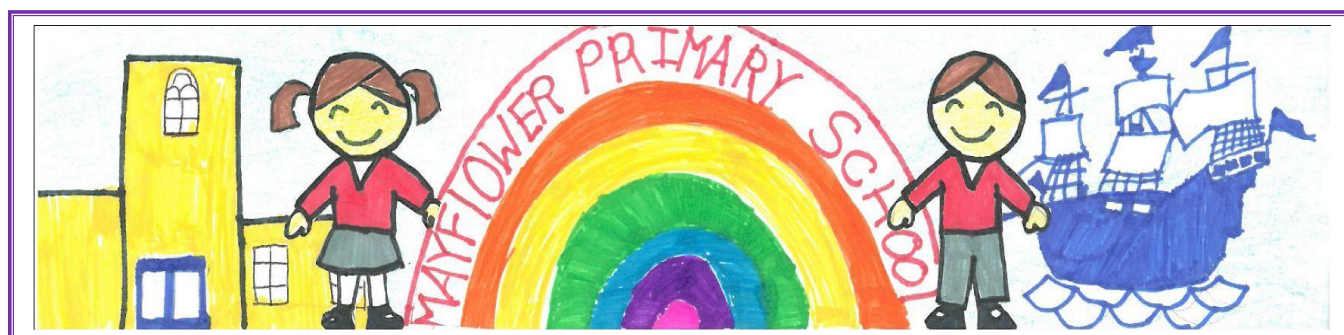


MAYFLOWER PRIMARY SCHOOL



FEEDBACK and MARKING POLICY 2022-2023

Due to our involvement in the Mobilise Project (Sheffield Hallam University), the staff at Mayflower Primary School recognise the importance of regular, targeted, and challenging feedback. All of our children need to know how they can improve, and feedback is the primary means by which this is achieved. Every child at Mayflower Primary School has the right to make as much progress as possible, and be taught by staff who possess the energy, skills, and strategies to ensure they reach their full and considerable potential.

Policy Date:	August 2021	Version: 2	
Policy Review Date:	Sept 2022	Head Teacher: Luke Whitney	
Ratified by Governing Body: September 2022			
Mr. K. Bhogaita	(Chair of Governors)	Insert Signature	

MARKING & FEEDBACK POLICY

As a school we are mindful of workload implications of written marking and of the research surrounding effective feedback. As part of this process the Feedback and Marking Working Group along with staff consultation, have researched examples of current good practice and developed a marking and feedback policy that we feel has the most impact on children's progress and learning.

There are 6 recommendations that we have considered which are integral to this policy document.

- Lay the foundations for effective feedback
- Deliver appropriately timed feedback that focuses on moving learning forward
- Plan for how pupils will receive and use feedback
- Carefully consider how to use purposeful, and time-efficient, written feedback
- Carefully consider how to use purposeful verbal feedback
- Design a school feedback policy that prioritises and exemplifies the principles of effective feedback

Decisions around methods and timing should be left to a teacher's professional judgement, on the basis that when and how to offer feedback is most appropriately answered by the teacher responding to the particular learning context of an individual pupil.

The school has taken on board these findings alongside guidance from other educational experts when producing the following key principles and policy. Because of the changing nature of feedback and marking this policy will be reviewed annually.

KEY PRINCIPLES

- 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 live feedback delivered in lessons is more effective.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments.
- Feedback is a part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it impacts on future learning. When work is reviewed, it should be acknowledged in books before the next learning takes place.
- All work in books should be acknowledged by the class teacher in some form (use of green pens, stamps, stickers and codes)
- Above all, children must understand what they are learning and how this is achieved within the lesson.
- The success criteria will be developed with the children. This can be done in a number of ways:

- Creating success criteria after appropriate modelling from the teacher (for a new topic)
- Children investigating models to create their own success criteria as a whole class
- Through seeing an end product and identifying success.

Children are given opportunities to compare their work with the learning objective:

- Children can articulate to peers and teachers their understanding of the task and how it links with the learning objective.
- Mini plenaries and use of WAGOLLs enable children to analyse examples for success or improvement and further opportunities to magpie ideas.

Children are given opportunities to improve.

- Teachers mark in green pen
- Children self-correct/edit/mark in purple pen.
- Evidence shows that pupils benefit from marking their own work (Black and William 1998).
- The use of half-termly non-negotiables for proof-reading, editing and marking. The children are aware of these and teachers will model the process explicitly. These need to be displayed clearly on English working walls.

The following information shows examples of what feedback looks like:

Immediate

- 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
- Some evidence of annotations and use of a marking code
- Mini plenaries

Summary

- 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 (UKS2) against the question of the session.
- In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.
- Timetabled pre- and post-teaching based on assessment

These allow for self-assessment and teacher assessment of the objectives given for that unit of work in English, Maths and Science.

Feedback for each objective using ‘the traffic lights system’ will be completed at Mayflower in every phase.

The children will self-assess against the success criteria, question for the session, at the end of the unit of work. Then the teacher will give their assessment using the traffic light system too. If they are not assessed with the same traffic, further evidence/comment/follow up work is needed.

- **RED – Not ready to move on/Not met**
- **Amber/Yellow– needed a prompt/almost met**
- **Green – ready to move on/Met**

Review

- Takes place away from the point of teaching
- May involve written comments/annotations for pupils to read / respond to if appropriate
- Provides teachers with opportunities for assessment of understanding
- Leads to adaptation of future lessons through planning, grouping or adaptation of tasks
- Whole class differentiated feedback at the beginning of the next lesson.
- Adaptations to teaching sequences tasks when compared to planning.
- Use of annotations on planning to indicate future groupings.
- KS1 staff will have an AFL folder with objectives and children’s names to record in.

Suitable summative assessment will enable a teacher to monitor pupils’ progress. Where progress is secure, no further evidence is necessary. Where an individual pupil’s progress is a concern, then more detailed monitoring and recording may be justified.

Marking Code

Time-efficient approaches to feedback which manage teacher workload and fulfil the principles of effective feedback may be helpful in minimising the opportunity cost of feedback. These may include:

- coded marking;
- live marking;
- ‘thinking like the teacher’ (where pupils correct mistakes before handing work in); and
- verbal feedback delivered during the lesson.” (EEF 2021)

All adults who work with the children will mark/annotate using a green pen.

Review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils. Where pupils are unable to read/understand such comments, these are shared verbally with children at the appropriate opportunity. In order for children to know if they have been successful or may require further support the following codes will be used:

AI Indicates the child has achieved the learning objective independently

WH Indicates the child has achieved the learning objective with some help

- VP Indicates a verbal prompt was needed to achieve the learning objective
- VF Indicates the child has had verbal feedback to then improve
- √ Indicates the child is correct
- .

Indicates the child is incorrect, with an invitation to make the correction

Policy written in consultation with all staff, our Young Consultants. Parents will have access to this via our School's website.

To be reviewed: Spring Term 2023