



ST EDWARD'S PREP
A WISHFORD SCHOOL

Feedback and Marking Policy

THIS POLICY APPLIES TO EYFS

Updated September 2022: J Parsons

All members of staff should follow the school policy in relation to the marking of written work.

At St. Edward's we strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children.

Our expectations of every child are high. We are committed to continually improving children's progress and regularly review their personal achievement giving regular, age appropriate feedback to children on where they are in their learning journey and how to get to the next steps. We also report to parents once a term to inform them if their child is working towards, meeting or exceeding age-related expectations using the terms: Emerging, expected, exceeding.

Over recent years a lot of research has been carried out about what makes effective feedback and marking. At St Edward's we aim to listen to the recommendations from the DfE and other sources to create a feedback and marking policy focussed on improving children's outcomes and not creating unnecessary teacher workload.

Our marking policy reflects the broader aims of our school. St Edward's strives to empower children in their learning and asks children to think deeply about their learning. Therefore, it is important that children are directly involved in the feedback process and clearly acting on input from the teacher.

“Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.”

DFE 2016 Eliminating unnecessary workload around marking

The core principles of marking at St Edward's:

- The focus of feedback should be to further children's learning;



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- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- 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. Therefore, teacher marking should be focussed on supporting pupils in this process.
- Feedback and marking in one subject will look different to another. There is no one size fits all model. However, the above principles should be demonstrated in a subject's approach.
- Feedback should not compare one child with another but focus on the learning process and how that child can develop/improve.
- 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 children completing tasks but on assessments taken after some time has passed.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson.
- Self-esteem is a significant factor in being a successful learner and therefore feedback should be given in a caring and respectful manner
- Feedback should enable children to develop personally and encourage children to demonstrate attitudes to learning such as resilience and appreciation and other attitudes outlined in the pupil profile.

Types of feedback

As a school, we value verbal and written feedback equally in moving learning forwards.

Verbal Feedback

This means discussion about the learning with the child. It is the most valuable form of feedback for **all** children (regardless of age or ability) as it is immediate, focused, personal and usually listened to and acted on more than written comments. It also allows for interaction between the child and the teacher, teaching assistant and, where appropriate, between peers. It may take place during focused group work, in a learning/reading conference or review, and be either spontaneous or planned for.



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Verbal feedback should be focussed on pupils reflecting on their work and identifying mistakes and improvements for themselves. If verbal feedback is given, this should be indicated by the teacher and it should be clear that the pupil has engaged in the assessment process.

Children should demonstrate their understanding by writing their understanding or completing their correction using a **PURPLE PEN**.

Written Feedback:

All written comments or ticks should be in **GREEN**. Comments could be to show appreciation for work or the child's engagement with the learning process.

All work, including homework, will at least be **checked** and children should be given the chance to reflect on it. There is no point in simply generating work for works sake and each piece of work should feel valued and be part of the child's learning journey. The teacher will demonstrate the fact that they have looked at the work by using ticks.

A **PINK** highlighter or pen will be used to mark a 'Point of Intervention' or draw a child's attention to an area to work on. It could also be used to model an answer for the children or to help them scaffold their work during the lesson.

Wherever possible teacher marking should take place in the lesson. There are no prescribed symbols and abbreviations to use as these serve as evidence for others and not to further children's learning.

Pupil Reflection

Pupil reflection should be clear to see in children's books and work. Both in response to the teacher's feedback but also to demonstrate an understanding of their learning. Teacher's should provide opportunities within lessons for children to reflect on their learning and talk with adults or peers about their own work and how to improve. This may be spontaneous, but more likely will require careful and considered planning to fully integrate it within high quality class practice. Mini-plenary or learning reviews may



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be used during the lessons, likewise plenary lessons may be planned to allow time for children to read, discuss or make improvement suggestions and act on them.

Subject Specific Guidance

The above guidance should be applied wherever possible. The following guidance gives further detail to how it applies to specific subjects.

English

Within English, feedback should encourage children's engagement with their learning journey. Therefore, there will be an emphasis on self-assessment and edition. Self-assessment will be used in the form of grids that provide children with the criteria they need to be successful in a set task. These grids should be used throughout the school in Years 1-6 and children should tick when they have completed a task.

For longer writing pieces, personal feedback session will be used to discuss children's work and time should be given to children to edit their work using the purple pen.

There is no prescribed set of symbols to be used but it is up to the teacher's discretion and knowledge of the child to challenge them on different aspects to improve suitable to their ability.

Maths

The purpose of marking in maths is primarily diagnostic. It communicates to a child whether they have successful, being motivational, and serves to inform a teacher's planning in terms of any misconceptions.

Feedback and comments should be focused on encouraging risk taking and engaging the child to identify how they move their learning forwards or as a point of intervention which the child responds to using the purple pen.

It may be appropriate to provide 'Maths Surgeries' within lessons or at break times to tackle misconceptions and challenge progress, and promote children's independence and use of support strategies.



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Theme of Investigation Subjects

Science

In Science there is no need to deviate from the whole school marking system but it is worth noting that teacher interventions should be based around both Scientific Knowledge and the ability to work scientifically. Children should be given a chance to learn from their peers and update their ideas and conceptual understanding after whole class discussion or group marking sessions.

Rubrics will be used at the end of and theme to assess the children's understanding in relation to the class inquiry.

Humanities, and Art and R.S.

Feedback and marking should be given both on the acquisition of skill, knowledge and the ability to link their learning to the inquiry they are studying.

Rubrics will be used at the end of and theme to assess the children's understanding in relation to the class inquiry.

French

Most feedback in French will be verbal and when books are marked the whole school guidance will apply.

PE, Games, Music, Drama and Computer Science

These subjects are more practical by nature and it is expected that feedback will be in the moment and mostly verbal. However, at key times in the term children will take part in assessment tasks and their progress recorded by the teacher.

Peer assessment should also be used and children given the time to share and learn from each other's ideas.



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Monitoring:

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

The application and impact of the Feedback and Marking Policy will be reviewed termly within lesson observations and as part of explicit book scrutiny conducted by the school's Subject Coordinators and SLT – and supported within phase groups across the school.

Outcomes will be shared to enhance best practice and could also form part of judgements made for professional Performance Appraisal.

Online Learning Policy Adjustment

If the school has to revert to online learning Teachers are expected to continue to offer quality feedback and marking in accordance to the policy. However, the methods used will have to change. Teachers will use:

- The Teams Feedback Tool
- Electronic comments in Word or written onto the electronic document
- Use of annotations which are photographed and sent back to pupils
- Verbal feedback
- Self-assessment documents

Monitoring will take place in the form of pupil interviews, assignment checks and through teacher discussion. However, monitoring will be light touch and will keep staff wellbeing in mind.



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Signed:

Headteacher
Date: September 2022

Proprietor
Review Date: September 2023

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