



Feedback and Marking Policy

Rationale

At Heaton we recognise the importance of feedback and marking. It is a vital component in maximising the full learning potential of all our children.

Education Endowment Foundation (EEF) teaching and learning toolkit states that effective feedback should:

- Redirect or refocus either the teachers or the learners actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly
- Puts the onus on the student 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

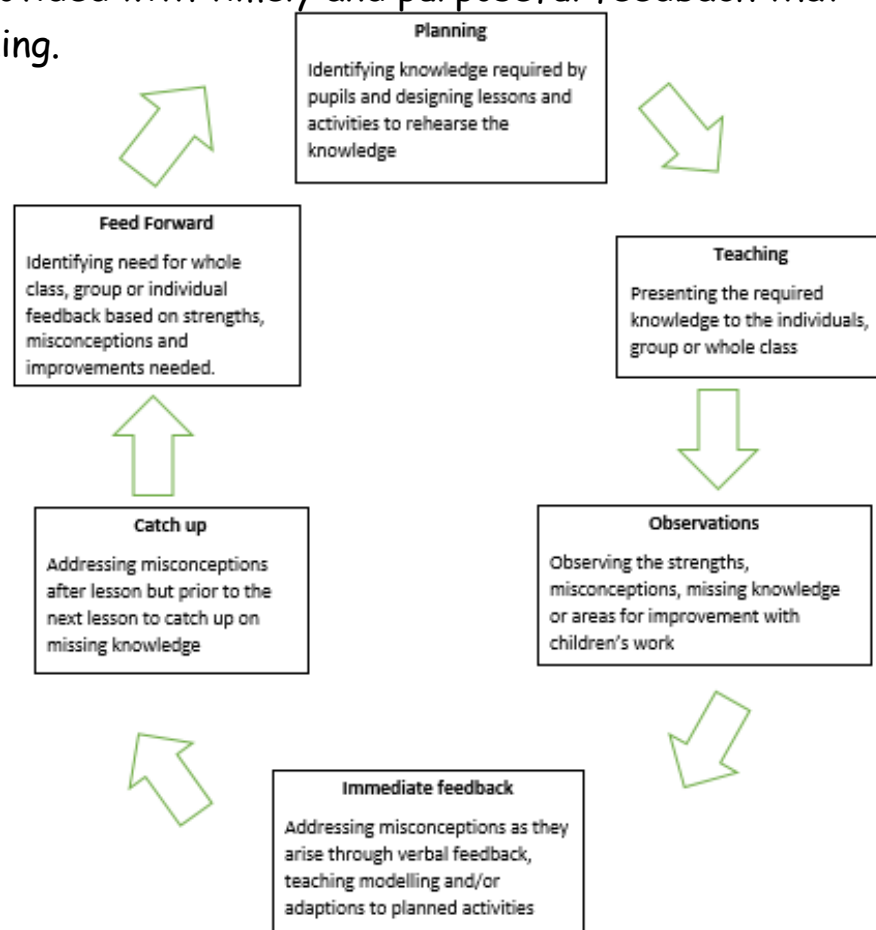
Principles

- Children should be involved in feedback and marking practices encouraging a dialogue for learning between children and adults; time should be built into lessons or sequences of lessons for this to happen effectively
- All adults working with children should give feedback on their learning
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school

- It may be immediate or reflective
- Children should be given opportunities to respond to marking and feedback as soon as possible after it has been given
- Feedback identifies where children have been successful in their learning and highlights areas for improvement
- Feedback and marking should predominantly focus on the learning outcome, steps to success and differentiated expectations of outcome or support
- Spelling, grammar and presentation should also be commented on, as appropriate, according to the children's levels
- Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning
- There should be a consistent approach to feedback and marking across the school
- Feedback and marking should be manageable for teachers
- Feedback will progress through school; EYFS and Year 1 will receive predominantly verbal feedback.

Our Feedback cycle

Our feedback cycle aims to make use of good practise approaches to ensure that children are provided with timely and purposeful feedback that furthers their learning.



Feedback Approaches

➤ Immediate Feedback

- Takes place during the lesson with individuals, groups or whole class.
- Assessment for learning processes will inform immediate feedback.
- Will often be verbal for immediate actions
- Praises effort and contributions (working wall)
- Addresses misconceptions (working wall)
- Can be given by teacher or teaching assistant
- May re-direct the focus of the teaching

➤ Catch Up

- Staff to have a book to record notes of children who need to revisit learning and aspects that need to be over learnt.
- Takes place after the lesson or activity with individuals or groups
- Re-addresses knowledge from the lesson or activity or addresses missing knowledge
- Often given verbally with time to rehearse knowledge immediately
- Will usually be delivered by a teaching assistant based on guidance from the teacher.
- An element of child's responses to catch-up are recorded in their workbooks to show progress overtime.

➤ Feed Forward

- Starting a unit with a mind map of what the child already knows, then at the end children add to this in purple to demonstrate the knowledge they have gained through the teaching (Retrieval practice)
- Involves reading/looking at the work of all pupils at the end of the lesson or unit.
- Identifies key strengths and misconceptions for the whole class or subgroups, some whole class feedback can be covered through basic skills/teaching during next lesson.
- Takes place during the following lesson
- Addresses over-arching strengths and misconceptions for the whole class or sub groups

- Involves allocating time based on the feedback given or rehearsal of the knowledge. Editing is done in purple pen.
- **Retrieval Practice**, including such things as quizzes is used throughout units of work across subjects. This supports children's ability to recall facts and skills.
- May involve some peer support or support from a teaching assistant
- May be delivered by the teacher or a teaching assistant.

Books

These are for non-negotiables for all subjects/books throughout school and include the feedback and marking used within in them

- Heaton Park name label on the front (No doodling on it)
- Plastic sleeve book cover on Maths and English
- Date and LO written and underlined with a ruler
- New topic cover front new unit/topic stuck in book
- Sheets to be stuck in neatly - no overhanging the edges of the pages
- No rubbers to be used - neat line through, no scribbling out
- When a book is full place a small tick on the corner
- Children should have pride in their work - no doodling in book, neat presentation etc
- Marking is minimal, use the marking codes where needed, peer and self-marking used.
- Feedback to be given immediately where possible and misconceptions cleared up whole class/group/individual
- Follow more specific marking aspects for English and Maths

Codes to use to identify support/feedback in books, if no code the child worked independently

Supported by class teacher	SCT
Supported by TA	STA
Whole Class feedback	WCF
Verbal Feedback given	VFG
Peer Support	PS
Same Day Catch Up	CU

English Marking Policy

Rationale

- To develop a positive attitude towards English
- To become highly literate through effective, high quality teaching of English
- To promote each pupil's self-esteem, interest and respect for his/her work
- To give feedback to pupils to inform them of their achievements and the next steps to learning
- To focus the pupil's attention on some of the errors he/she has made and offer questions or prompts to help with corrections in order for the child to make progress
- To challenge pupils and deepen their thinking
- To assess overall progress and inform planning of future teaching
- To evaluate and assess pupil's learning
- To assess the effectiveness of teaching
- To encourage a purposeful dialogue between the adult and the child

How we mark English at Heaton Park:

English Books

- In EYFS and Year 1, a marking ladder will be used to show what the child can do. A green tick will be used to show what the child has achieved and a pink dot will be used to show what the child's next step is.
- In Years 2 - 6, the children will complete a 'steps to success ladder' or 'marking ladder' for extended pieces of writing. This should be given at the start of a piece of writing and stuck under the date. Year 2 and 6 until Christmas.
- Regular feedback will be given on work that builds up to an extended piece of writing.
- Children may self-mark with a purple pen.
- Warm writes, will be marked with the child. Children may edit with a purple pen during this process. This will be marked 'VF' for verbal feedback in the child's book.

- The teacher may want to use a green or pink pen to remodel some of the child's writing with the child present.
- Small group or whole class feedback may be given if a large group of children have the same targets to move their writing along. This will be marked 'SCT', 'STA' or 'WCF' in the child's book.
- Steps to success ladders will be marked with a green tick if it is present in the work and a pink dot if the child still needs to work on this. Verbal feedback will also be given to support this.
- In Years 2 - 6, incorrect spellings are underlined with **sp** in the margin for the child to correct, by copying the adult's example or independently by using a dictionary or word wall etc. Only spellings that have been taught previously that the child is expected to know should be underlined for correction. In Upper KS2, children will be encouraged to find their own spelling errors with the support of a peer.
- Pupils will respond to the feedback and marking in the next lesson, by doing corrections, making improvements or doing further practice. This can be done by use of editing flaps or editing straight on to the original piece of work.
- Children are asked to assess their own work or the work of a peer, only after having training and within agreed guidelines.
- In Years 2 - 6, self-assessment is done using a steps to success ladder.
- Peer assessment will include a 'what went well' comment and an 'even better if' comment.
- Supply teachers will follow the marking policy and write 'ST' to show the work has been marked by a supply teacher.
- Handwriting should be checked regularly by a teacher or teaching assistant. Incorrect letter formation should be addressed by showing a correct example underneath for the children to follow. Where spelling is linked to handwriting, incorrect spelling should also be highlighted using a pink pen to circle the incorrect spelling.

Reading to Learn Books

- Reading to Learn work is marked by the children during the lesson using a purple pen. Instant feedback is given during the lesson. Children are encouraged to mark their work and edit their answers to improve them during the lesson.
- A target group of children's books may be taken in to monitor the answers that they are giving. This may also be checked upon during the Reading to Learn lesson.

Phonic Books

- Verbal feedback is given throughout the phonics lesson and anything that needs to be addressed will be done so in the lesson or through same day catch up.

Mathematics Marking Policy

Rationale

- To develop a positive attitude towards mathematics
- To become highly numerate through effective, high quality teaching of mathematics
- To promote each pupil's self-esteem, interest and respect for his/her work
- To give feedback to pupils to inform them of their achievements and the next steps to learning
- To focus the pupil's attention on some of the errors he/she has made and offer questions or prompts to help with corrections
- To challenge pupils and deepen their thinking
- To assess overall progress and inform planning of future teaching
- To evaluate and assess pupil's learning
- To assess the effectiveness of teaching
- To encourage a purposeful dialogue between the adult and the child

The onus is always on the learner to check their own work and to try to identify their own errors.

How we mark mathematics at Heaton Park:

- Mathematics is marked daily
- The date and Learning Outcome is visible in the book for the lesson
- If a calculation is correct it be ✓ marked with a tick
- Children will self-mark with a purple pen
- In EYFS, a marking ladder will be used to show what the child can do. A green tick will be used for what that child has achieved and a pink dot to show what the child's next steps are.
- In KS1 ,if the calculation is correct this should be marked with a green tick. If the calculation is incorrect the adult will mark it with a pink dot for correction or the child will correct the response during the lesson in purple pen. All marking should take place during the lesson with the children present.

- In KS2, lessons are designed for several opportunities for whole class feedback and clearing misconceptions. Children will mark their own work and make corrections throughout.
- Any modelling by a teacher for an individual child should be done in pink pen.
- Adults may give verbal feedback during or at the end of the session. He/she will mark it with "VF" and if it is appropriate will then make a note of that feedback on the page.
- Any children that have been identified to need some further support will be taken for 'same day catch up' to address these issues.
- Mistakes will be celebrated as a learning opportunity and will be displayed on the working wall under 'Marvellous Mistakes'.
- In EYFS and KS1, number formation will be taught as part of handwriting. Any incorrect number formation will be identified with a pink line underneath and correct formation will be modelled for the child to practise.
- In KS2, incorrect number formation will be addressed and the child will be given an opportunity to practise.
- Supply teachers will follow the marking policy and write 'ST' to show the work has been marked by a supply teacher.

Why we don't mark

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

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