

Epsom Primary and Nursery School **FEEDBACK AND MARKING POLICY**

Date of issue: November 2019

Owner: Assistant Head Teacher for Teaching and Learning

Date of review: July 2020

Governor Committee: SLT

Signed..... Date.....

Rationale

At Epsom Primary and Nursery School, we recognise the importance of providing constructive feedback, focusing on successes and how children can make improvement; linked against learning intentions. Feedback needs to be meaningful to the children so that they can see what learning they have achieved and what their next steps for improvement are. This can be in the way of verbal feedback, brief feedback, and margin-feedback with written next steps or stamper feedback. We provide many opportunities for the children to peer and self-assess their own work. Our rationale supports our SMSC policy, which promotes a reflective practice and creates space for spiritual learning, as well as consideration for teacher workload and wellbeing.

Education Endowment Foundation Research on Feedback

- Needs to be specific, accurate and clear.
- Compare what a learner is doing right now with what they have done wrong before.
- Encourage and support further effort (growth mindset).
- Be given sparingly so that it is meaningful.
- Provide specific guidance on how to improve.
- Feedback should be about complex or challenging tasks or goals.
- Feedback can come from peers, as well as adults.
- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect.
- Schools should mark less in terms of the number of pieces of work marked, but mark better.

Aims and Objectives to Feedback

- Value pupils' work, focusing on achievement and the effort that has been put in.
- To provide next steps on how to improve work. There should be evidence of progress in all pupils' work.
- To allow for spiritual learning where children review and reflect on their work, that of their peers and respond when required to take ownership of their learning. Children should be able to articulate their next steps.
- Should be used to inform future planning.
- Books should form part of the material used to assess pupils.

Feedback Guidance

Support given within the lesson and meeting the Learning Intention:

The level of support should be recorded using the following terms in a pink pen next to the learning intention:

- T (teacher) or TA (teaching assistant).
- 1-5, 1 being minimal support, 5 being fully supported.

All feedback should be completed using pink and green pens; 'tickled pink' (or 'pink for positive') for a strength in the learning and 'green for growth' for a next steps comment.

The following symbols are used to show progress against the Learning Intention (L.I.). These should be recorded next to the L.I.

- / To indicate the LI has NOT been achieved (pink pen)
- ∠ To indicate the LI has been partially met (pink pen)
- △ To indicate the LI has been met (pink pen)

Examples of Feedback:

There should be a range of feedback given to the child throughout the week. There should not be an over reliance on one type of feedback.

Verbal Feedback:

Verbal Feedback is used in any subject and can be given throughout a session or at the end of a session. To support with verbal feedback, pink and green pens can be used to draw attention to strengths and next steps. Words, phrases, numbers or operations etc can be ticked or underlined in pink or green to ensure the child recognises their strengths and next steps. VF to be recorded in the margin or at the point of learning when VF is given within the book.

In Early years, feedback may also take the form of observation stickers. Observations of children's comments should be recorded using a blue or black pen.

Margin Feedback

Where books have margins, the teacher or support staff member will read through the child's work and will write the child's strengths in the margin- this can be one word or phrase and there is no limit to how many strengths are within the learning. The member of staff should tick or underline the strength in pink so it can easily be found by the child. Next steps will be ticked or underlined in green within the work and a next step comment will be written at the end of the work in green. The abbreviation NS will be used to highlight the next step. Next steps may be in the form of improving something further within this piece of writing; ensuring they remember the next step ready for their next learning or editing and improving a word, phrase or calculation. Where pupils have misunderstood a concept - a scaffold or model example should be written in the child's book to support them in their learning.

If the child has no next steps, a response question using the abbreviation RQ will be given to allow the child to reflect on their piece of learning or to extend their thinking and knowledge further.

Stamper Feedback

Where books have no margins, green and pink pens can still be used to tick or underline strengths and next steps, and may be highlighted on the success criteria, if this is stuck in the child's book (KS1). Stampers can be used to signify where the strength is so it is clear to the child. Stamps can also be used at the end of the child's work to highlight a next step.

Please note: feedback should be signed / initialled by the person who has marked it if it is NOT the usual class teacher.

Peer and Self feedback

Children should be given as many opportunities as possible to assess their own learning to promote independence. They should do this verbally with each other, through talk partners and team work, and also through self-marking, where appropriate. All children should be trained to use the feedback techniques above to mark their own and other's work in purple pen. Peer feedback allows for children to recognise differences in learning outcomes and allow children to communicate ideas in a supportive environment; developing self-esteem and self-confidence.

Feedback in English work

The level of support should be recorded using the following terms in a pink pen next to the learning intention:

T (teacher) or TA (teaching assistant)

1-5, 1 being minimal support, 5 being fully supported.

The following symbols are used to show progress against the Learning Intention (L.I.). These should be recorded next to the L.I.

- / To indicate the LI has NOT been achieved (pink pen)
- ∠ To indicate the LI has been partially met (pink pen)
- Δ To indicate the LI has been met (pink pen)

All shorter pieces of work to be marked as above OR a shorter piece of work may also be marked as Verbal Feedback or Self and Peer Assessment (this is with use of teacher judgment).

Verbal Feedback can be given throughout a session or at the end of a session. VF to be recorded in the margin or at the point of learning when VF is given within the book, and a 'triangle' by the LI.

Self or Peer Assessment can be recorded by the children in purple pen. Children record SA or PA in the margin at the point of their assessment and a 'triangle' by the LI.

Longer pieces of writing require deeper and richer feedback through margin marking and next steps. Please see above in the relevant sections.

Feedback in Maths work

Feedback for work in Maths should mainly consist of in lesson marking and verbal feedback by all staff using pink pen to mark correct work and green pen to give VF, address misconceptions or to scaffold and extend learning as needed using a Response Question (RQ).

Children should be taught to self-mark neatly in purple pen in a variety of ways including using 'marking prompts' from the success criteria; modelled marking under the visualizer; listening to answers being read and answers in an envelope. Every child's book should show: a high level of presentation, evidence of active learning through self-marking, answering feedback or response questions in purple pen.

Teachers & support staff should analyse all books after each lesson to identify children who need next day conferencing to address misconceptions. Conferencing should be recorded in green pen with the date and staff initials with scaffolded calculations, questions or notes to explain the learning that has been addressed.

Further guidance on providing next step comments

- Next steps should only be used to inform the children of an element of maths that they need to practise or understand so that they can move forward in their mathematical knowledge. Next steps can also be used to extend confident mathematicians. When next steps are used, a RQ can be used alongside this to encourage the child to act on their next step.
- Response time (in purple pen) should be given to all children so they have time to read the feedback and respond allowing children time to reflect in their practice and learn how to improve. Children should also recalculate any errors in their work during this time.

Feedback in Curriculum work

Feedback for work in the Wider Curriculum follows the same guidelines as above so that triangles are used to indicate the extent at which the LI has been met, the level of support that was given to complete the work and where appropriate for shorter pieces of work, if verbal feedback or self/peer assessment was used.

When children have completed a longer piece of writing, the work should be margin marked to show the extent that the LI (Wider Curriculum focused) and Success Criteria (English focussed based on text type) has been met. Basic English misconceptions should also be highlighted at the teacher's discretion.

Next Steps and Response Questions should be used where appropriate throughout a topic at the discretion of the teacher so that children reflect on their learning or extend their thinking and knowledge further. There should be evidence throughout the children's learning in Science, History, Geography, Computing and RE.

For Art and Design Technology, triangles should be used to indicate the extent at which the LI has been met and the level of support given.

Further guidance on providing next step comments

- Next step comments **MUST** be generic (i.e. NOT directly related to a text type) to ensure they can be achieved in a future lesson even if the 'topic' has changed.
- Response time (in purple pen) should be given to all children so they have time to read the feedback and respond allowing children time to reflect in their practice and learn how to improve.