



PADSTOW SCHOOL & NURSERY

Marking & Feedback Guidelines

2023 - 2024

AIMS & RATIONALE:

At Padstow School & Nursery, we recognise the importance of feedback as part of the Teaching and Learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking and of the research surrounding effective feedback.

Our guidelines are underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- 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 has highlighted written marking as a key contributing factor to workload. As such, a working party of teachers at Mount Hawke (an Aspire outstanding academy) has investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group, which emphasise that marking should be: meaningful, manageable and motivating. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

KEY PRINCIPLES

Our guidelines for feedback have at its core a number of 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;
- any written feedback must be **meaningful, manageable, motivating** and founded on professional judgement;
- any feedback must relate to how work meets expected outcomes;
- written feedback should **only** be used if it is useful to students according to age and ability;
- feedback can be most effective delivered closest to the point of action ie classroom but it must be remembered there are benefits to distance feedback;
- 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 processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- It is vital that time must be given to constructive feedback and to the understanding and use of it.

FEEDBACK AND MARKING IN PRACTICE

It is vital that teachers evaluate the work that children undertake in lessons, and use 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** – at the end of a lesson/task
3. **Review feedback** – generally away from the point of teaching (including written comments) but can also happen at the end of a learning activity.

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Padstow School, these can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
IMMEDIATE	<p>Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</p> <p>Takes place in lessons with individuals or small groups.</p> <p>Often given verbally to pupils for immediate action.</p> <p>May involve use of a teaching assistant to provide support or further challenge.</p> <p>May re-direct the focus of teaching or the task.</p> <p>May include highlighting/annotations.</p>	<p>Lesson observations / learning walks</p> <p>Some evidence of annotations or use of marking code / highlighting</p> <p>Pupil conferencing</p>
SUMMARY	<p>Can: take place at the end of a lesson or activity, take place at the start of a subsequent lesson or activity.</p> <p>Often involves whole groups or classes.</p> <p>Provides an opportunity for evaluation of learning in the lesson.</p> <p>May take the form of self- or peer-assessment against an agreed set of criteria.</p> <p>In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.</p>	<p>Lesson observations / learning walks</p> <p>Timetabled pre- and post- teaching based on assessment</p> <p>Some evidence of self- and peer- assessment</p> <p>May be reflected in selected focus review feedback (marking)</p> <p>Pupil Conferencing</p>
REVIEW	<p>Takes place away from the point of teaching.</p> <p>May involve written comments / annotations for pupils to read / respond to.</p> <p>Provides teachers with opportunities for assessment of understanding.</p> <p>Leads to adaptation of future lessons through planning, grouping or adaptation</p>	<p>Acknowledgement of work completed</p> <p>Written comments and appropriate responses / action</p> <p>Adaptations to teaching sequences tasks when compared to planning</p>

	<p><i>of tasks.</i></p> <p><i>May lead to targets being set for pupils' future attention, or immediate action</i></p>	<p><i>Use of annotations to indicate future groupings</i></p> <p><i>Book scrutinies</i></p> <p><i>Pupil Conferencing</i></p>
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STRATEGY FOR IMPLEMENTATION

Foundation Stage and Y1:

Refer to Appendix - Marking Policy Appendix for EYFS & Y1.

FEEDBACK APPROACHES

Pink – To think

Green – To Go

Teachers to use Pink and Green highlighting as part of their professional practice dependent on the age of the children / piece of work / purpose.

Teachers to annotate LOs with level of support given eg I (independent), WS (support given), G (group work).

TYPE AND FREQUENCY OF WRITTEN FEEDBACK

- Written feedback will **only** be used when the teacher determines that it is the most effective and relevant type of feedback for the subject / lesson / pupil or context. It will be the least frequently used form of feedback in most contexts.
- Feedback should **not** have as its key focus handwriting or presentation unless these are part of the success criteria or LO.
- Feedback can identify specific issues like the need to use key or technical words or Common Exception words. Pupils should act on these – Purple Practice – appropriate to age of child and teacher discretion.
- EYFS and KS1 should use the marking codes as detailed in the Appendix.
- In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide guidance for future learning.

Learning Objectives

To be ticked if achieved and a dot if not.

Marking codes

These should be displayed in each class.

Marking code in the margin:	Reason for mark:
SP (and underlined)	Incorrect spelling
CL (circled)	Incorrect capital letter
FS (circled)	Missing full stop
^	Missing ^ word

Challenge:

Across all areas of the curriculum, there should be evidence of children being challenged to extend / broaden their learning. This does not need to be every lesson but if a child finishes early, they should be asked to 'discover' / problem solve as a next step.