



Gorse Ride Schools

Feedback and Marking Policy

Policy Statement

At Gorse Ride Schools, 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 of the workload implications of written marking and of the research surrounding effective feedback. The purpose is firstly, that pupils act on feedback in order to make progress over time; secondly, it should inform future planning and teaching.

Aims

Our policy is underpinned by evidence from the Education Endowment Foundation research which 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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

The Department for Education teacher workload review report (*March 2016*), emphasises that marking should be **meaningful, manageable** and **motivating**:

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.



Key Principles

- The sole focus of feedback and marking should be to further children's learning.
- All pupils' work should be reviewed at the earliest opportunity so that it might impact of future learning.
- Feedback delivered closest to the teaching is most effective; therefore feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is a part of the school's wider assessment processes in the classroom and takes many forms other than written comments.
- Written comments should only be used where they are relevant and accessible to students according to age and ability. Therefore not all pieces of work will receive written feedback.
- Whole group/class marking/plenary sessions are effective in reinforcing the learning and offer pupils immediate feedback. This could be provided via a Whole Class Feedback sheet.
- Exercise books will be monitored regularly by the Senior Leaders and subject leaders, as well as informally by teachers within each Phase team or Key Stage.

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 stages in the learning process:

Type	What it looks like	Evidence (for observers)
Immediate <i>(at the point of teaching)</i>	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 May include highlighting/annotations according to the marking code	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code /highlighting
Summary <i>(at the end of a lesson /task)</i>	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 against an agreed set of criteria In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer assessment
Review <i>(away from the point of teaching)</i>	Takes place away from the point of teaching May involve written comments / annotations for pupils to read / respond to Provides teachers with opportunities for assessment of understanding Leads to adaptation of future lessons through planning, grouping or adaptation of tasks May lead to targets being set for pupils' future attention, or immediate action	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments/ visual codes and appropriate responses /action • Whole class feedback sheets, indicating adaptations to teaching



General

- All learning objectives with appropriate success criteria will be written or stuck at the top of each piece of work.
- If the objective and/or success criteria has been met it will highlighted in pink.
- If not, it will be highlighted in green with a possible comment, marking code or target to identify next steps.
- All adults, including teacher, teaching assistant and supply teachers will mark work as appropriate, in accordance with this policy.
- Children's independent editing will be demarcated in purple pen.
- If a pupil is absent from school, teachers are advised to record the short date in their exercise books with 'Absent' recorded beside it. The Learning Objective may be recorded too.

EYFS 2

- For all written pieces of work either feedback will be verbal or the agreed upon visual code will be used to show success (drawn in pink) and next step (drawn in green) (see *Appendix*)
- All children will understand what the visual code means and be able to explain if asked.
- The visual prompts should be constructive and related to the child's level of development. Progress from this prompt should be evident in subsequent pieces of work.

Key Stage 1

- For all written pieces of work, including topic work an agreed upon visual code will be used to show success (drawn in pink) and next step (drawn in green) (see *Appendix*). All children will understand what the visual code means and be able to explain if asked.
- The visual prompts should be constructive and related to the child's level of development. Progress from this prompt should be evident in subsequent pieces of work.
- Feedback will be given using visual prompts or verbally until children are able to read any written comments.
- Spelling corrections should focus on appropriate high frequency words or phonetically decodable words – no more than 2/3 should be highlighted. High frequency words may be modelled at the end of the piece for children to copy.
- Persistent letter reversals should be modelled at the end of the piece for children to copy. (1-2 per piece)
- Good presentation should be encouraged and praised but only set as a target where is appropriate for the child's stage in development.
- In maths work correct answers/ work will be ticked in pink pen.
- Incorrect answers will be underline or circled with a space given to write the correction in green. An adult will mark corrections with a pink ©
- Progress from targets/ next steps given from the success criteria should be evident in subsequent pieces of work.

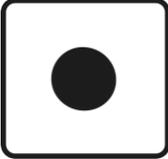
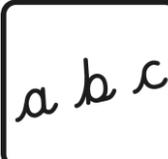
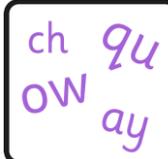


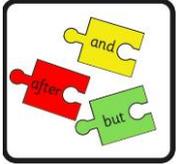
Key Stage 2

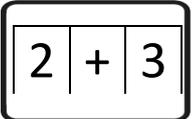
- The expectation of the lesson will be made clear to all children. The use of detailed success criteria in lessons will help to scaffold learning and offer appropriate challenge where necessary.
- All work will be marked by highlighting the Lesson Objective/ Key Question/ Success Criteria in 'tickled pink' or 'green for growth'.
- Spelling mistakes will be identified using the appropriate marking code and correct spellings will be listed at the end of a piece of work, with the number of spellings chosen according to the year group (e.g. *Year 3 will identify no more than 3 spellings and Year 6 will identify no more than 6 spellings*).
- Some work will be assessed verbally and constructive feedback will be provided to individuals, groups of children or whole class, suggesting possible ways of improving future learning. This may be through the use of Whole Class Feedback sheets shared at the start of the following lesson.
- Good presentation is expected and encouraged across every subject.
- Consistency throughout the school will be ensured by following the agreed core marking code; this will be easily available for pupils to refer to and will be displayed in every classroom or in exercise books.
- Year 3 will continue to use the KS1 visual marking codes where appropriate before moving on to the written marking codes.



Appendix 1: **Visual marking code**

Writing visual code	Meaning
	Write on the line
	Full stops
	Capital letters
	Finger spaces
	Cursive letters
	Use phonics
	Interesting vocabulary (adjective, adverbs)
	Exclamation marks

	<p>Question marks</p>
	<p>Conjunctions</p>
	<p>Handwriting</p>
	<p>Openers</p>
	<p>Say your sentence</p>

<p>Maths visual code</p>	<p>Meaning</p>
	<p>Reversed numbers</p>
	<p>Set out one number in each square</p>
	<p>Use the correct symbol</p>
	<p>Speak to an adult</p>



Appendix 2: **Written Marking Code**

Code	Explanation
	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome
	Work which needs further attention or displays an error or misconception
	Correct/good point/well written.
??	This needs to make sense/be clearer.
CL	Find missing capital letter in line and correct.
FS	Find missing full stop in line and correct.
LC	A letter needs to be in lower case.
sp.	Find spelling error in line and correct- use a dictionary if necessary.
T1	Evidence towards target (with appropriate number).
//	New paragraph.
Tense	You need to correct the verb tense.
HP	House point has been awarded.
^	Find missing word and write in.
S/T	Supported by a teacher
S/TA	Supported by a teaching assistant

Appendix 3: **Example of Whole Class Feedback Sheet**

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	