



Tywardreath  
School

# Marking and Feedback Policy

October 2024



## **Intent:**

At Tywardreath 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 believe that a successful quality marking and feedforward policy will contribute to all children being active participants in their learning enabling them to reach their academic and personal potential. Marking is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child.

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.

## **Principles of feedback at Tywardreath School:**

- The sole focus of feedback should be 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.
- Children should receive feedback either within the lesson itself or it 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 usually 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 now secure.
- Time is built in to develop student reflection through effective use of self and peer assessment. Tywardreath's lesson cycle which seeks to ensure learning is fixed in long term memory includes four steps: retrieve, learn, practise, feedback and reflection

## **Implementation:**

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. Reactive 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

<b>Type</b>	<b>What it looks like:</b>	<b>Evidence (for observers)</b>
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching within the course of the lesson, including whiteboards, books 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 TA to provide support of further challenge</li> <li>• May re-direct the focus of teaching or the task</li> </ul>	Lesson observations / learning walks
<b>Reactive</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups</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>• May take the form of a quiz, test or score on a game</li> <li>• In some cases, may guide a teacher’s further use of review feedback, focusing on an area of need</li> <li>• Advantage Project (Y5/6) teacher annotating or adding voice notes to children’s work on Showbie</li> </ul>	Learning walks Evidence of work in books (indicated by use of reactive coaching stamp)
<b>Feedforward: “the next step is the next lesson”</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Errors and misconceptions identified will be addressed in subsequent lessons</li> <li>• Advantage Project (Y5/6) teacher annotating or adding voice notes to children’s work on Showbie</li> </ul>	Lesson observations / learning walks Evidence in books of pupils editing and redrafting their work in purple pen
<b>Summative</b>	<ul style="list-style-type: none"> <li>• Low stake quizzes</li> <li>• End of unit or term tests or quizzes</li> <li>• Advantage Project (Y5/6) use of Socrative</li> </ul>	Quiz/test results

**Standard Marking Symbols to assist in the monitoring of pupils' progress:**

<b>T/TA S</b>	Supported by Teacher / Teaching Assistant
<b>✓</b>	Tick to show a correct answer or acknowledge a well chosen word/phrase
<b>.</b>	Dot to indicate an error has been made
<b>CL</b>	Capital Letter KS1 – underlined to indicate error
<b>. ? ! , “ ‘ P</b>	A punctuation error on the line written in the margin. As a child becomes more confident, teacher to use a P to add further challenge. KS1 – underlined to indicate error
<b>G</b>	A grammatical mistake has been made
<b>SP</b>	A spelling error has been made. Teacher judgement to be used as to whether the correct spelling is given or child to find the correct spelling. Correct spelling to be written three times.
<b>VF</b>	Verbal feedback has been given
<b>R</b>	A resource has been used to aid learning

-Pre-Teach and Reactive Coaching stamp to be used where appropriate.

-Children to use purple pen when editing writing, or self and peer marking.

-Teachers to mark in red pen

-Teaching Assistants to mark in green pen

**Learning Intentions:**

- Learning Intentions must be about the intended learning. They should provide a visible and precise reference for learning. They should be planned from the intended learning outcomes of the lessons. Each lesson should build on prior learning in the previous lesson.
- LIs are clear and concise. They will be stuck into books at the start of each piece of work. T/P /F (Teacher/Pupil/Friend) box to be used in KS2 to assess if they have been successful.
- LIs are exemplified through success criteria – Year 2 upwards. These explain the process to produce the outcome.
- Layered success criteria are well matched to the children's abilities; pupils have realistic but challenging targets

## **Impact:**

Why do we mark children's work?

-To help teachers monitor children's progress and to diagnose what has not been understood so as to assist forward planning and learning

-To provide helpful feedback to children so that: their needs are identified and we can discuss with them what they find difficult and the next steps they need to take

-To ensure that children's achievements are recognised thus giving encouragement and building confidence

- To ensure set tasks have been carried out to an expected standard