



Effective Marking and Feedback Policy

MISSION STATEMENT

“To be the best that we can be”

Our Ethos

The Northstead Community of staff, pupils and their families are committed to providing a nurturing and inspiring environment where everyone is safe, respected, supported and challenged.

Our Aims

We aim to;

- Treat everyone with respect,
 - Build strong partnerships with parents and carers,
 - Provide a welcoming, safe and stimulating school,
- Recognise and celebrate success in all aspects of school life,
- Develop individuals socially, emotionally, mentally and physically,
 - Foster a caring attitude towards our world,
 - Encourage and celebrate creativity,
- Create a school where everyone is happy, resilient, self-confident and encouraged to be, ‘The best that they can be.’

Document Status		
Date of policy creation/review	Reasons for review	Date of next review
24/11/2022	Update	September 2023
Responsible	Mrs Clubley Assistant Headteacher for Teaching and Learning	



At Northstead, we recognise the importance of feedback as an integral part of the teaching and learning process and aim to maximise the effectiveness of its use in practice. We have also taken note of the guidance issued from NCETM that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. We are also mindful of the research surrounding effective feedback and the workload implications of written feedback as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the EEF (Education Endowment Foundation) as well as other expert organisations.

EEF shows that effective feedback should:

- Redirect or refocus either the teacher's or learner's actions to achieve the goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on the 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 DFE's research into workload highlighted written marking as a contributing factor. As such we have investigated alternatives to this which can provide effective feedback in line with the EEF's recommendations and those of the DFE's expert group which emphasise that marking and feedback should be: meaningful, manageable and motivating.

Our Key Principles

1. The sole focus of any feedback should be to further children's learning;
2. Feedback should empower children to take responsibility for improving their own work;
3. Written comments should be used to further support children in locating their own errors;
4. Children should receive feedback either within the lesson itself or within the next appropriate lesson. The 'next step' is usually the next lesson.
5. Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge for pupils in lessons, allowing them to make good progress.
6. At the start of each lesson, children must spend time editing and improving their work. This is called 'Response Time'.

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 to adjust their teaching both within and across a sequence of learning.

What does this look like in practice?

It is vital to learning and progress that teachers evaluate the work that children undertake in lessons daily, and use information obtained from this to allow them to adjust teaching. Feedback occurs at four common stages in the learning process.

1. **Immediate feedback** – at the point of teaching to address any misconceptions immediately.
2. **Summary 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 learning session had finished.
4. **Summative feedback** – tasks planned to give the teacher definitive feedback about whether a child has securely mastered the material.

Feedback type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, book work etc. (formative assessment) • Teacher addressing misconceptions as they arise • Will usually take place in lessons with individuals or small groups but maybe used as a whole class strategy • Can be done while sitting with a group or while roving the room • Usually given verbally to pupils for immediate action but also includes written marking • May re-direct the focus of teaching and learning • Children should not queue or sit with their hand up to have their work marked. 	<p>Lesson observations / learning walks</p> <p>Unless the teacher feels the child needs a visual reminder of the verbal feedback, this is not expected to be noted in the children’s books.</p> <p>Use of symbols in books from the marking policy.</p>
Summary	<ul style="list-style-type: none"> • Takes place at the end of a learning session or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • Children should receive whole class feedback about strengths and areas for development, as well as receiving direct teaching to help them identify and address their own errors. Extracts from pupil’s work should be shared using the visualiser • This could take the form of peer and self-assessment against agreed criteria in independent writing • May take the form of a quiz or test. 	<p>Lesson observations / learning walks.</p> <p>Evidence of self and peer assessment in writing which highlights the achievement of agreed criteria during independent writing.</p> <p>Evidence of self and peer assessment which shows corrected/edited learning (purple pen).</p> <p>Quiz and test results may be recorded in books or logged separately by the teacher</p>



<p>Feedforward 'the next step is the next learning session'.</p> <p>Using formative assessment to change learning session(s) based on the outcomes from children. This should be evident in further learning from the children (in the books)</p>	<ul style="list-style-type: none"> • For writing in particular, it is the case that a large part of the next session(s) following an 'independent write' will be spent giving whole class feedback about strengths and areas for development, and giving time for development areas to be worked on and improved through editing and proof reading • Retrieval practice outcomes and discussions are fed forward into the planning for the next day's / week's questions. • Teachers using learning from the previous session to plan the next steps or to re-plan the learning to ensure children's errors/misconceptions are addressed – enhancing the learning. 	<p>Lesson observation / learning walks</p> <p>Evidence of pupil's editing/redrafting/correcting their learning.</p> <p>Evidence in books of misconceptions / errors / being addressed in further learning sessions.</p>
<p>Summative</p>	<ul style="list-style-type: none"> • Checking activities • End of unit or term assessments or quizzes. • Quizzes / questions used to identify whether a child has securely mastered the objectives covered. This does not take place immediately after the teaching of the objective and should be used to plan further learning for the whole class or if needed for groups of children. 	<p>Test outcomes</p> <p>Reasoning questions in maths books</p> <p>Unstructured or independent writing opportunities</p>



Written Marking as Feedback

- A variety of approaches will be used to mark work: teachers and support staff will mark work and children may mark their own or their peers using success criteria.
- Written marking will be in reference to the learning objective
- Priority marking may be given to different groups of focus children at different times in the year.
- Teachers use the whole school symbols shown in the table below to mark the children's books. As much as possible, teachers and support staff use these symbols to give feedback 'live' in lessons. Posters of these symbols should be displayed in all classrooms for the children's reference (see appendix 1), as well as in the children's books (appendix 2). Children will be taught what the symbols mean and this will be regularly revisited.
- Teachers will model to the children how to respond to marking symbols.
- Marking symbols will be written in the margin.
- All marking should follow the school's handwriting policy and all staff must model high standards of presentation.
- Comments should be focused on praise and improvement.
- Time will be given to the children to read comments, reflect and respond, including making corrections.
- Teachers should use green pen to mark any work. Children should use purple pen to respond.
- Stickers/stamps can be used as praise and to encourage good work and effort.
- Exceptional work can be shown to the Senior Leadership Team for additional praise.
- If the class is taken by a person other than the class teacher and work is completed, their initials should be at the bottom of the piece of work to indicate that it has been looked at/read.

Further Guidance on Spelling

In KS1, any misspelt common exception words or given topic words must be addressed. Phonetically plausible attempts at other words are encouraged but if a word is spelt completely wrong e.g. key sounds missed out, then it should also be addressed. In KS2, any misspelt common exception words or previously taught must be addressed. Phonetically plausible attempts at unknown words are encouraged but if a word is spelt completely wrong e.g. key sounds missed out, then it should also be addressed.

Misspelt words are underlined in pen by the adult (either part or whole word) and children given the opportunity to correct them using word mats/display/dictionary in purple pen. For greater support, some words may be corrected by an adult. For greater challenge, sometimes a teacher will write 'sp' in the margin or at the end of a paragraph rather than underlining the specific word/part of the word that is misspelt.

Teachers should use professional judgement when supporting children working significantly below ARE or with specific barrier to learning.

Written Marking Symbols:

Maths	
✓	Correct
•	Incorrect. Have another try
Writing	
✓	Evidence of success criteria seen in work
✓✓	Excellence
P	Punctuation error
sp or underlined word/part of word	Spelling error
I	Independent work
S	Adult support given
🚩	Focus Flag



Further Guidance on Focus Flags

The purpose of a 'Focus Flag' is to highlight to the children where a specific improvement needs to be made.

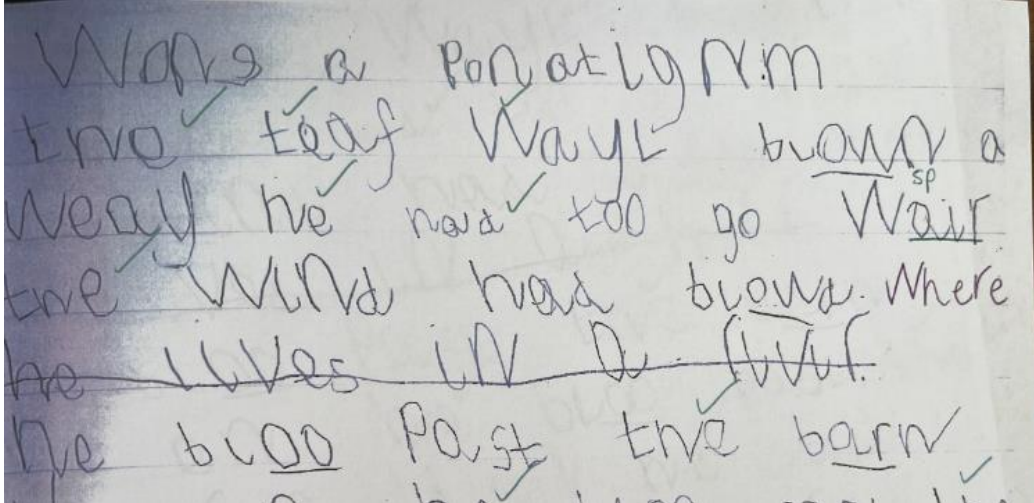
- Focus Flag symbol to be written in the margin where the improvement needs to be made. The teacher will then write the flag symbol and comment at the bottom of the piece of work.
- Child to respond to the focus flag comment in purple pen.
- Comments should be short and focus on what the child needs to address in their work.
- Teachers to tick the child's response (if correct) during the 'Response Time' at the start of the next lesson.

Example 'Focus Flag' comments:

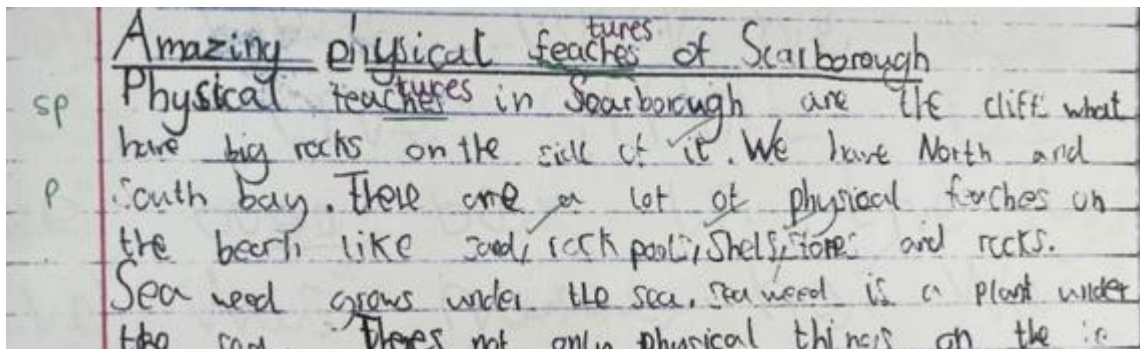
- "Capital letters for proper nouns"
- "Remember your commas in a list"
- "Think of an alternative word for hungry"

Examples of Marking

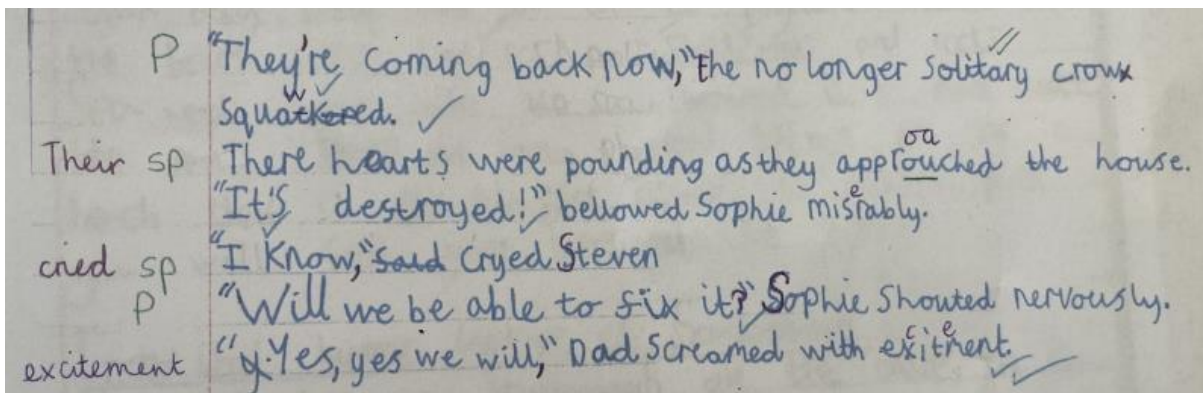
- Work by a child in year 1. Phonetically plausible attempts at spelling, e.g. 'bloo' for 'blew', not addressed. Common exception word 'where' (spelt 'wair') addressed by 'sp'.



- Work by a child in year 3. 'sp' used in the margin as well as underlining parts of the word that are incorrect.




- Work by a child working at the expected standard in year 5. Spelling errors indicated in the margin using 'sp' for further challenge rather than underlining the word/part of the word that is incorrect.



Appendix 1:

Northstead Marking Symbols

Maths	
✓	Correct
•	Incorrect. Have another try
Writing	
✓	Evidence of success criteria seen in work
✓✓	Excellence
P	Punctuation error
sp or underlined word/part of word	Spelling error
I	Independent work
S	Adult support given
	Focus Flag


Appendix 2



Feedback & Marking at
Northstead
Maths

- ✓ Correct
- Incorrect. Have another try

Writing

- ✓ Success Criteria seen in work
- ✓✓ Excellence
- P Punctuation error
- sp Spelling error
-  Focus Flag
- I Independent Work
- S Adult support given