Cavendish Church of England Primary School

Marking and Feedback Policy

Signed on behalf of the Governing Body	
Signed: Headteacher	
Date:	Autumn Term 2023
Date to be Reviewed:	Autumn Term 2024

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm

Our Vision

In our school our Christian vision shapes all we do.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

How we respond to children's work

Challenge: Children's feedback should reflect challenges met, and provide support for current learning challenges including misconceptions.

Creativity: We respond to children's creativity and expression within their learning.

Compassion: We show both sympathy and guidance for when learning presents barriers and are flexible and inclusive in helping to overcome these.

Introduction

At Cavendish CEVC Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking as well as research from cognitive science regarding the fragility of new learning.
We aim to maximise the effectiveness of feedback in our practice.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Meta-analysis by the Education Endowment Foundation 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 the 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.
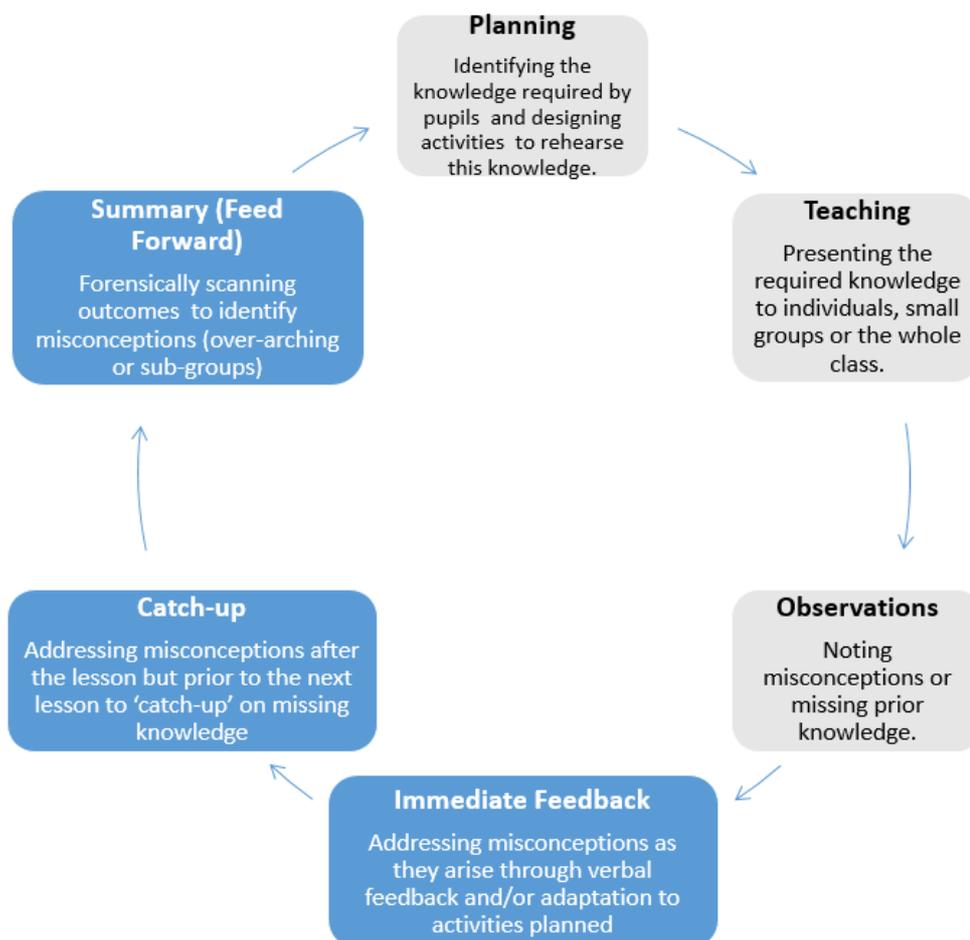
Purpose of feedback:

The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults

doing the hard thinking work for the pupil (e.g., making corrections to spellings, punctuation or elements of grammar).

Our feedback cycle:

Our feedback cycle aims to make use of good practice approaches (EEF toolkit; DfE 2016) to ensure that children are provided with timely and purposeful feedback that furthers their learning. Our cycle enables teachers to gather assessments that enable them to adjust their teaching both within and across a sequence of lessons.

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:

Planning
Identifying the knowledge required by pupils and designing activities to rehearse this knowledge.

Teaching
Presenting the required knowledge to individuals, small groups or the whole class.

Observations
Noting misconceptions or missing prior knowledge.

Immediate Feedback
Addressing misconceptions as they arise through verbal feedback and/or adaptation to activities planned

Catch-up
Addressing misconceptions after the lesson but prior to the next lesson to 'catch-up' on missing knowledge

Summary (Feed Forward)
Forensically scanning outcomes to identify misconceptions (over-arching or sub-groups)

Progression of feedback:

While the purpose of feedback remains consistent across all years at Cavendish CEVC Primary School, the type of feedback given will vary depending on the age of the children. In particular, feedback given in EYFS and year 1 is prominently immediate, verbal feedback. When working with very young children, feedback given later in time has little or no impact.

The importance of editing in our feedback cycle:

"Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills.

Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard." (DfE, 2016).

It is vital that opportunities for editing are planned within a unit. Such opportunities allow children to reflect on their own knowledge and make corrections or improvements when cognitive load is reduced e.g., number formation is the sole focus. For editing to be successful, it must be focused by success criteria or knowledge organisers.

How we give feedback:

Type	What it looks like	Evidence
Immediate	• Live marking takes place during a lesson with individuals, groups or the whole class. • Green and pink highlighters are used in live marking as a visual sign of success and areas of work to readdress • Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers. • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions.	Lesson observations; learning walks.
Responsive (catch-up)	• Takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Usually delivered by a teaching assistant based on guidance from the teacher. • An element of the child's responses to catch-up are recorded in their workbooks to show progress over time.	Learning walks; catch-up observations; feedback grids; book looks.
Summary (feed-forward)	• Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during the following lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant.	Planning looks; lesson observations; learning walks; book looks.

Why we don't mark:

The Department for Education review paper: Eliminating unnecessary workload around marking, has highlighted "that marking had become a burden that simply must be addressed" (DfE, 2016). Written evidence of the feedback given is incidental to the process; we do not provide additional evidence for external verification.

Learning Objectives and Success Criteria

For marking to be meaningful, evaluative and inform future development, children must have a clear understanding of the learning intention for each lesson (I can..), *how* this can be achieved and *what* this will look like (the success criteria.) Phrasing the learning intention within an "I can" statement automatically invites reflection and the end of the session to ascertain the truth of this statement.

The success criteria should be discussed with children during the lesson and used as a self-evaluation tool at the end of the lesson using the format below.

Date LO - I can	Me	Teacher
Success Criteria		
How did you feel about your learning? ☺ ☺ ☹		
Independent Paired Group Teacher LSA Absent		

Book Layout

DUMTUMS will be used as a method of laying out work at the beginning of the lesson. This will either be written by the child or printed on the above table.

Date
Underline
Miss-a-line (margin)
Title (or I can..)
Underline
Miss-a-line
Start.

Written marking codes

The following codes are to be used throughout the school and should be used by staff and children. In KS1, teachers and support staff will use the marking codes as a way of directing children in their self-editing of work. By KS2, children should be confident to use the codes independently to support their proof-reading and self-editing to work.

Code	Meaning
Green Highlighter Pink Highlighter	Green for Good Pink for Think

Circle	Incorrect or missing punctuation, use also for capital letters
^	Missing word
Sp (in margin) Word or part word underlined with wiggly link	Incorrect spelling Key words, key stage word lists, subject specific
//	New paragraph needed
HP	House point awarded

Guidance for teachers:

The following detail suggestions for giving feedback linked to English and Maths. It is worth noting that feedback will look different across the 7 years of primary education. In particular, in EYFS and Year 1 where the majority of feedback is immediate the structured approached outlined below may not be suitable. The skills of proof reading and editing a piece of work retrospectively are taught, as per the National Curriculum, during Year 1.

Feedback linked to English

Most writing sessions will include or be followed up with editing time. During this time, children will receive whole class feedback about strengths and areas for development and direct teaching about how to identify and address individual weaknesses.

Teachers will have looked at pupils' work during or soon after the writing sessions and identified strengths and weaknesses. These will be linked to both the technical accuracy of writing: spelling errors, punctuation omissions; and other transcription mishaps and things to do with the sophistication of the writing: the actual content. Where individual children have particular strengths or areas for development, teachers will make note of these for use as future teaching points.

Children will use **purple pens** for self-editing.
The editing time will be divided into two sections (these do not necessarily have to be within the same lesson):

Proof reading	• Changing punctuation • Checking and changing spellings • Correcting letter formation and handwriting • Changing grammatical errors - tense agreement, verb agreement, sentence structure etc.
Editing	Improving the composition (and effect on the reader) by: • improving vocabulary and word choices • adding further clarity (e.g., description, action, speech) • experimenting with word order and sentence structure

The proof-reading section will usually be short: about 10 minutes or so. The editing element may take the majority of an English lesson.

Proof reading: the teacher shares extracts from pupils' work using a scanning work onto the computer or typing out a couple of lines and displaying them on the board. They begin by showing good examples of work e.g., an extract which showcases someone whose letter heights have the ascenders and descenders just right. The teacher then instructs children to look at their work and rewrite a short section or make changes in response to the good example.

Following this, the teacher shares extracts which exemplify misconceptions or weaknesses. The teacher uses this example to re-teach knowledge. After this, the teacher may point out some spelling errors that several children are making. The correct spellings, and how to remember them, will be explained. Children then have a short period of time to proof read their work, checking for similar errors and putting them right. Children may be encouraged to sit in mixed ability pairs or groups to support each other in the identification and correction of mistakes.

Editing: the teacher shows a number of pieces which exemplify the composition focus e.g. a well-developed character description. The teacher explains what has led to the piece being successful. The teacher then shares examples which may not have met the objective (either anonymous or fictional pieces). Children suggest together how this might be improved. Then in pairs (or small groups) the children read together each other's work and suggest improvements, alterations and refinements. The author of the piece then makes these additions in green pen to help the teacher see what changes have been made.

A few children may need more support than this in order to be successful in improving their own work. Younger children, in EYFS and KS1 in particular, may need more support as they learn to become more independent, although many young children are able to edit and proof read independently after teacher modelling.
As with all intervention, teachers will teach to the top and add in support where needed.
Some children may need a gentle prompt to narrow down their focus when looking for mistakes. To support in this, stampers may be used by KS1 teachers to signal missing full stops, capital letters and finger spaces. In KS2, writing prompts and editing station descriptors may be used to prompt children to look for certain mistakes until these basic skills are securely in place for most of the class. Certain individuals may need to carry on referring to these longer until the checklist is thoroughly internalised.

Spellings: Whilst commonly misspelt words will be re-taught during whole class feedback, there may at times be a need to identify specific mistakes for individual pupils. These errors will be signalled to the children through the use of a wiggly line under the word. To ensure feedback is appropriate and timely, a maximum of two key spellings will be identified per piece of writing. This is entirely at the professional discretion of the teacher.
Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work modelling how to overcome these e.g., clear up confusion with apostrophe use. For such children, the teacher might set an editing challenge based on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where the error is. This may be done instead of editing their own work or as a prelude to it, depending upon their learning needs. What the teacher must not do is use a marking code which does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

Feedback linked to Maths
Teachers gain valuable feedback about how much maths teaching is being retained in the long term from 'hot' assessments and termly PUMA assessments.

During lessons, in KS2, teachers should have the answers to problems available and after doing a set number of calculations (ideally 4 or 5), children should check their answers themselves. If they have misunderstood something, teachers are well placed to address this. Additionally, less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level. Children can also compare answers in a group and where answers do not agree, challenge each other to try and find where the other person has made a mistake. Recalculating the answers (faster and possibly mentally) leads to over-learning that, in turn, leads to solid long term retention.

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children must be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not thinking. Checking involves the child thinking deeply about the knowledge they have just learnt. When you think deeply about something, it is much more likely to be moved from working memory into your long term memory – making it available to be recalled at will: "memory is the residue of thought." (Willingham, 2009). As an alternative to providing answers, teachers may model ways of checking and then ask children to do the same, in effect 'proof reading' calculations. In line with this, teachers should model how children can use the inverse operation to check their workings and answers.

Feedback across all subjects

Live marking using pink and green highlighters will be used in all subjects. Children will receive subject-specific success criteria relating to the learning objective and feedback will be based on the learning objective. However, children will be encouraged to reflect on their written skills and apply their knowledge across all subjects.