

PILGRIM PRIMARY ACADEMY



Feedback and Marking Policy September 2023

Date of Policy Review:	Reviewer:	Date Shared with Staff:	Date of Next Review:
September 2023	S Wilmshurst	September 12 th 2023	September 2024

Rationale

Feedback is the process by which children are made aware of what they have achieved, what they need to do to improve further and how to achieve this. The key **purpose** of any feedback is to promote learning which: corrects then challenges, discusses then guides towards next steps and, at times, praises, celebrates and motivates. Feedback, in its various forms, is an integral and powerful element of the assessment cycle and should influence future learning. As such, providing quality feedback is vital in enabling every child to achieve their full potential. Feedback and marking of work is a means of valuing what pupils do, and should instil a culture of progress, achievement and reflection. It can be both verbally given and written.

Policy Aims

- ❖ To ensure quality feedback practice, underpinned by consistent, shared and valued principles.
- ❖ To encourage pupils to raise their attainment, ensuring pupils are aware of the next steps in their learning and how to achieve them.
- ❖ To develop pupil self-esteem and self-awareness by giving feedback that is positive and developmental in nature.
- ❖ To make explicit to the whole school community our approach to providing feedback on pupils' learning.

Principles

Feedback and marking comes in many forms, each needing to be carefully matched to purpose and intention. The form in which feedback is provided also needs to recognise the age of the child, the subject, the nature of the learning intention and activities, and at what stage the learning sits within a broader sequence. However, we have agreed the following key principles to be **consistently** reflected in our Feedback and Marking practice throughout school:

- ❖ **Feedback must lead to action** – moving the understanding of adults and learners forward
- ❖ Feedback **happens in partnership, not isolation** – it is a collaborative, supportive process
- ❖ Children need to be **given the skills and competencies to be effective participants in feedback dialogues**

- ❖ **Time** for effective feedback is crucial to its impact on learning
- ❖ **Learning intentions are shared and understood** by everyone **and contextualised** within a broader context and/or sequence of learning
- ❖ **Criteria for success** are understood by all and used throughout the process of learning to **support discussion, reflection and action**
- ❖ **Criteria for success are progressive** to enable next step(s) for all learners to be identified
- ❖ There are many types of marking and feedback – each is valid. **It is not always necessary, nor is it always effective, to mark every learning outcome with the highest level of detail**

Each Phase Team will relate these principles and this policy as appropriate to the age range and the working practices of the children and curriculum within that Phase.

The Principles in practice:

Feedback takes place through many pathways in the classroom; feedback to the teacher/support staff **from learners**, feedback **to learners** from the teacher/support staff, and **between or within learners** (peer feedback and self-evaluation). Some key classroom conditions facilitate these dialogues, namely:

- ❖ good classroom management (of **time**, of **groupings**, of **support staff**)
- ❖ focus on **how and when feedback will happen** in a lesson at the **planning stage**
- ❖ effective **knowledge of pupil attainment and effective differentiation** within planning
- ❖ the use of **shared and modelled success criteria**
- ❖ **agreed approaches to marking** (understood by all adults and learners)
- ❖ During the learning the **teacher and /or TA will identify children that need intervention and act on this during the lesson.**
- ❖ After the learning **children group books according to their self assessment ticks (books to be left open in piles).**
Children will articulate the area of the learning they need help with in either verbal or written form depending on their age.
- ❖ Teachers will **“top up”** those children with errors and misconceptions after the learning but before the next day’s lesson. Additionally, planning may be amended for groups of learners or the whole class.
- ❖ Teachers will use **Target Time** for additional guided group learning. This will take place outside of Core provision.
- ❖ Teachers will purple tab children’s work to indicate where the children need to respond their marking.
- ❖ In order for teachers to get effective feedback to themselves about how well pupils are progressing in learning, they need to build in strategies to actively monitor this within the lesson structure.



At Pilgrim we recognise the powerful contribution that learners themselves make to learning dialogues – they must be seen as partners in the process (not as recipients of teachers’ marking). If conditions are right, there can be as much value in a pupil giving verbal feedback or marking work as an adult.

The principles outlined at the beginning of this policy should steer the teacher into deciding on the most appropriate approach to feedback. There are 2 main approaches:

Verbal Feedback

Creating opportunity for a variety of dialogues **about learning, during learning** should be at the heart of all our practices. This adheres to **all** the principles outlined at the start of this policy but most notably that Verbal Feedback must **focus first and foremost on the Learning Intention of the task** and the **skills being taught and practised in that lesson** and that it must result in **reflection and action by the learner**.

Verbal feedback is the most powerful type of feedback because it:

- ❖ is immediate and specific to the point of learning
- ❖ can be very quickly given but totally change the course of a child's learning within the lesson
- ❖ is often requested by the Learner
- ❖ is truly collaborative by nature
- ❖ can happen many times during the same learning experience
- ❖ requires very few additional skills to access it (as opposed to written feedback)
- ❖ can be very visual - providing instant modelling to address misconceptions
- ❖ can give information back to the teacher that can be used to shape/adapt the current lesson for the benefit of the whole class
- ❖ can be used by the teacher to give whole class/groups/individuals feedback based on prior learning

Quality Verbal Feedback is particularly vital in lessons where sometimes no recorded outcome takes place (for example in subjects such as PE, Music, PSHME, RE, MFL).

It is important that Verbal Feedback should not be seen as a purely **spontaneous strategy**. We recognise the need **to plan in** strategies for all pupils to give and receive verbal feedback throughout the learning experience:

- ❖ Partner Talk time ('Turn To Your Partner')
- ❖ Planned 1 to 1 marking/conversation during learning time
- ❖ guided group work (by Teacher or Teaching Assistant)
- ❖ The use of a group 'appointment' style lesson structure
- ❖ 1 to 1 conferencing
- ❖ Mini-plenaries (for the Teacher to ask questions of the pupils/receive feedback from the pupils about their learning so far within the lesson)
- ❖ Use 'one minute monitors' to gain feedback about the basic expectations and whether these are being followed; PAP -Productivity, Accuracy and Presentation



We recognise that giving pupils time to give each other Verbal Feedback about their learning, in pairs for example, contributes not only to the **assessment of** learning but will **deepen learning** or facilitate **additional learning** for both children involved. For these peer-dialogues to be successful certain conditions need to exist:

- ❖ children need some training, through both direct teaching of feedback skills and having high quality learning conversations modelled explicitly for them to mimic
- ❖ pairings should be carefully considered – this could include similar attainment/mixed attainment pairings and confident/under confident speakers, etc.
- ❖ teachers need to demonstrate the value of peer learning dialogues by asking pupils to feedback to the class what they have found out about their learning during the discussion (and thus providing further learning/reinforcement to all the pupils in the class/group)

We also recognise the benefit to a pupil's confidence and self-esteem of receiving positive Verbal Feedback from adults within school other than their class teacher. We strongly encourage pupils to share their learning with other adults (for example their teacher from a previous year, or the Subject Leader), to their Phase Team Leader or other members of the Senior Leadership Team in order to reaffirm positive feedback. Similarly, we give opportunities for pupils to show parents/carers their successful learning.

Written Feedback (Marking)

Marking of pupils' work should be regarded as one of the regular means of communication with pupils about their individual progress. If Written Feedback is being used, any marking relies on **feedback focussing first and foremost on the Learning Intention of the task and the skills being taught and practised in that lesson** and that it must result in **reflection and action by the learner**.

However, different types of learning require different levels of Written Feedback (some learning will not require any detailed written feedback). The amount of Written Feedback is at the discretion of the teacher but it must be **well matched to the task**, appropriate to the **point in the sequence of learning** and be made with a good understanding of **the needs of the individual pupil**. We also recognise that (like Verbal Feedback) marking has most impact on improving learning if it **takes place at the point of learning** (rather than **after** the activity has taken place).



Within this policy, we have agreed a set of codes to enable Written Feedback to be **clear, swift and easy for children to recognise, understand and act upon (and to use themselves for self and peer marking)**

There are 2 consistent elements that support our written feedback:

1. The use of colours to communicate:
 - green pen = teacher/adult marking**
 - Pink Highlighter = identifies specific success**
 - Purple pen = pupil editing and response to teacher/adult marking ('Purple Pens of Power')**
2. The use of 1, 2 or 3 ticks to summarise the overall degree of success in the learning task as a whole or individual Learning Intentions including on a success criteria.

At Pilgrim we have identified **two distinct** written marking approaches and, to a degree, both adults and pupils can use these approaches:

1. Summative feedback: this level of marking is usually associated **with exercises, closed tasks** and is often used when children are practising becoming fluent in **a single discrete skill**. The marking relates directly to the Learning Intention (expressed as a short summative phrase on the top of the activity) and **does not always require additional comments**.

Ticks are used as shared codes to communicate how well a child has achieved **next to or over** the Learning Intention using the following system:

- ✓ One tick – ‘You had a go’ - objective attempted but **not met at all**
- ✓✓ Two ticks – ‘You did quite well’ - objective **nearly met**
- ✓✓✓ Three ticks – ‘You did everything you needed to do’ - objective **fully met**



Pupils themselves regularly use this type of marking to evaluate their own and each other’s learning at the end of an episode of learning next to the Learning Intention(s). This gives feedback to the teacher about the pupil’s level of confidence, etc. in their learning. Sometimes, the teacher will then also mark next to the pupil’s evaluation to see whether there is agreement on the level of success in the learning task.

If children ✓ and ✓✓ against a learning intention they should identify what area of learning they need to work on or need help with. This needs to take the form of a verbal discussion at the end of each session.

2. Formative feedback: a **formative marking style** takes place primarily, but not exclusively, in more open-ended outcomes where pupils are practising **multiple skills** (for example creating writing towards the end of a sequence of learning in Literacy) and is more detailed and in depth.

Formative feedback and marking should focus firstly on the over-arching Learning Intention(s) but will **often also reference any smaller steps agreed in the Success Criteria** that were available to support the pupil in achieving individual skills within the task.

So, for example, if the over-arching Learning Intention is: ‘to write a diary extract’ then the success criteria are likely to reference (at a variety of levels): writing using the 1st person, use of past tense verbs, writing chronologically, inclusion of feelings/opinions, etc. These individual criteria become the focus for feedback and marking.

Firstly, the learning piece is marked **in focus** using the agreed **marking codes** appropriate to the subject and age (**see Marking Code – Appendix 1**). It is very good practice to read the piece through once before marking at all to decide on the areas to mark in focus in order to best move learning on. This avoids pupils being overloaded with too much feedback which could prove overwhelming and counter-productive.

Formative Marking comments are then made; these can be **written at the end a piece of work** or, for ease and speed, can use the structure of some form of published **Success Criteria to mark against**. Either approach is acceptable, as long as the pupil can easily understand the marking and then act upon it confidently. The following feedback codes are used to communicate strengths and an area to develop:

✓✓✓ strengths/positive features of the learning **3 ticks in green pen** against LI/ Success criteria.

Pink highlighter will identify areas of specific strength in the learning.

✓ **an area to develop, improve upon or action – a target** (written next to and arrow **in green pen**).

The improvement target must be challenging but achievable **and include a ‘feed forward’ prompt or next step action**. Areas where improvements need to be made in the main body of the recorded work, can be identified by underlining in green and/or marking with 1 green tick where they appear in the work.

‘Feed forward’ prompts should be well matched to the needs of the individual learner so that they can be independently accessed. Useful types of prompts are:

- ❖ A **reminder** prompt, e.g. *‘What else could you describe here?’/ ‘Check this calculation’*
- ❖ A **scaffold** prompt which provides support through clear question, a directive or an unfinished sentence, e.g. *‘Add some direct speech to this sentence – what was the old man saying?’/ ‘The old man was so angry he....’ / ‘describe how the old man felt in that situation’ / ‘ $12 \times 10 = 120$, so what is 14×10 ?’*
- ❖ An **example** prompt which allows the pupil to choose and option, e.g. *‘Choose which one of these adverbs to add to your final sentence: He walked wearily or triumphantly towards home’ / ‘Which is correct? $\frac{1}{2}$ of 30 = 10 or 15?’*

Importantly, we acknowledge that too much written feedback is overwhelming for a pupil and therefore serves little purpose; pupils should only be given **one main ‘feed forward’ comment** to act upon. Succinct and clear comments are seen as best practice. Pupils may also have limited **secondary marking which does not directly refer to the main Learning Intention** to improve generic basic skills which should have already been mastered by the pupil (e.g. basic punctuation, presentation and handwriting, spellings, etc.). Further guidance about this appears in the **Secondary Marking** section below.

Marking should be communicated in a handwriting style that is easily able to be read and models the style and expectation for the stage of the pupil (according to the Handwriting Policy).



Self/peer marking:

Older pupils can also use this style of marking to identify their own (and their peers’) successes and analyse their learning for improvement points, supported by clear success criteria. Peer marking should be regularly modelled by the teacher and always take place under clear guidance and monitoring.

Other types of Written Feedback

The 2 main approaches to marking explained above are, of course, not the only types of marking used at Pilgrim. For example, **correcting a diagram** in a Science book, **levelling** a piece of work against external or National Criteria, **annotating** a photo of children working on a group task, are all also recognised types of feedback/marking, each serving a different purpose.

Another purpose of Written Feedback is to **encourage and recognise achievement and effort in** learning and all children need this type of feedback from adults from time to time. However, this type of marking **should never be over-used or used entirely** as, of all the types of feedback and marking, it is likely to have **least impact on progress**. Pupils regularly require a variety of Written Feedback (both summative and formative) in order to understand where to focus their academic efforts and ultimately improve attainment.

We also recognise that **'feint' praise or praise without true merit** is not productive and ultimately could result in a pupil having a false or inconsistent perception of their own skills and attainment. For example, a token smiley face/'well done' at the bottom of a piece of work to demonstrate that the teacher has seen the work, will be interpreted by the pupil as the teacher judging the whole piece of work to be 'good' and that there are no next steps to work on. This kind of confusing marking should be avoided. If the purpose of the marking is to praise, increase confidence or encourage future effort from the pupil, then comments should be added to pin point exactly what is being recognised. For example: **'Well done! You are now writing more in the time given. Please keep it up tomorrow.'**

Similarly, if the school House Point system is being used to reward and encourage pupils in marking, then it needs to be qualified with a few words. House Points should not be given without qualifying comments. Only one House Point should be awarded for particular effort – the use of House Point as recognition should not replace high quality summative and formative feedback.

Secondary Marking

This policy encourages most Written Feedback to focus on developing the skills and concepts being taught **in focus in a particular lesson**. Once the planned Lesson Learning Intention(s) have been introduced, we must not then expect a pupil to additionally apply all the previous skills that they have ever been taught. However, in the circumstances outlined below, it would be reasonable to expect an adult to give feedback about more generic, secretarial skills (even if they are not the focus of the lesson). These generic skills might encompass: grammar and punctuation, Standard English and spelling, letter or number formation or presentation:

- ❖ If the pupil repeatedly makes the same error over several pieces of work
- ❖ If the error shows learning/understanding significantly below their chronological age and the rest of their attainment group
- ❖ If the error has seriously compromised the ability of the work to be read/understood by another adult or child

Again, the teacher needs to be mindful of not overloading the pupil with negative feedback comments and multiple targets for improvement. To lessen the likelihood of this happening good practice dictates that teachers:

- ❖ Build in time for pupils to read through and check for things they know are wrong before work is handed in
- ❖ When marking, read the whole piece through before deciding on what marks and Written Feedback is most appropriate (and thus resist the urge to immediately mark absolutely everything that is incorrect)

Further Guidelines for Marking

- ❖ All work should be marked but not all work needs to be marked with a comment
- ❖ The best marking happens alongside pupils, combined with discussions about learning; use **Tick and Talk Time** to instantly feedback (and gain feedback) whilst talking about the learning

- ❖ Marking of work should be done daily and returned prior to the next stage in the learning sequence so that it has an impact on future learning.
- ❖ Pupils who have been identified as making slower than expected progress should be a focus group for increased verbal feedback; more regular Tick and Talk Time marking during lessons, support from adult when acting upon 'feed forward' marking comments and more regular in-depth formative marking than other pupils who are making very good progress
- ❖ Use **Reflect and Correct Time**: Pupils should be given time to act upon any marking and take verbal feedback from the teacher/TA at the start of all learning sessions – if no time is given and marking not acted upon, then marking is NOT formative. During this time adults monitor and respond to children's responses to their next step marking.
- ❖ A group that has been guided by an adult will have had high quality verbal feedback as part of the guided process and therefore does not require highly formative marking
- ❖ Marking records need to be kept to inform summative Teacher Assessment judgements, pupils' parents and the planning process to make provision for the next steps in learning.

Non Negotiable procedures for marking

- ❖ All marking is to be carried out in green pen and pink highlighter.
- ❖ All marking is to be done in a clear legible hand aligned to the school handwriting script.
- ❖ The marking code is followed in all cases. (See appendix 1)
- ❖ The marking code should be accessible to all pupils in the learning environment.
- ❖ All pupil's work is to be at least "light touch" marked by Teacher or Support Staff.

Feedback and Marking in the Early Years Foundation Stage

The principles of this policy start simply in the Early Years, laying the foundations for the full use of the policy in subsequent Phases.

Feedback and Marking is used as an essential tool in the assessment cycle to evidence what each child knows, understands and can do in order to plan a curriculum in which learning opportunities and teaching strategies are well matched to the needs of the children.

Much of the learning in the EYFS is practical and, as such, verbal feedback to the children is vital, where through carefully planned and responsive questioning, children are provided with timely guidance to move their learning forward within the learning environment.

Written feedback in the EYFS most often takes the form of written observations, annotations and focused record sheets. These record how a child has approached at task, what they have gained or achieved and when appropriate, likely next steps. Annotations should reflect the verbal feedback given by an adult during the activity. If learning does result in a recorded outcome, then Written Feedback takes place individually alongside the child where possible to provide them with immediate feedback. It is then reviewed before the next session to serve as an oral reminder.

As important as feedback to the child, is the feedback (through in-depth observation and discussion) that the staff in the EYFS receive from the child. Information gathered (through the model of feedback above) is discussed and shared amongst all Early Years staff at regular planning meetings and through on-going dialogue. This feeds forward into the planning of explicit activities and experiences that will provide groups and individuals with further activities to move their learning on.

Please refer to Appendix 2 for the EYFS Marking codes

Monitoring

Monitoring should ensure that feedback and marking takes place in line with our policy principles.

Equal Opportunities

All verbal feedback and written marking of our pupils' work is given irrespective of the child's gender, race, colour or creed.

Evaluation

The school's marking policy will be reviewed biannually, at the same time as a review of the effectiveness of the policy.




Signed:

Chair of Curriculum/Premises and Health and Safety Committee

Dated:

Appendix 1: Agreed Marking Codes (KS1 and 2)

Pilgrim Primary Academy - Agreed Marking Codes (KS1 and 2)

code	Meaning/use
✓✓✓	objective fully met
✓✓	objective nearly met
✓	objective attempted but not met at all
	Next step in learning
TM	Indicates that a child has shown evidence of meeting a target given by the teacher. This can be used by teachers and children.
Sp	Spelling error: write Sp next to the incorrect word (not every incorrect word) Child to edit
	Indicates that a child has been given a Challenge as a next step.
	Punctuation error: a circle is drawn around the incorrect punctuation or where punctuation has been omitted. Children then correct the error or insert missing mark.
λ	Missing word: Indicate the area where a word is missing to either make sense or add to the sentence by inserting an inverted v under the line.
HP	House point awarded for work with a brief note of why (e.g. 'for using strong adjectives')
	Smiley faces are used positively to indicate where there has been real effort/improvement for the individual child. Smiley faces need to be accompanied by a brief note of what has been particularly pleasing (e.g. 'You left spaces between your words today!')
In Numeracy marking only	
✓	A single tick is recognised in Numeracy marking as meaning 'correct'

•	Incorrect – go back and revisit this (this can then be converted to a tick once corrected and correct)
	A pink highlighter to be used to identify specific successes on Hot Tasks.

Codes to record how learning was completed





Marking needs also to provide feedback and information to the teacher. These codes enable adults to reflect of the level of support required for a pupil to access learning. Teachers and Teaching Assistants will use these codes, but as children get older, they are encouraged to write these codes for themselves as part of the evaluation of their learning.

code	Meaning/use
I	Worked independently
S	Needed support. The code is written at the point that the support was given in the learning process with a brief note to describe what the support was, e.g. further modelling, adult support (initials), peer support (initials), an additional resource, etc.
V	Verbal feedback or intervention given at this point with a brief note relating to the discussion, e.g. 'Q: can you describe the atmosphere here?' / 'Reminded to include features in the success criteria.'
Ch	Ch code indicates that the children have been set a challenge task.
GG	Guided group – indicates child has worked under the guidance of an adult
TU	Top up- indicates child has received immediate top up before the next lesson. The focus of the top up must also be record.
TT	Target time- child has worked with the teacher on a specific target
These codes are used to indicate when the class teacher has not delivered the lesson	
PPA	Planned or delivered by PPA cover staff
Supply	Supply teacher delivered
ST	Student Teacher

Note: Often some of the EYFS marking codes will be used with pupils beyond the EYFS - with KS1 pupils or pupils at a cognitively similar developmental stage (e.g. some SEN pupils)

Appendix 2 EYFS - Agreed EYFS Marking codes

Pilgrim Primary Academy - Agreed EYFS Marking Codes

code	Meaning/use
	Smiley faces are used to indicate that the child has met an objective. Smiley faces need to be accompanied by a brief note, symbol or verbal comment of what the child has done well (e.g. 'You left spaces between your words today!')
	Straight faces are used to indicate that the child has nearly met the objective.
	Children are encouraged to reflect on their own learning when appropriate. If they think they have met the objective, they should draw a smiley face. If they think they met the objective with some help, they should draw a straight face. The objective should be phrased appropriately so that all children can understand it, and made explicit just before the children evaluate their own learning.
	Next step in learning
HP	House point awarded for work with a brief note of why (e.g. 'for using strong adjectives')
In Numeracy marking only	
✓	A single tick is recognised in Numeracy marking as meaning 'correct'
•	Incorrect – This must be followed up with an opportunity for the child to go back and revisit this with an adult (this can then be converted to a tick once corrected and correct)





Codes to record how learning was completed

Marking needs also to provide feedback and information to the teacher. These codes enable adults to reflect of the level of support required for a pupil to access learning. Teachers and Teaching Assistants will use these codes.

code	Meaning/use
I	Worked independently
S	Needed support. The code is written at the point that the support was given in the learning process with a brief note or symbol to describe what the support was, e.g. re-modelling of a letter shape

V	Verbal feedback or intervention given at this point with a brief note relating to the discussion, e.g. 'Q: can you describe the atmosphere here?'/ 'Reminded to include features in the success criteria.'
PDR	Plan- Do-Review – indicated if the activity/ learning took place during this time
AL	Adult led – indicates child has worked under the guidance of an adult
AD	Adult directed – indicates that the child has independently taken the suggested activity/ learning opportunity directed by an adult
CI	Child initiated – indicates that the child independently chose their activity/learning. This may be followed by an 'AD' if the child then developed their activity/learning after some guidance from an adult
These codes are used to indicate when the class teacher has not delivered the lesson	
PPA	Planned or delivered by PPA cover staff
Supply	Supply teacher delivered
ST	Student Teacher

Symbols used alongside verbal feedback

Symbol	Meaning/use
	"Say" – this should be referred to before a child writes a word or sentence e.g. say the word 3 times
	'Fred Fingers' - referred to when the child has, or needs to, use 'Fred Fingers' to say the sounds in a word before writing it
	"Read it back" – this should be referred to after a child has written a word to check they have all of the sounds needed. This should also be used when children are writing sentences, to check they are writing the words in order and they know what comes next.
	Finger space
•	Full stop

Note: Often some of the EYFS marking codes will be used with pupils beyond the EYFS - with KS1 pupils or pupils at a cognitively similar developmental stage (e.g. some SEN pupils)

