Feedback, Marking and Presentation Policy
St Thomas and St Anne's CE Primary School

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Feedback, Marking and Presentation Policy

At St Thomas and St Anne's CE Primary School, we recognise the importance of feedback as part of the teaching & 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 policy is 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.

Key Principles
Our policy on feedback has 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;
 • written comments should only be used where they are accessible to students according to age and ability;
• feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
• 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.
• All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

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 – away from the point of teaching (including written comments)

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 St Thomas and St Anne's CE Primary School, these practices can be seen in the following ways:

Type	What it looks like	Evidence (for observers)
Immediate	- Includes teachers gathering feedback from teaching, including mini-whiteboards and book work. - Quality questioning with talk partners to share responses. A range of no hands up approaches to ensure all pupils are involved in the learning and feedback. - 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 annotations according to the marking code.	- Lesson observations/learning walks - Some evidence of annotations or use of marking code
Summary	- 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	- Lesson observations/learning walks - Self and peer marking - Children's learning
Review	- Takes place away from the point of teaching - May involve written comments/annotations for pupils to read / respond to - In extended writing may involve 1:1 conferences on particular sections of writing. - Provides teachers with opportunities for assessment of understanding	- Acknowledgement of work completed - Written comments and appropriate responses/action Adaptations to teaching sequences tasks when compared to planning - Use of annotations to indicate future groupings

	- 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	

Marking Approaches

At St Thomas and Anne's CE Primary School all work will be looked at, however, due to the responsive teaching approach and timely, appropriate feedback that has been given, there is no expectation for written feedback in books, but this may be used when appropriate. A lengthy next step comment is not necessary as misconceptions will be addressed in the next lesson or there and then. Equally, further challenge can be addressed in the next lesson as well. Where teachers provide written feedback to support learning, the marking policy is used, and children should understand the codes and how to use to improve their work.

After each lesson, the teacher looks through the pupils' books for common misconceptions and errors in basic skills. They take note of: children who didn't grasp the concept taught; those who showed good understanding; and those who did particularly well. Teachers tick each piece of work to show it has been checked and identify any parts of work that are worth sharing as good examples. Whilst looking through the books, teachers take note of the key messages to feedback to pupils at the start of the next lesson.

The time taken for this book checking process will vary between year groups, but should not be an arduous task. Where possible, children will have already marked their own work in the lesson to speed up this analysis (particularly in subjects like mathematics).

When work is seen by class teachers, it will be acknowledged through simple symbols such as ticks against the learning objectives or in English and maths in the small steps in learning which are indicated on the marking sticker, when appropriate. In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. 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 further guidance for future learning.

Marking Procedures and Codes:

- All marking is to be carried out in green pen
- All marking is to be done in a clear legible hand writing
- The marking code is to be followed in all cases.

- The marking code should be accessible to all pupils and adults on a sticker on the inside cover of the children's books.
- **All** pupils' work is 'ticked' by Teacher or Support Staff, indicating it has been seen.
- Purple pens are used by pupils to self-mark, edit and respond to feedback (where appropriate).
- It is assumed that work is carried out independently unless indicated using an FG (focus group) or TA (supported by a TA).
- Teachers and TAs should make very attempt to 'mark in the moment' when they are making interactions to support learning within a lesson.
- Incorrect letter and number formation will be corrected where teacher's feel it is appropriate
- Use the codes below to indicate where work may need correction

✓	Indicates the work has been seen and been completed correctly
•	An incorrect answer
✓✓	Adventurous vocabulary
Sp	An incorrect spelling. Teachers will challenge the children to find the incorrect spelling on the line where it appears rather than identifying the exact word (where appropriate).
p	A punctuation omission. Teachers will challenge the children to find the incorrect or missing punctuation on the line where it appears rather than identifying the exact word (where appropriate).
//	A new paragraph is required

Organisation

All recorded learning should start with the date and learning objective (WALT) on a marking sticker (for English and Maths) or written by the child (if appropriate):
- Writing tasks – Full written date (date, month, year) and learning objective
- Maths – Numerical date and learning objective

Presentation
- Books to be labelled using the school label
- Book covers and stickers must be kept free of graffiti
- Children work in pencil; all straight lines are drawn with a ruler. Children in Upper KS2 should use a school issued pen for all written work, except in maths. Fibre writing pens may be used by children who have difficulties with hand control.
- Purple biro pens are used for editing and marking in all year groups.
- Mistakes should be crossed out in pencil, neatly with one straight line. The use of rubbers should be limited so teachers can see children's errors.
- Illustrations are drawn in pencil and coloured using coloured pencils.
- Diagrams are drawn in pencil and a ruler used to draw straight lines. Numbers occurring in text should normally be written as words, except for dates.
- In Mathematics, where appropriate, work should be set out in columns. However, with the variation in mathematics children should be encouraged to make sensible judgements about the presentation of their learning.