

## **Aims and objectives of the policy**

- To make explicit to the whole school community our approach to providing feedback on pupils' work.
- To encourage pupils to raise their achievement and to develop their self-esteem by giving feedback that is positive but developmental in nature.
- To make pupils aware of the next steps in their learning.
- To ensure consistency of practice.

At Gilthill, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

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
- we provide specific guidance on how to improve and not just tell students when they are wrong
- be meaningful, manageable and motivating

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. The DfE's expert group 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.

## **Key Principles**

Our policy on feedback 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; we do not provide additional evidence for external verification;
- 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 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 Gilthill, these practices can be seen in the following ways:

<b>Type</b>	<b>What it looks like</b>	<b>Evidence (for observers)</b>
<b>Immediate</b>	<ul style="list-style-type: none"> <li>Includes teachers gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>Takes place in lessons with individuals or small groups</li> <li>Often given verbally to pupils for immediate action</li> <li>May involve use of a teaching assistant to provide support or further challenge</li> <li>May re-direct the focus of teaching or the task</li> <li>May include annotations according to the marking code.</li> <li>May involve peer assessment/guidance</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations/learning walks</li> <li>Some evidence of annotations or use of marking/highlighting</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>Takes place at the end of a lesson or activity</li> <li>Often involves whole groups or classes</li> <li>Provides an opportunity for evaluation of learning in the lesson</li> <li>May take form of self- or peer- assessment against an agreed set of criteria</li> <li>In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations/learning walks</li> <li>Timetabled pre- and post-teaching based on assessment</li> <li>Some evidence of self- and peer-assessment</li> <li>May be reflected in selected focus review feedback (marking)</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>Takes place away from the point of teaching</li> <li>May involve written comments/annotations for pupils to read / respond to</li> <li>Provides teachers with opportunities for assessment of understanding</li> <li>Leads to adaptation of future lessons through planning,</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledgement of work completed</li> <li>Written comments and appropriate responses/action</li> <li>Adaptations to teaching</li> </ul>

	grouping or adaptation of tasks <ul style="list-style-type: none"> <li>• May lead to targets being set for pupils' future attention, or immediate action</li> </ul>	sequences tasks when compared to planning <ul style="list-style-type: none"> <li>• Use of annotations to indicate future groupings</li> </ul>
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## **Marking Approaches**

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks, stamps or symbols linked to the learning objectives or based on individual needs.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking stamps may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments. These are shared verbally with children at the next appropriate opportunity.


In Key Stage 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 the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated but may be if the teacher feels this appropriate.

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.

## **Marking Code for Writing**

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of symbols and codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

<b>Annotation</b>	<b>Meaning</b>
√√	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome
• sp	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 may be expected to find the correct spelling using a dictionary or other resource (with support where needed)
//	New paragraph needed here
^	Missing word

	Indicates a missing capital letter, incorrect use of a capital letter or incorrect use of other punctuation
E	Work needs to be edited (mainly used in KS2)
I	Indicates an improvement is needed (mainly in KS2)
R	Remember/Reminder- for the next piece of work (mainly in KS2)
VF	Verbal feedback has been given to the child. This may be followed by a comment indicating the nature of the verbal feedback

### **Marking In Maths**

As for writing the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of symbols and codes. The core of this code is set out below.

<b>Annotation</b>	<b>Meaning</b>
√	Work is correct
•	A mistake has been made, children will correct mistakes. Were the mistake is due to a misconception this will be addressed.
VF	Verbal feedback has been given to the child. This may be followed by a comment indicating the nature of the verbal feedback

### **Marking In The Curriculum**

All work which is done as part of our wider curriculum will be acknowledged, this may be in the form of a tick, smiley face or stamp as is appropriate. Each term, one piece from each subject may also have an opportunity to deepen the child's learning if appropriate. Marking of written activities may also be marked in line with the marking for writing.

### **Equal Opportunities**

All marking of work is fair to every pupil regardless of race, gender or ability. All children, regardless of ability have the right to receive positive and constructive feedback. We strive to give children feedback, marking and responses, which are appropriate to their level of language and understanding. Where written feedback is not suitable for a child, we provide oral feedback. Pupils with SEND will often have feedback that relates to their individual targets.

### **Special Educational Needs**

At our school, we mark or verbally respond to children's work, whatever their ability. Marking is part of the feedback that children receive regarding the performance of their work in school. Through our marking, we provide learning review opportunities that enable all pupils to make progress. We do this by setting suitable improvement challenges and comments that respond to each child's different

needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is relevant to the child's needs.

### **Monitoring and evaluation**

The implementation of this policy will be monitored by the Curriculum coordinators, who will review children's work annually.

The success of this policy will be evaluated by considering feedback from pupils, teachers, teaching assistants, parents and OfSTED. The SLT will be responsible for conducting this review.

The review of this policy will take place in May 2025