



Ayios Nikolaos Marking and Feedback Policy

Review Date: September 2020

Date of Next Review: September 2021

Head Teacher: Mrs Sarah Baillie
SGC Chair: Lt Col S Clifford

Purpose of our Policy:

At Ayios Nikolaos Primary School, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We believe that children should be given feedback and also have their work marked in such a way that it is intended to improve their learning and self-esteem whilst providing opportunities for self-assessment. Constructive feedback and marking focusses on success and improvement against learning outcomes. It should help children to become reflective learners and to close the gap between current and desired performance. All members of staff, including Learning Support Assistants and Supply Teachers, are expected to be familiar with our policy so that it is applied consistently across each stage within our school.

Rationale and Educational Thinking:

We underpin our policy by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF 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

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have – and continue to – investigate a range of marking and feedback strategies that are alternative to onerous written marking. This has allowed us to develop a policy in line with the EEF's recommendations and those of the DfE's expert groups which emphasises that marking should be **meaningful, manageable** and **motivating**.

Key Principles:

Our policy has a number of core principles at its heart:

- 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
- feedback should empower children to take responsibility for improving their own work
- written comments should be accessible to the children according to age and ability
- feedback delivered closest to the point of action is most effective
- feedback is provided to both teachers and pupils as part of assessment processes in the classroom, and takes many forms
- marking and feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to children in lessons, allowing them to make good progress

- all pupil's work should be reviewed at the earliest opportunity so that it might impact on future learning

These principles allow us to make use of good practice approaches to ensure that children are provided with timely and purposeful feedback that furthers their learning. Also, 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 teacher evaluate the work that children undertake in lessons, and use information obtained from this to adjust their teaching. Feedback occurs at one the three common stages in the learning process:

- *Immediate Feedback* – at the point of teaching
- *Summary Feedback* – at the end of a lesson or task
- *Review Feedback* – away from the point of teaching (including written comments)

Immediate Feedback is likely to be most effective in driving further improvement and learning, especially for younger pupils.

Immediate Feedback:

- takes place in lessons with individuals or small groups
- is often given verbally to children for immediate action
- includes teachers gathering feedback from teaching, including carpet work, mini whiteboards, questioning etc
- may involve the use of support staff to provide support or further challenge
- may re-direct the focus of teaching or the task
- may include highlighting or annotations according to the marking code

Evidence of Immediate Feedback can be found during lesson observations/learning walks, some evidence of annotations, edits and improvements evident in books and pupil voice.

Summary Feedback:

- takes place at the end of a lesson or activity
- often involved whole groups or classes
- provides an opportunity for evaluation of learning in the lesson
- may take the 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, focussing on areas of need

Evidence of Summary Feedback can be found during lesson observations/learning walks, evidence of self and peer assessment and also may be reflected in selected marking (for example, the end of a unit).

Review Feedback:

- takes place away from the point of teaching
- may involve written comments 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
- leads to targets being set for pupils' future attention or immediate action

Evidence of Review Feedback can be found through acknowledgement of work completed, written comments and appropriate response/actions, adaptations to teaching sequences when compared to planning, assessment tools updated for all pupils and adaptations of future grouping based on need.

At Ayios Nikolaos Primary School, teachers and support staff mark and annotate children's work in blue or black pen. Children's edits and improvements will be completed in green pen. Supply teachers and support staff will initial any written marking or annotations that they make.

Further Strategies to Support Effective Feedback and Marking:

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

In Early Years Foundation Stage and Key Stage 1, review marking will mostly lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with the children at the next appropriate opportunity. This may include some short annotations on work.

In Key Stage 2, written marking and comments should offer meaningful guidance which it has not been possible to provide during the classroom session.

Where a child has achieved the intended outcome and is well prepared for the next stage of learning, the learning objective is highlighted.

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.

Improvements/suggestions will help a child to know how to make a specific improvement. There are three main types of improvement prompts:

- Reminder – most suitable for more able children, this simply reminds the children of what could be improved
- Scaffold/Extension – suitable for children who need either more structure than a simple reminder, or extension to deepen thinking and understanding
- Example – suitable for all children, but especially with children trying to close a gap in their learning. This prompt gives the child a choice of actual words or phrases

Corrections should be made based on children's individual needs. Where children have corrected or responded to feedback, an acknowledgement should be made.

Spellings:

Age related spelling (as established in the NC English Appendix 1) are addressed when marking books across the curriculum, together with subject specific vocabulary. Action is taken to ensure that children learn the correct spellings and do not repeatedly make the same errors. Action could be in the form of giving a child the correct spelling, challenging to identify the appropriate spelling rule, or self-correction.

Grammar:

Vocabulary, grammar and punctuation (as established in NC English Appendix 2) are addressed when marking books across the curriculum. All staff will address inaccuracies to ensure that children do not repeatedly make the same mistakes and to inform planning.

Monitoring and Review:

Monitoring of the quality and impact of feedback and marking will be undertaken by the Headteacher and Senior Leadership Team as part of the school's continuing self-evaluation programme. This will include the implementation of the principles outlined in this policy by all staff. Judgements will be made as to the impact of marking and feedback on pupil progress and attainment, together with impact on the self-esteem and engagement of pupils. These procedures will include gathering samples of children's work, observing the policy being implemented in the classroom and through pupil voice.

The performance indicators will be:

- improvement in children's achievement and attainment
- consistency in quality across phases
- participation of children in the marking and feedback process

We shall also update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy annually, or earlier if necessary.

Appendices:

Appendix 1 – Ayios Nikolaos Primary School Marking Code

Appendix 2 – Blooms Pyramid to support broadening and deepening of feedback and marking