fEEDBACK

AND

Marking Policy

St Luke’s Park Primary School



Reviewed Spring 2024

**Achieve Excellence**

**Introduction**

Feedback, and related marking, is an integral and important part of teaching and learning; we know this from many studies and extensive research.

At St Luke’s Park Primary School, our aim is to create a culture of rich and effective feedback between teachers and pupils. This is to support effective learning, using those approaches that research and evidence suggest are most effective.

This policy incorporates the findings of the Independent Teacher Workload Review Group and the EEF Marking Review (2016).

**Aims**

• Feedback should be an integral part of the process of responsive teaching which is evident in all lessons. The learning objective of the lesson should be the dominant focus.

• It should be a two-way process: teachers will be able to adapt their teaching from the feedback they receive from pupils within lessons; pupils will be able to learn from effective feedback they receive. A purple pen is introduced gradually in Year 1 for the children to independently edit their work, correct their spelling mistakes and add punctuation. Marking takes place ‘In the Moment’ in Reception and Year 1 during lesson time. In Year 2, children will be given time at the start of lessons to reflect back on their previous work and make any amendments where highlighted by the class teacher.

• Feedback is given where there is time and opportunity for pupils to respond appropriately.

• Feedback will look different in different year groups across the school and be age appropriate.

• It is based on a thorough understanding of individual pupils and their learning. Although this policy aims to reduce the number of written comments made, we still expect that teachers spend time reading pupils’ work regularly and carefully, in order to identify misconceptions.

• Feedback and marking should ultimately aim to improve the pupils’ knowledge and understanding as opposed to simply improving the pupils’ work.

**Types of feedback**

Timing of feedback can be categorised into the following three stages:

**1.** **Immediate feedback:** This takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.

**2. Summary feedback:** This may take place at the end of a lesson. It may involve some form of self/peer assessment.

**3. Distance feedback:** This takes place away from the lesson and provides feedback to the teacher about how well pupils have understood concepts. This, in turn, informs planning for future learning opportunities which includes the use of whole class feedback sheets to focus on the next steps for the whole class, groups or for individuals.

**Practical guidance on the approach to feedback at St Luke’s Park Primary School**

Pupils complete their work in lessons as normal. The books are handed in at the end of the lesson and the teacher then reads each child’s work and analyses the common errors being made. Each piece of work is ticked to acknowledge that the work has been checked and errors identified.

**Pink:**

Each piece of work is ticked in pink to acknowledge that the work has been checked. Any parts of work that the teacher would like to share with the class in the following lesson may be ‘starred’. Teachers may add praise comments or stickers where appropriate to indicate work that shows particularly good effort on the part of the pupil.

**Purple:**

From Year 1 children will use a purple pen to edit and make amendments to their work to correct mistakes during the lesson or at the start of a session. This will be gradually introduced in Year 1.

**Green:**

Corrections to be made by the class teacher by following the relevant Editing symbols:

|  |  |
| --- | --- |
| **Errors** | **Symbol** |
| Spelling  A few words will be corrected (based on the level of the child’s ability and phase they are working on. The expectation is for children to re-write that word if it has not been used correctly. | Green wiggly line underneath |
| Missing punctuation | Underline with a straight line underneath the letter (to show where a capital letter should go or where a full stop should be). |
| I | Independent |
| WS | Lots of support needed |
| WSS | With some support |
| gS | Group support |
| ⃝ | Missed out punctuation |

• Learners will write in pencil until they are in Year 5 and 6 at which point a black biro may will be introduced.

• All staff should write legibly following the Little Wandle handwriting scheme handwriting style in EYFS and in Year One, then following the Twinkle handwriting scheme from Year 2 onwards.

• Learning Support staff to include which help was needed in the marking. For example, a letter/keyword copied off the white board or when a keyword chart has been provided.

**Feedback process**

Teachers make analysis notes relating to the set of pupils books and identify common errors and misconceptions which can be addressed in the next lesson.

In Key Stage 2, during the next lesson a short ‘Feedback Session’ will often takes place and where age appropriate, pupils use purple pen to correct or edit their work. While there is not a stipulated way to record feedback notes, teachers are expected to plan feedback tasks and adapt the next lesson in light of the feedback. They should be able to explain how they have done this, and these conversations will form the basis of discussion during monitoring, including subject leader monitoring, and pupil progress meetings with leaders.

During a book analysis, teachers may choose to do the following:

• Work to praise and share

• Individuals or groups of pupils that need further support

• General presentation feedback notes to individuals or groups

• Basic skills errors to address in future lessons

• Misconceptions and next lesson notes

**What a ‘Feedback Session’ looks like in Key Stage 1:** The Class Teacher will celebrate achievements, identify key features from the work produced and verbalise and demonstrate where improvements need to be made with the whole class. Some examples of work demonstrating clear expectations will be shared with the class at the beginning of the next session. Individual feedback will be given to children for exceptional achievements and for children’s work that need extra reinforcement.

**What a ‘Feedback Session’ looks like in Key Stage 2:** Teachers use their notes from the book analysis to feedback to a class on their previous lesson (this should take approximately 5-10 minutes in a typical lesson, although can be significantly longer or shorter dependent on need). The feedback session typically has three layers –individual feedback, group feedback and whole class feedback. A session might contain some of the following elements:

1. Share feedback with individuals (teacher or LSA)

2. Share feedback with groups (teacher or LSA)

3. Share feedback with the whole class

4. Sensitively share good work picking out the key features (perhaps using the visualiser).

5. Common basic errors may be shared and retaught – e.g. a teacher may write a sentence/calculation containing the common mistake rather than using actual pupils’ work and ask pupils to identify the mistake and correct it. Teachers may reteach any words that were spelled incorrectly by groups of pupils. Pupils then get the chance for deliberate practice.

6. Common misconceptions from previous lessons are shared and re-taught. Pupils may practise the skill on whiteboards etc.

**Monitoring and review**

Monitoring and Review Monitoring of feedback and marking is the responsibility of all subject leaders and part of a planned programme of monitoring and review undertaken during allocated leadership time. Senior leaders monitor feedback and marking through learning walks, pupil learning dialogues, professional conversations with staff, book looks and pupil progress meetings.

**Five Step Summary**

1. Prioritise immediate verbal feedback where possible in every lesson, this is most valuable to the learner.

2. Develop children’s responsibility and ownership in providing feedback by providing opportunities for self/peer assessment using purple pens.

3. Set up a system for a book analysis, including opportunities to note feedback to inform future lessons. Teachers can use their professional judgement on how best to do this but must be able to explain how they have used feedback to inform future teaching and learning at appropriate times, including subject leader monitoring sessions and pupil progress meetings.

4. Collect books in, read and analyse every child’s piece of work. Use your analysis to make feedback notes to inform future planning. Tick each piece of work in pink to shown acknowledgement. Use the editing symbols to highlight basic errors in green for growth pen and provide next steps for children to complete.

5. Plan your feedback session and communicate your plan for feedback with other adults in the room.

**Self- assessment**

Children are encouraged to have ‘self-reflection’ time at the end of a session to record with one of the following symbols.

**Great Expectation for presentation**

For English and Wider Curriculum Books in Key Stage 2:

• Full date written on the top line and spelled correctly.

• Miss a line under the date. • Write the learning objective ensuring it is all spelled correctly on the next line.

• We use neat handwriting and joined up from Year 2 and from Year 5 we can start to write with a biro pen.

For all children:

• Start each line from the margin.

• If a mistake is made, put a neat line through it.

• We are mindful that we always require capital letters, finger spaces and full stops.

• In KS1 we start a new piece of work on a new page.

• In KS2 we choose whether we can rule off and continue on the same page or if a new page is required

For Maths books: • Write one digit per square.

• Write the short date in maths books.

• Use a ruler when needed.