

THE EDWARD RICHARDSON PRIMARY SCHOOL

FEEDBACK AND MARKING POLICY

Date of last review	Autumn 2024
Term next due for update	Autumn 2026
Member of staff responsible for this update	Headteacher
Governor responsible for this update	Governors responsible for Maths/English
Requirement	Non-statutory

At The Edward Richardson Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the *Education Endowment Foundation* (EEF) and other expert organisations, including the Department for Education (DfE)'s research into teacher workload, and the National Centre for Excellence in Teaching Mathematics (NCETM) which highlights that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Research shows that effective feedback should:

- Be specific and actionable;
- Be formative (during learning);
- Be timely;
- Be verbal where possible.

The four key principles above form the foundation of our Feedback & Marking policy.

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 four common stages in the learning process:

1. Immediate formative feedback – at the point of teaching/learning; this should be the most frequently used form of feedback as children can respond immediately;
2. Summary feedback – at key points in the lesson or at the end of a lesson;
3. Post-lesson analysis – to enable the teacher to assess, adapt planning and prepare feedback for the start of the next lesson;
4. Next lesson 'feedforward' – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson;

5. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study – this may be very small informal quizzes or more formal termly tests.

These practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate (takes place in all lessons at the point of teaching) Frequency: daily, in all lessons	- Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, questioning, etc. - Takes place in lessons with individuals or small groups - 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 in line with the marking code.	Lesson observations/ learning walks
Summary (takes place at the end of a lesson) Frequency: daily, in all lessons	- Involves whole classes or groups - Provides an opportunity for evaluation of learning in the lesson - May take form of self or peer-assessment against an agreed set of criteria or self-marking with answers provided at key points in the lesson - May take the form of a quiz, test or score on a game - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need - Mini-summaries may also be used within lessons to provide interim feedback/check understanding	- Lesson observations/learning walks - Some evidence of self – and peer-assessment - Quiz and test results may be recorded in books or logged separately by the teacher
Post-lesson analysis ('marking') (takes place daily after the lesson) Frequency: analysis daily, with written feedback occasionally	- Takes place away from the point of teaching - Includes using codes to guide independent editing - Includes written comments highlighting what the pupil has done well/what they need to work on (next steps) - Provides teachers with assessment data - Leads to adaptation of future lessons through planning or grouping - Requires a flexible approach to seating arrangements/grouping of children, which may change on a daily basis	- Written comments and responses in books - Adaptations to teaching sequences/ planning - Green pens for self-editing/improvement - Purple pens for peer editing/improvement
Feedforward (takes place at the start of the next lesson) Frequency: daily	- The start of the next lesson will be spent giving feedback to the class on strengths and areas for development, and giving time for development areas to be worked on - In English and topic work, this will include time for	- Lesson observations/ learning walks - Evidence in books of pupils editing and redrafting their work in green pen

for all subjects	pupils to proof read and edit their work. Addressing grammatical errors will form part of this improvement time.	
Summative	• Termly teacher assessment • End of unit/term tests/quizzes • Low stakes testing	• Tracking data • Knowledge organisers • Test papers/results

Guidance for teachers

Every piece of work should be acknowledged; sometimes this will be done at the point of teaching and may involve pupils marking or assessing their own work. Teachers will then check this to ensure pupils' marking is accurate.

However, more detailed written marking will be provided as follows:

- English/Writing – for extended independent pieces of writing;
- Foundation Subjects – for all extended pieces of writing and assessment tasks (non-negotiable errors will be addressed in all work).

English - Writing

Many writing sessions may begin with editing based upon feedback, particularly after a piece of independent extended writing. This will also provide opportunity for pupils to enquire about their feedback, seek clarity or to correct errors identified by the teacher.

Proof-reading and editing is modelled to pupils in various ways as part of our English curriculum:

- Use of visualisers or other technology to display examples of pupils' work (with their agreement);
- Identification and discussion of good use of language, text structure or grammatical features etc. in order that other pupils can learn from this, followed by an opportunity for children to use this to improve their own work;
- Identification and discussion of particular errors in the work being shown, with modelling of how to edit, followed by an opportunity for pupils to proofread and edit their own work;
- Use of collaborative peer feedback in groups may sometimes be used instead of teacher-led feedback;

Pupils will use green pen to edit their own work, but will then use pencil once it has been formally marked by the teacher.

Maths

The approach to maths is flexible; where all pupils show understanding in a lesson, the teacher will quickly recap on prior learning at the start of the next lesson before introducing the new learning. Where the majority of the pupils have demonstrated misconceptions, the teacher will adapt the following lesson to re-teach the concept, addressing these misconceptions (in this situation, if a few pupils have been secure with the learning, they will be provided with separate work to challenge and extend their understanding).

Pupils will use green pen to mark their work, but all Maths work (including corrections) will be done in pencil.

All Other Curriculum Areas

All lessons will start with retrieval practice of prior learning on subject-specific content (i.e. Science/History understanding), which may take up to a maximum of 10 minutes. This should briefly revisit any misconceptions that have previously been identified and addressed to ensure pupils' knowledge is still secure.

Immediate verbal feedback is given during the lesson, and pupils edit and improve their work during the lesson (as they do in English, using the agreed codes). They should apply their knowledge of editing and improving from English lessons to all subject areas.

Praise

Whilst praise does not provide feedback to advance learning, it is a key method to motivate pupils and encourage them to be proud of their achievements. Teachers may use stamps, stickers, smiley faces, uses of Team Points, verbal responses, etc to praise pupils' work.

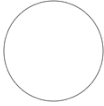
Adaptations for pupils with SEND

We acknowledge that adjustments to feedback and marking are necessary to meet the individual needs of pupils with SEND, as a 'one size fits all' approach is not appropriate. These adjustments will be made in line with the professional judgement of the teacher, in consultation with the SENDCo and/or headteacher, while adhering to the rest of this policy as far as is practicable.

Marking Codes

A table of our marking codes can be viewed on the next page. These codes are used by all staff, and are shared with pupils regularly as reminders. These are codes that pupils will also use in peer marking, and they have been created to be as fluid as possible (ie: they work for all subjects without being overly complicated).

MARKING CODES

	Incorrect spelling
	Error/something missing
	Missing word
	Check this makes sense
	Correct answer
	Incorrect answer
	Verbal Feedback
	Your next step in learning is...
	This part of the work was Assisted This part of the work is now Independent*

*There is an assumption that all work is independent unless coded with A.