



# West End Primary School

## Feedback and Marking Policy

### Rationale

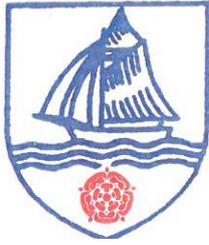
At West End Primary School we feel that feedback is an integral part of the assessment process. Constructive feedback focuses on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

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

### Aims

- The sole focus of feedback and marking should be to further children's learning
- Written comments should only be used where they are accessible to students according to age and ability or as an aid to inform future planning and next steps in teaching
- 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 by highlighting effort and attainment and areas of improvement (see marking code)



## West End Primary School

- To involve children in their learning by providing regular opportunities for self and peer assessment within lessons.
- To provide time for children to respond to oral and written feedback, to improve and edit using red pen (KS2) and to discuss the improvements made
- To involve children in whole group shared marking, appropriate to their age, which allows for discussion and analysis in a secure environment.

### 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.

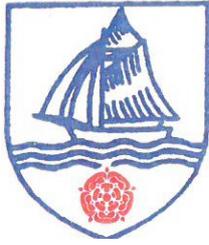
At West End the following practices can be seen;

Type	What it looks like	Evidence for observation
<b>Immediate</b>	<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>Lesson observations/learning walks</p> <p>Some evidence of annotations or use of marking code/highlighting</p>



# West End Primary School

	<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 according to the marking code.</p>	
<b>Summary</b>	<p>Takes place at the end of a 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 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>
<b>Review</b>	<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 of tasks</p> <p>May lead to targets being set for pupils' future attention, or immediate action</p> <p>Could be a teacher written model</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>Use of annotations to indicate future groupings</p>



# West End Primary School

All work will be acknowledged in some form by class teachers (see marking code). This may be through simple symbols such as ticks or highlighting of learning objectives. 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. Comments may be made to inform future teaching and learning for the teacher if necessary.

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.

## Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of highlighters and symbols codes. The core of this code is set out below.

Any written marking will be completed in green pen

Editing and improving by pupils in KS2 will be completed in red pen

Annotation	Meaning
	Work which demonstrates that a pupil has demonstrated a particular skill or achieved the intended outcome. Not required for Art
	Work which demonstrates that a pupil has not yet achieved the intended outcome or skill and requires further support. Not required for Art
	A teacher or teaching assistant has spoken to the child about their work with a brief note to show what the area of need was. Eg In writing –this would inform next steps Eg in Maths –to show the child needed support with a particular question
	Improvement area; KS1 –may be used as a reminder for the teacher as a focus for future planning if necessary KS2 – Used in the review feedback with a written comment for pupils to respond to. This is not necessary if immediate feedback has already been



# West End Primary School

	completed.
<b>S</b>	Spelling error (maximum of 3 words). Written correctly by the teacher and children to copy correctly in pencil/pen in book and on to spelling card..
○	KS1 - circle around any incorrect punctuation. Children to correct in pencil.
<b>C</b>	KS2 - in the margin for incorrect/missing capital letter. Children to correct in red pen.
<b>P</b>	KS2 - in the margin for punctuation error. Children to correct in red pen.
//	KS2 To indicate where a new paragraph should begin.
✓	To indicate an achievement. To indicate a correct answer in Maths.
<b>X</b>	Incorrect answer in Maths. Work needs correcting.

Positive Points - dojos and positive praise in books when teacher is impressed

Challenge - to be written in Maths books to show that it is a challenge