



Amotherby Primary School
Marking and Feedback Policy

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback.”

Professor John Hattie

Research shows that the most powerful intervention in a classroom is effective feedback. At Amotherby, we recognise the importance of feedback as part of the teaching and learning cycle and we aim to maximise the effectiveness of its use in our practice. The application of effective feedback will translate into the following:

- A teacher knowing what a child can do and knowing what they need to do next to accelerate learning.
- A child understanding how well they are doing and what they need to do next to progress further.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation where it is stated that effective feedback should offer the following:

- Redirect or refocus either the teacher’s or the learner’s actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong.

Notably, the Department for Education’s research into teacher workload highlighted written marking as a key contributing factor to workload. This policy ensures that any marking is meaningful, manageable and motivating in-line with the EEGFs suggested policy.

Aims:

Our policy on feedback has at its core a number of key aims:

- To recognise what pupils do well
- To help pupils to improve their learning
- To ensure consistency of practice
- To raise attainment
- To provide constructive feedback
- To develop pupils’ self-esteem through praise and valuing their achievements

- To address and correct misunderstandings
- To develop a school culture of learning
- To develop independent learning allowing pupils to reflect on their performance and engage in their next steps of learning

At Amotherby, 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.

Assessment for Learning

Staff use Assessment for Learning strategies (such as questioning, group and peer, self and peer assessment) to inform them of pupils' learning and to provide feedback to improve learning. The types of feedback used at Amotherby incorporate Assessment for Learning strategies.

Feedback and marking in practice

It is important that teachers evaluate the work that children undertake in lessons and use the 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 – takes place at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are numbered in order of priority, highlighting that feedback closest to the point of teaching and learning is likely to be most effective in improving learning, especially for younger pupils. As a school, our emphasis is on providing immediate feedback as much as possible. Where feedback is based on review or work completed, the focus will often be on providing feedback for the teacher so they are able to adapt teaching for the following lesson(s) through the use of focused step-outs.

At Amotherby, the practices listed above can be viewed in lessons through the following methods:

Type of Feedback	What it looks like (not an exhaustive list)	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Teacher may gather information regarding learning through questioning, mini-whiteboards, short tasks and provide feedback on learning. • Teacher/TA make work round the room talking to individuals or working with small groups. • Teacher may highlight work (pink highlighter) to demonstrate where the pupil has achieved the learning 	<ul style="list-style-type: none"> • Assessment for learning techniques used in class. • Teacher/TA providing effective feedback during lesson to advance learning. • Evidence of pink highlighting/green marking in books.

	<p>objective or demonstrated good learning</p> <ul style="list-style-type: none"> • Teacher may use the marking code/highlight using green pen, areas that need to be considered/corrected by the pupil • Teacher addresses spotted misconceptions or introduces next part of learning during the lesson after gathering information from pupils' work. 	
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or task • Often involves whole groups of classes • Provides an opportunity for evaluation of learning within the lesson • May take the form of self or peer assessment against success criteria and learning objective • May guide a teacher's further use of review feedback focusing on areas of need 	<ul style="list-style-type: none"> • Evident within lesson observations/learning walks • Evidence of self-correcting within books (pupils edit in red, teachers mark in green)
Review (whole class feedback)	<ul style="list-style-type: none"> • Takes place away from the point of learning • May involve written comments/annotations/use of marking code (where appropriate) for pupils to respond to • Will focus on identifying what has gone well, what needs to be improved, examples that meet the criteria and those that need personalised support • Teachers use information gathered to create step-outs to address misconceptions or further learning • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Where appropriate, brief written comments may be visible in books • Marking code may be visible in books • Evidence of step-out tasks being used in lesson observations/learning walks/books

Marking and Feedback approaches across the curriculum

At Amotherby, we understand that policies need to be adapted according to individual pupils. Teachers will use teacher judgement throughout with the core aim being that any feedback or marking will be effective in ensuring a pupil makes progress towards achieving the learning objective within the session.

Writing:

The following approaches will be adopted within writing sessions:

- Immediate feedback will be used as much as possible with staff using a pink highlighter to clearly show pupils where they are meeting the learning objective and success criteria.
- Green highlighting and use of the marking code will be utilised, but will be done so with caution and at the teacher's discretion as wherever possible, pupils should be given the opportunity to edit their writing independently or with a peer before the teacher points out areas of improvement.
- Summary feedback will allow pupils to edit and improve their writing during or at the end of a session based on areas of improvement that the teacher has noticed during immediate feedback.
- Review feedback will allow the teacher to read and review writing across the class before adapting the next session. Information gathered should be used to create step-outs to address misconceptions e.g. understanding of sentences, or advancing learning e.g. addition of subordination. During the review feedback, teachers may choose to use brief written comments and the marking code for individual pupils where it is necessary or appropriate. Teachers may also group pupils to work with a TA or the teacher based on the areas of learning that need to be addressed.
- A Clever Writer Checklist should be used for any longer pieces of writing, or for any written tasks where the teacher feels it is appropriate. The Clever Writer Checklist should have room for self-marking and peer marking ticks. Where the piece is being used for assessment purposes, the checklist should use general reminders e.g. instead of 'use the conjunctions and, but, so' the target could read 'use the conjunctions you have been taught'.

Maths:

- Wherever possible, pupils will self-mark during the session
- Teachers and TAs will live mark pupils' work, addressing misconceptions as they go
- At the end of the session, children will mark their work with a coloured dot indicate their level of understanding: green for fully understood, amber for a little unsure and red for did not understand.
- The teacher and TA will then review the learning and misconceptions will be addressed in catch-up sessions. As far as is possible, these keep up sessions happen the same day.

Other subject areas:

- If the learning objective has been achieved, this will be ticked in green.
- If the learning objective has not been achieved, a dot will be placed next to the objective. The area of improvement may be circled or highlighted through a brief note depending on the pupil and the amount of support the teacher feels is appropriate. Once the corrections have been made, a tick will be placed next to the

learning objective, but the dot will remain so that subject leaders are able to see how many children are achieving the learning objective during the initial session.

Presentation:

English and Topic:

- Long date (short date in EYFS and Year 1 building to long date in summer two in Year 2)
- Short learning objective (this may be typed and stuck in for younger pupils if more appropriate)
- Date, miss a line, learning objective, miss a line, start writing
- When completing writing tasks, pupils should miss a line so that they have suitable space for editing writing
- For topic sessions, an initial in a circle should be placed before the learning objective to indicate the subject being covered e.g. H for History and G for Geography.

Maths:

- Short date and White Rose unit and lesson (A1 or addition1)
- In Key Stage One, wherever possible live marking should be done, so that any misconceptions can be addressed within the lesson.
- In Key Stage Two, wherever possible the teacher should share the answers with the children during the lesson, and children should mark their work.
- The teacher will need to mark explain/ reasoning problems to assess children's reasoning skills.
- Teacher to mark the end of unit White Rose Assessments

Working Walls:

Working Walls are an integral part of our teaching and of our feedback from Year 1 to Year 6. They provide pupils with support for independent learning and provide a core reference point for them whilst completing their tasks. Working walls should be clear and well presented with the knowledge that children need to complete the task being set. Additional information should be removed to avoid cognitive overload. They should be used as a teaching tool within lessons and are there to support pupils.

At Amotherby, we have Working Walls for the following subjects:

- English
- Maths
- Core topic area covered that term
- Science

English:

The English Working Wall should include the following prompts:

- Clever Writer Checklist
- Model Text including what genre it is and the audience/purpose where appropriate
- Vocabulary
- Key skills (to include grammar, syntax)

Maths:

The Maths Working Wall should include the following prompts:

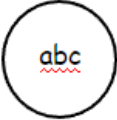
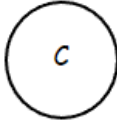
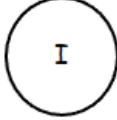




- Topic area (e.g. multiplication)
- Things I already know which will help me...
- Methods I can use...
- Useful vocabulary...

Topic and Science:

- Overall topic title
- Vocabulary
- Key knowledge questions where the information will be added once it has been taught

Marking Code:

When marking, teachers may feel it appropriate to indicate corrections within a pupil's work. The following codes should be used and can be used in the margin or in the area where the correction needs to be made.

- ▶ Letter formation 
- ▶ Correction 
- ▶ Improve 
- ▶ Remove 
- ▶ Add 
- ▶ Spelling
(under the word) 
- ▶ Homophones
(under the word) 

Help Desks:

Help Desks for Maths and English should be available within classes from Year 2 – Year 6. They encourage independent working and self-correction. The Help Desks should be clearly marked so pupils are aware of them and should be neat and tidy.

They should contain resources that could help the pupils with the task that they are being asked to complete. This could include example texts, examples of use of punctuation, concrete resources to support maths etc. Other resources linked to other areas should be away so as not to confuse pupils.