



Marking and Feedback Policy

At Barrow Hedges, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. 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 and marking 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;
- 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 Barrow Hedges, these practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • 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 highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/ highlighting
Summary	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre-teaching or post-teaching (ie addressing misconceptions) based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • 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 	<ul style="list-style-type: none"> • 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 and Guided Groups (GGs)

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives.

In Foundation Stage, 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 (see end of policy for marking code & symbols).

In Key Stage 1, where pupils are unable to read/understand teacher's comments, these are shared verbally with children and teaching assistants support them to respond at the next appropriate opportunity.

In Key Stage 1 and 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 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.

Next steps/target setting

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases next steps are clearly set out through use of the marking code and accompanying comments.

In maths and English, the next steps/targets are drawn from the school's Key Performance Indicators (KPIs) in KS1 and 2, and from the 'Development Matters' documentation for EYFS. For pupils in KS2, and those in younger year groups who are able to access them, next steps/targets are recorded in their books/Electronic Learning Journeys.

Workload Implications

We are mindful 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 (EEF) and other expert organisations.

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback>

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, a working party of teachers at Barrow Hedges has investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Marking Codes

Annotation

Highlighted in pink.



Highlighted in green.



A+

A

PA

NA

sp

CL

//

^

↓

↓



GG

1-5

VF

CT

TA



ST

Meaning

Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome – (“Tickled Pink” – shows successes)

Work which needs further attention or displays an error or misconception e.g. letter needing capitalisation; poor word choice; specific error in calculation, etc. (“Green for Growth” – shows areas to improve on).

To indicate the objective has met at greater depth.

To indicate the objective has been met.

To indicate the objective has been partially met.

To indicate the objective has NOT been achieved.

Incorrect spelling. *This will be used selectively when marking work, focussing on spelling patterns which should either have been secured by a pupil, or represent a pupil's next step in spelling development. (In KS1 this will be accompanied by the corrected spelling. In KS2, pupils will ordinarily be expected to find the correct spelling using a dictionary [with support where needed])*

Capital letter missing

New paragraph needed here

Missing word

Need to remember to use a **full stop**.

Need to **write on the line**.

Target to work on/ next step

Acknowledgement that the last next step is achieved

The pupil was part of a ‘Guided Group’.

This shows how much help was needed as part of the Guided Group focus (1= none, 5 = lots)

Verbal feedback given

Worked with a teacher

Worked with a Teaching Assistant.

This shows that I have been awarded a House Point (KS2) or Rainbow Point (KS1)

Will denote if a supply/cover teacher has taught the lesson

Visual prompts/non-negotiables KS1 (also in EYFS where and when appropriate)

	CL		↓		↓	abc	
Say your sentence out loud	Capital letters	Finger spaces	Full stops	Sounding out words	Writing on the line	Good letter formation	Read your sentence back

		“”	?	!	
Joining words (conjunctions) - because, but, so, and	Adverbs of time	Inverted commas	Question marks	Exclamation marks	Good word choices



Marking Codes – Children’s Version 2017

Annotation	Meaning
<p>Highlighted in pink.</p> <p>Highlighted in green</p>	<p>“Tickled Pink” – shows successes</p> <p>“Green for Growth” – shows areas to improve on</p>
<p>A+ A PA NA sp</p>	<p>The objective has met at greater depth The objective has been met The objective has been partially met The objective has NOT been achieved Incorrect spelling.</p> <p><i>In KS1 the corrected spelling will be given. In KS2, pupils will be expected to find the correct spelling using a dictionary [with support where needed]</i></p>
<p>CL // ^ </p>	<p>Capital letter missing New paragraph needed here Missing word Need to remember to use a full stop Need to write on the line Target to work on/ next step Acknowledgement that the last next step is achieved</p>
<p>GG 1-5</p>	<p>The pupil was part of a ‘Guided Group’ This shows how much help was needed as part of the ‘Guided Group’ focus (1= none, 5 = lots)</p>
<p>VF CT TA</p>	<p>Verbal feedback given Worked with a teacher Worked with a Teaching Assistant</p>
<p>HP/ ST</p>	<p>This shows that I have been awarded a House Point (KS2) or Rainbow Point (KS1) Will show a supply/cover teacher taught the lesson</p>

Visual prompts/non-negotiables KS1 (also in EYFS where and when appropriate)

	CL						
Say your sentence out loud	Capital letters	Finger spaces	Full stops	Sounding out words	Writing on the line	Good letter formation	Read your sentence back

		“”	?	!	
Joining words (conjunctions) - because, but, so, and	Adverbs of time	Inverted commas	Question marks	Exclamation marks	Good word choices