



Marking & Feedback Policy #theJSway

September 2022

Introduction

At John Shelton Primary School, we recognise the importance of marking and feedback as part of the teaching & 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. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. 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
- provide specific guidance on how to improve and not just tell students when they are wrong

Key Principles

Our policy on marking and feedback has a number of principles. 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. Teachers will also be able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons. Therefore:

- 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 students 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;

- 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.
- 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

Feedback and Marking in Practice

Type	What it looks like	Evidence
1. Immediate	<p>Includes teacher-gathering of evidence e.g. work on whiteboards</p> <p>Often given verbally for immediate action</p> <p>May re-direct the focus of the teaching or task set</p> <p>May include annotations following our school's marking code</p> <p>Any marking is completed alongside the children and is quick.</p>	<p>Lesson observations</p> <p>Some evidence in books</p>
2. Summary	<p>Takes place at the end of a lesson or activity</p> <p>Provides an opportunity for evaluation of learning in the lesson.</p> <p>May be peer or self-assessment.</p>	<p>Lesson observations</p> <p>Book scrutiny</p> <p>Pre and post teach sessions</p>
3. Review	<p>Takes place away from the learning</p> <p>May involve written comments for the pupils to respond to</p> <p>May lead to targets being set for pupils' future attention or immediate action.</p> <p>Provides teachers with opportunities for assessment</p>	<p>Lesson observations</p> <p>Book scrutiny</p> <p>Adaptations to future teaching sequences</p> <p>Use of annotations to inform future groupings</p>

	Leads to adaptation of future plans	
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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. Excellent work should always be acknowledged with stickers or an award from a member of SLT.

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as **ticks, codes or stickers**. Children should feel that every piece of work they produce has been valued and assessed by the teacher through one of the approaches listed above.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. 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 it 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 a child has achieved the intended outcome and is well-prepared for the next stage in learning, a comment may not be needed in books. In this instance a praise comment and sticker can be used.

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.

Marking will also reflect where children have used one of our Characteristics of Effective Learning. #theJSway

At John Shelton Primary, we adhere to the following codes when marking work. All staff will mark in turquoise pen.

Children will only self-mark PAL, Fluent in 5 and spelling tests.

Mathematics

Tick	WALT if achieved
Tick	Correct answer
.	Incorrect answer
Bubble	Short correction
*	Long correction

All other subjects

Tick	WALT if achieved
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Ⓢ	Support given
Wiggly line	Spelling correction (3 maximum, key words)
^	Missing punctuation/incorrect punctuation/word omission

Senior Member of Staff Responsible:	Janine Storer (Headteacher)
Designated Member of Staff:	Leadership Team
Pupil monitoring:	JS Parliament members
Governor Responsible:	TBC

Reviewed and agreed: September 2022

Next review: July 2023