



Marking and Feedback Policy

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An academy within:



“Learning together, to be the best we can be”

1. Marking and Feedback policy 2024

Our policy on feedback has as its core a number of principles:

- 1.1 the sole focus of feedback and marking should be to further children's learning;
- 1.2 evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- 1.3 written comments should only be used where they are accessible to pupils according to age and ability;
- 1.4 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;
- 1.5 feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- 1.6 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;
- 1.7 all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

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

2. Feedback and marking in practice

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 three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

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. 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 The Willows School, examples of this type of practice can be seen below:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code. 	<p>Lesson observations/learning walks</p> <p>Some evidence of annotations or use of marking code/highlighting</p>
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<p>Lesson observations/learning walks</p> <p>Timetabled pre- and post- teaching based on assessment</p> <p>Some evidence of self- and peer- assessment</p> <p>May be reflected in selected focus review feedback (marking)</p>

<p>Review</p>	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<p>Acknowledgement of work completed</p> <p>Whole class analysis notes</p> <p>Lesson observation – of impact of input using whole class analysis</p> <p>Written comments and appropriate responses/action</p> <p>Adaptations to teaching sequences tasks when compared to planning</p> <p>Use of annotations to indicate future groupings</p>
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N.B. Individual subjects may operate slightly differently depending on the nature of the subject and learning environment. Further information on this can be found with each individual subject leader.

Marking will provide constructive feedback to every pupil. It will focus on outcomes and individual improvements against learning intentions and success criteria. Therefore, enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Marking and Feedback should:

- Be made throughout the lesson to reflect on learning. This may be VERBAL FEEDBACK.
- Relate to learning objectives and success criteria, which have been shared with the pupils.
- Give recognition and praise for achievements.
- Motivate and encourage our pupils.
- Give clear strategies for improvement which pupils can understand.
- Respond to individual learning needs and current level of attainment.
- Inform future planning.
- Be accessible to all pupils.
- Be used consistently.
- Be seen by the pupils as a positive strategy to improve their learning.

- Recognise the level of support offered the pupil during the activity/lesson.
- Provide an opportunity for clear progress to be seen over time.
- Be in green pen.

3. Implementation

Effective feedback and marking is a key tool in providing feedback to pupils about their learning and forms part of formative assessment. This is essential in improving and moving pupils forward towards desired learning outcomes.

Effective feedback comes under two main headings:

Specifying Attainment is teacher feedback, which identifies specific aspects of successful attainment.

Specific Improvement identifies where mistakes lie and how work can be improved.

4. Other Adults

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines overleaf. Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy.

5. Responsibility

It is the responsibility of the class teachers to ensure that this policy is carried out. Each subject leader has the responsibility for checking that the policy is being carried out in their particular subject area. It is the responsibility of the member of the SLT responsible for Curriculum and Assessment to liaise with the Subject Leaders and to feed back to the Head teacher and Academy council on the implementation of this policy.

6. Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

7. Annotations to be used

Green Pen	Independent work	IW
	Supported Work	SW
	Group Work	GW
	Spelling Correction	SP To be written close to selected spelling. Selected spelling to be underlined.
	Punctuation	P With selected mistake ringed.
	Good work/ sentence	// (two ticks)
	Verbal Feedback (with comment)	VF With comment detailing the feedback given.
	Written feedback	Sentence(s) with reference to success criteria/ lesson objectives.
	Next steps	NS With comment detailing the new target/objective.
Purple Pen	Corrections and response to feedback by pupil.	

8. Collating of evidence

This evidence may be in a many forms.

- Written evidence
- Photographic evidence
- Video evidence
- Practical work
- Witness statement detailing pupil's verbal contribution to lesson/activity.