



## Feedback and Marking Policy

### Intent

*“Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop.”*

*“The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.”*

*“There is also a cultural challenge here. In many cases the view is that you must spend hours marking to be a good teacher; that writing pages of feedback makes you more effective; and that there is a link between the quantity of marking and pupil progress. These are myths that need to be debunked.”*

[Workload Review Group marking report, March 2016](#)

### General principles

As a school, we believe in THINKING. Therefore, we do not do something because, ‘that’s what we’ve always done’ or because, ‘that’s what everyone else is doing’. We do it because we believe there is a better way; a more effective way; that utilises our time and energy to make a greater impact on the lives of our children.

Feedback is no different. We should always start by asking ourselves, ‘why are we giving this feedback?’ There are two main reasons:

- To motivate the child
- To create an opportunity to move learning on by:
  - Addressing a misunderstanding
  - Reinforcing a skill or key piece of information
  - Extending a child’s understanding or ability to do something

### The purpose of feedback

Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;

- A dialogue, both verbal and written, should be created between teacher and child. When feedback is shared with pupils, it is essential to allow time for children to read the comments and engage with the feedback;
- Where appropriate, pupils should be encouraged to assess their own work against the learning objectives and success criteria;
- Peer and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.



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- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.

**At Twydall Primary School, we believe that feedback is most effective when it is immediate and addresses misconceptions during the lesson.**

In addition to immediate feedback, staff may also use summary feedback (at the end of a lesson / task) and review feedback (away from the lesson) if this is more appropriate for improving pupils' learning.

### Implementation

Type	What it looks like	Evidence
Immediate (live marking)	<ul style="list-style-type: none"> <li>• Takes place during a lesson with individuals, groups or the whole class.</li> <li>• Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers.</li> <li>• Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task.</li> <li>• Praises effort and contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• Pink dot next to the mistake. Child is then expected to correct it.</li> <li>• Where the feedback is more detailed VF is written and a summary of what the feedback was. (e.g. punctuation, grammar, capital letters)</li> <li>• Child is expected to make the necessary changes.</li> <li>• <i>May be evidence of children auctioning your VF in purple pen.</i></li> </ul>
Acknowledgement marking	<ul style="list-style-type: none"> <li>• Takes place after the lesson</li> <li>• Work of pupils not seen during the lesson is looked at to inform responsive feedback (see below) and future planning</li> <li>• If a child has had considerable live marking during the lesson, there is no need to acknowledge mark</li> <li>• Motivates the pupil and ensures that standards of work remain high</li> </ul>	<ul style="list-style-type: none"> <li>• Green tick next to the Learning Intention if there are no misconceptions.</li> <li>• Pink circle if there are misconceptions which need to be addressed in responsive catch up either later that day or in the following lesson.</li> <li>• same misconception and an adult has</li> </ul>



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		<p>addressed this with them.</p> <ul style="list-style-type: none"> <li>• Minimum of 3 spellings of topic words corrected by child or adult. Child writes the word correctly.</li> </ul>
<b>Responsive (catch-up)</b>	<ul style="list-style-type: none"> <li>• Takes place after the lesson or activity with individuals or groups.</li> <li>• Addresses knowledge from the lesson or activity or missing prior knowledge.</li> <li>• Often given verbally with time to rehearse knowledge immediately.</li> <li>• Usually delivered by a teaching assistant based on guidance from the teacher.</li> <li>• An element of the child's responses to catch-up are recorded in their workbooks to show progress over time.</li> </ul>	<ul style="list-style-type: none"> <li>• VF used to indicate the content of the feedback if in small group.</li> <li>• In whole class situations used as a starter or a purple pen task.</li> <li>• Quick recap</li> </ul>
<b>Summary (feed-forward)</b>	<ul style="list-style-type: none"> <li>• Involves reading/looking at the work of all pupils at the end of a lesson or unit.</li> <li>• Identifies key strengths and misconceptions for the class or sub-groups.</li> <li>• Takes place during the following lesson.</li> <li>• Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups.</li> <li>• Allocates time for editing based on feedback given or rehearsal of knowledge.</li> <li>• May involve some peer support or support from a teaching assistant.</li> <li>• May be delivered by the teacher or a teaching assistant.</li> <li>• Frequency will differ depending on the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Pink highlighter used (Pink for think) to indicate where the child has not met the learning intention.</li> <li>• Green highlighter (Green for Good) used to show areas of strength.'</li> <li>• In final outcomes in Writing success criteria are stuck in and highlighted pink or green if achieved or not.</li> <li>• Written comment which either closes the gap or extends the learning (see examples below)</li> </ul>

### Examples of Live Feedback and Summary/Feed forward sentence stems

Comments (given either verbally or in writing) encourage pupils to reflect on their learning as well as moving it on: this develops their metacognition. Bloom's Taxonomy questioning consists of a series of hierarchical levels that build on each other and encourage higher order thinking skills. The six categories of higher



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order thinking skills that we promote as teachers can be found in the diagram below:

<p><b>Remember</b>            What happens when...?            Which is true/false...?            Find the meaning of...?            When did...?            Define...?</p>	<p><b>Understand</b>            Which words tell you...?            Can you give a reason for...?            What are the key features...?            How can you compare...?            Who do you think...?            Give an example of...?            Write in your own words...?            What are the differences between...?</p>
<p><b>Apply</b>            What would change if...?            Can you apply this idea to...?            Which facts can you use to show...?            Can you think of another story/situation that is similar?            What would you have done in the same situation?            What might happen next?            Can you demonstrate...?            How can you use what you have learnt?</p>	<p><b>Analyse</b>            What were the motives of...?            Can you explain...?            Is it possible that...?            What makes you think...?            Is there a common theme?            Can you identify a pattern?</p>
<p><b>Evaluate</b>            What would you recommend?            What did you find out?            How does it compare to?            How would you improve...?            What would you do differently?            What went well?            Would it be better if...?            How would you feel if...?</p>	<p><b>Create</b>            Can you think of a better way to...?            What would you have done to...?            Can you write your own...?            What would happen if...?            Can you identify a better solution for...?</p>

### Expectations regarding type and frequency of feedback

Subject	Type of marking	Frequency
Writing	Live marking Acknowledgment marking  Responsive feedback Summary marking	Daily Daily (only pupils work which has not had live marking) As appropriate At the end of a unit of work (final outcome)
Reading	Live marking Acknowledgment marking  Responsive feedback Summary marking	Daily Daily (only pupils work which has not had live marking) As appropriate As appropriate



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Maths	Live marking Acknowledgment marking  Responsive feedback Summary marking	Daily Daily (only pupils work which has not had live marking) As appropriate <b>As appropriate</b>
Science, Geography, History, DT, Art, PSHE, R.E French	Live marking Acknowledgement marking  Responsive feedback Summary feedback	Every lesson Every lesson (only pupils work which has not had live marking) As appropriate At least twice a term.

### Marking codes

Highlighted pink and

sp in margin for spelling error

p in margin for punctuation error



finger symbol for finger spaces (EYFS/KS1)

### Impact

**Good verbal and high quality feedback should:**

- ✓ Be positive, motivating and constructive.
- ✓ Be linked to the Learning Intention for the work.
- ✓ Provide the pupil with an understanding of how they need to progress their learning.
- ✓ Move the pupil forward in their learning.
- ✓ Be positive, motivational and constructive.
- ✓ Be at the pupil's level of comprehension.

This will be evaluated through book looks, learning walks, lesson observations and pupil and staff voice.