to their work using purple pen so that responses to written or verbal feedback can be clearly identified.** Feedback will be targeted against the learning challenge and other elements may be noted as a future teaching point. GPS errors may be highlighted in all subjects to link learning across the curriculum.

Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. Adults may include a comment to indicate the level of support given. In some cases, the marking code will be used where this is understood by pupils (see end of policy for marking codes & symbols).

Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which has not been possible to provide during the classroom session. It is important that comments contain praise and quality learning feedback, to inform the child of their achievement and what the next step is. 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 a child has achieved the intended outcome and is well-prepared for the next stage in learning, this does not need to be annotated in detail.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning. Comments may also include actions to improve elements of a piece of work which children will follow up using purple pen. Adult's writing will be neat and legible in order to provide a model for children.

### Target-setting

A significant aim of feedback should be to ensure that pupils are able to identify how they can improve their work or further their learning. In some cases targets are clearly set out through use of the marking code, target stamps and accompanying comments.

In mathematics, targets for all pupils are based on the key number skills needed for each stage of learning that underpin broader mathematics learning, including number bonds, multiplication facts, and standard written methods.

In English, formal targets are drawn from the school's Key Objective assessment criteria in KS1-2, and from the 'Development Matters' documentation for EYFS. For pupils in KS2, and those in younger year groups who are able to access them, targets are recorded on the assessment and target-setting sheets which are kept in an accessible place for pupils.

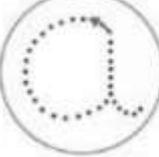
There is no expectation that targets are updated on a fixed term, but these should be reviewed regularly by both pupils and teachers, and updated when they are achieved. Where targets remain for a long period, these should be reviewed and broken down into smaller steps to take account of a pupil's needs and progress.

### Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of highlighters and symbols codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Annotation	Meaning
	<b>Groovy Green</b> - Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome
	<b>Think Pink</b> - Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in grammar, calculation, etc.)
	Incorrect spelling. This will be used selectively when marking work, focussing on spelling patterns which should either have been secured by a pupil, or represent a pupil's next step in spelling development. In KS1 may be accompanied by the corrected spelling at the end of the text. In KS2, pupils will ordinarily be expected to find the correct spelling using a dictionary (with support where needed)
✓	I have read this work / recognition mark ( crosses used sparingly with sensitivity)
○	Punctuation – missing or inaccurate full stop / question mark etc, inaccurate upper / lower case letter. GPS may be put in the margin and circled to show Grammar / Punctuation/spelling error. Calculation error (KS2)
/	New line needed or a space bar in word processing.
//	New paragraph needed here
^	Missing word
→	Find the error on this line.

	Self -marking by child.
	Peer Marking.
	Verbal feedback from an adult with initials.
	Indicates the pupil's next steps/target.
As appropriate to the task, feedback may also include children's self-evaluation at the end of a piece of work. This will be through learning faces and their own written comments ( Y2 – Y6). KS2 children may articulate their learning next to the smiley face.	
	I understood this / I found this easy
	I mostly understood this – it was okay
	I found this difficult / I did not understand this.

Target Stamps					
	finger spaces		listen for sounds		mistake
	full stops		pencil grip		handwriting (ascenders/descenders)
	upper/lower case letters		target reached		punctuation
	letter formation		conjunctions		capital I

Particularly in Key Stage 1, target stamps may be used at the top of a new piece of work to show children their key target within their work. This will be linked to their next steps and is a visual reminder for pupils self checking.

### **Equality**

Effective feedback and marking must be accessible to all pupils and reflect their individual needs and abilities. Adaptations are made to ensure that due regard is given to any disability or Special Educational Need which may

impact on how feedback is carried out, to ensure that no child is disadvantaged. E.g. Visual impairment may mean that written feedback is adapted to ensure that the child can access it. Feedback is also adapted according to the age of the children, to ensure that they can access it and understand all feedback.

## **Responsibilities**

- It is the responsibility of class teachers and teaching assistants to ensure that this policy is carried out consistently with the children they work with.
- Supply teachers, who carry out work in school, are expected to mark all work in accordance with this Policy. This will be shared with all new supply teachers as part of their welcome on arrival at the school.
- All new members of staff must understand and implement the agreed policy.
- Subject leaders and SLT are responsible for checking that the policy is being carried out and that any concerns identified are shared with SLT so that appropriate action / support can be put in place. .
- The Assessment Co-ordinator will oversee the implementation of the policy and will liaise with subject leaders to provide feedback to SLT and Governors about the impact.

## **Policy Review**

- This policy is reviewed every two years or sooner should guidance change and will be monitored as an on-going process.
- We will ensure that this policy is being applied consistently throughout the school through regular monitoring by SLT, Governors and subject leaders.