TIBBERTON COMMUNITY PRIMARY SCHOOL AND EARLY YEARS

Marking and Feedback Policy

LAST REVIEW: -   March 2025

REVIEW PERIOD: -   2 Years

NEXT REVIEW DUE: - March 2027

RESPONSIBILITY FOR REVIEW: - Head teacher

At Tibberton Community Primary School and Early Years, 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 of the research surrounding effective feedback and the workload implications of written marking. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other experts which also state that marking should be meaningful, manageable and motivating.

1. Guiding Principles:

- feedback is central to high quality teaching and learning.
- speed of feedback is important: 'live' feedback has a positive impact, and is more effective than 'later' marking.

- feedback with the pupil present has more impact than other feedback/marking.
- pupils can find it difficult to understand/respond to written marking
- verbal feedback is more accessible to more pupils than written feedback
- written feedback needs to be 'meaningful, manageable, motivating and understandable.'
- written feedback can take a significant amount of time
- peer marking has a significant impact upon all pupils, as they have to explain their thoughts/answers and may have to calculate mentally/provide an example, etc.
- using the visualiser/iPad to demonstrate 'real' examples of correct and incorrect learning is particularly effective
- next steps, spelling errors, misconceptions, and reminders about these, are most effective at the start of the next lesson
- principles of the 'mastery' or 'greater depth' curriculum include moving the whole class on together, increased peer and self-marking
- how we organise learning has a direct impact upon the quantity and quality of feedback e.g.:

 - if pupils have access to answers (and/or checklists), they are able to self-mark which enables the teacher to be free to feedback to others and encourages independency in learning. This also reduces 'later' (less impactive) marking.

 - if pupils have prompts to support them getting unstuck/being independent, then this means the teacher is free to feedback to others.

 - if pupils are asked to explain and articulate their thinking as part of the lesson, then feedback time doesn't have to be spent asking/writing why.

 - if pre-prepared hinge-point questions and/or multiple choice questions are available, then this provides teachers with feedback about a large number of pupils, very quickly. This reduces time spent checking individual pupils.

 - using the visualiser/iPad to show excellence (WAGOL) and weakness from children's work will enable teaching points to be reinforced to all, and this is large-scale verbal feedback, thus reducing the need for written comments in books and less 1:1 time.

 - specific 'To be able to…?' ensure that feedback is specific, enabling greater/quicker impact.

- if we write and edit alternatively, then the impact of verbal feedback given will be evident on a regular and frequent basis.

 (Sources: DfE: Marking Policy review Group; EEF: Education Endowment Foundation)

2. Approach to feedback

Immediate feedback

Summary feedback

Review feedback
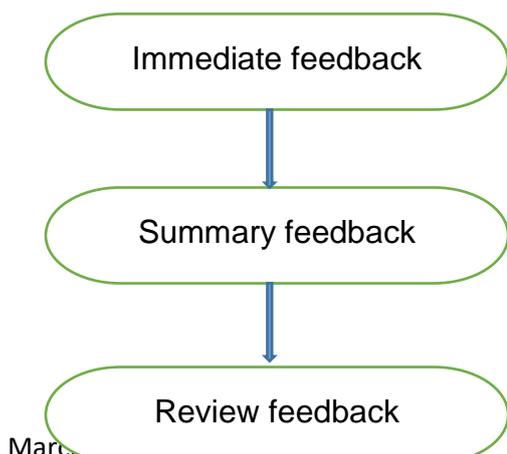
We appreciate that all feedback must;

- have a positive impact (so we can see how subsequent learning has improved/changed, as a result).
- where possible, be 'live, not later'.
- where possible, be verbal (examples: use open statements e.g. "Change 'said' for something more powerful" rather than "Can you change 'said' for something more powerful?"; rewrite or remodel an example; use an unfinished sentence, ask for an explanation, encourage reflection and checking).
- utilise self and peer feedback/marking.
- link to next steps and the next lesson e.g. initial input to address general misunderstandings.
- identify general misunderstandings across the class (including common spelling errors) as well as specific examples of excellence and weakness (which can be addressed at the start of the next lesson, anonymously).
- support pupils and their emotional wellbeing by empowering them, creating hope and developing learning in a safe and supportive manner.

3. Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, **and record 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:

Stages of marking:

3.1 Immediate feedback – at the point of teaching during the lessons.

3.2 Summary feedback – at the end of a lesson/task. Summarising the objectives and main teaching points.

3.3 **Review feedback – away from the point of teaching (including written comments). Feedback should be given the next day**, allowing children to edit, improve and acknowledge any misconceptions from the previous day before moving on. Children to have the opportunity to work with their peers, teacher or TPs.

A higher priority is given to **immediate feedback, 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 Tibberton Community Primary School and Early Years, we use the practices outlined in *Appendix A and B.* Staff will help children to manage this transition and support them in identifying their next steps and key learning points through verbal direction and support. Teachers ensure that pupils are clear about the feedback process. They will be supported to become more skilled at linking their own learning to class teaching and feedback (particularly at the start of each lesson).

Next day feedback – time will be allocated at the beginning of core lessons to address both English and maths misconceptions before moving one. Children will have an opportunity to up level or correct their own work.

Evidence in Year 2 and 6

During Y2 and Y6, **more assessed pieces of writing** are required, that must **be independent and self-edited** (as part of providing evidence against the interim assessment frameworks). Additional guidance has been published by the DfE (2017 teacher assessment external moderation: key stage 2 writing) providing clarity on independent writing*. (Appendix B)*

4. Planning from learning

Teachers will use their knowledge linked to pupil learning from immediate, summary and review feedback and marking to plan for the next teaching episode. Written feedback will be recorded in the '*assessment, making and feedback book*' **where teachers can record their analysis and written feedback/focused support/SEND provision for the next lesson.** This can be used by the staff to consider next steps, areas for post and pre-teaching for individuals and groups. This allows all teachers to map out meaningful learning that supports children's next steps.

Appendix A – Tibberton Community Primary School and Early Years

	Writing	Spelling	Reading	Maths	Other Subjects

	(organisation, structure, punctuation, grammar and vocabulary)	(including application of phonics)	(comprehension)		
During the lesson **Immediate feedback**	Verbal feedback and 'live' marking. TP to support children whilst writing. Word Banks Working Walls	For younger/lesser Ability pupils, highlight spelling errors – buzz words and high frequency words.	Verbal feedback. Working Walls - VIPERS	Verbal feedback and 'live' marking Working Walls.	Review Previous learning – skills, knowledge and vocabulary.
	(Peer Assessment) **PA** indicates peer assessment by a learning partner. Changes to work indicating learning completed in an alternate colour – purple polishing pen. Some books may have teacher/teaching partners annotations as part of this process.	**PA** indicates peer assessment and SP in the margin indicates teacher/teaching assistant identified focus.		**PA** indicates peer assessment by a learning partner. Changes to work indicating learning completed in an alternate colour – purple polishing pen.	Live feedback whenever possible
After the lesson	Some books may have teacher/teaching assistant comments, but this will not be expected for whole class or on each occasion. <u>Year 5 and 6</u> **SP** – column – indicates a spelling error. **GR** – column indicates a grammar error **P –** column indicates a punctuation error **CL –** indicates a missing CL. As children become more confident, a dot or dots can be put in the margin. <u>Year 1 to 4</u>			Some books may have comments. Feedback and discuss any misconceptions – review to working wall. Children to make corrections.	

	Underline errors so the children can access quickly. Yellow Box Marking – to be used to reduce quantity of text				
Assessment. Feedback and Marking document. **Summary Feedback**	Marking adults to make notes in the 'Assessment, Feedback and Marking Document'. General and specific markers' notes will be provided for the nest steps for the next lesson, to guide teachers' plans. Common misconceptions, spelling errors, good examples to share will be recorded. Job shares to use as a communication tool to show strengths and misconceptions with teaching and learning.				
Next lesson or an opportunity after the lesson **Review feedback**	Initial input to address general misunderstandings. Share excellence and weakness from children's writing. Children have time to edit and improve before moving on.	Initial input to address general misunderstandings. Share excellence and weaknesses in spellings from children's writing. Address high frequency words and buzz words. Children have time to edit and improve before moving on.	Initial input to address general misunderstandings. Share excellence and weakness from children's responses and answers.	Initial input to address general misunderstandings. Share excellence and weakness from children's responses, particularly explanations and reasoning. Children have time to edit and improve before moving on.	Initial input to address general misunderstandings. Share excellence and weakness from children's writing/explanations/reasoning.

Appendix B

Additional guidance for English writing

Independent writing

Writing is likely to be independent if it:

- emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about.
- enables pupils to apply their learning independently, possibly with an element of choice, for example writing from the perspective of a chosen character.
- has been independently edited and / or redrafted by the pupil. This may be in response to self, peer, or group evaluation.
- is produced by pupils who have independently drawn on classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites for support or ideas.
- is informed by clear learning objectives and limited success criteria which are not over detailed and do not over-aid pupils.

Writing is not independent if it has been:

- modelled or heavily scaffolded.
- copied or paraphrased
- supported by success criteria that are over-detailed and over-aids pupils
- edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text

Word lists:

The word lists in the National Curriculum English programme of study Appendix 17 for years 3 and 4, and years 5 and 6, are statutory. They include words that pupils use frequently in their writing, but often misspell. Pupils are not required to evidence all of these words across their range of writing. However, where listed words are used, some, or most, must be spelt correctly in line with the interim TA framework 'pupil can' statements. There are no 'common exception words' within the KS2 programme of study. The National Curriculum English programme of study Appendix 18 for years 3 and 4, and years 5 and 6, includes some words that do not follow the taught rules and guidance, but they are not 'common exception words'. There is no statutory requirement for pupils to include these words in their writing. However, where listed words are used, some, or most, must be spelt correctly in line with the interim TA framework 'pupil can' statements.

Handwriting:

Any pupil whose work does not evidence one, or more than one, of the statements relating to handwriting can be awarded the 'working towards the expected standard' or 'working at the expected standard', but cannot be awarded 'working at greater depth within the expected standard'. To be awarded 'working at greater depth within the expected standard' at the end of KS2, pupils must meet all of the statements relating to handwriting in the preceding standards. For pupils 'working at greater depth within the expected standard', handwriting books or handwriting exercises can provide evidence of pupils' independent application of handwriting. However, there must be evidence that the 'expected' handwriting statements are met in some pieces of independent writing. Pupils who have a physical disability that prevents them from being able to write as part of day-to-day classroom practice are exempt from having to meet the statements for handwriting for the 'working towards the expected standard', 'working at the expected standard', and 'working at greater depth within the expected standard'. Pupils who are physically unable to write may use a word processor. Pupils who are physically able to write may choose to word process some of their writing, where appropriate. When using a word processor, it is advised that the spelling and grammar check functions are disabled, in order to verify that a pupil is independently able to meet the relevant 'pupil can' statements.