



# FEEDBACK + MARKING POLICY

Approved On:	22 <sup>nd</sup> March 2022
Staff:	Headteacher
Notes:	Non-Statutory
Review Cycle:	3 years
<b>Next Review Date:</b>	<b>Spring 2025</b>

**Headteacher: Mrs. Kate Collins**



## **Introduction**

Sandfield Primary School has developed an approach to feedback and marking based on the Education Endowment Foundation document 'A marked improvement?' which explores the central role marking has within the role of a teacher and how integral it is to both progress and attainment. Previous research has proven that providing feedback is the most effective and cost effective method in improving children's learning. The purpose of our marking and feedback policy is to enable progress for all whilst maintaining a healthy work-life balance for all of our staff. The Department of Education 2014 Workload Challenge identified that 'marking was the single biggest contributor to unsustainable workload.'

See <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/written-marking/> for further information and research into the most effective forms of marking and feedback.

## **General Principles**

As a school, we believe that providing timely and frequent feedback will enable all children to make progress in their learning. It will serve as an opportunity to address common misconceptions, consolidate previous learning as well as providing opportunities for children to go beyond what they thought was possible. Our feedback will also be a time to celebrate children's learning, to empower children to take ownership for improving their work as well as maximizing opportunities for pre-emptive teaching. This will ensure that misconceptions and next steps are addressed in subsequent lessons.

## **Types of Marking and Feedback**

There are many types and alternatives to providing written feedback in books. Feedback and marking should not be viewed as one entity – they are entirely separate.

Alternatives to written marking include: -

- Lengthy summative assessments
- Acknowledgement that the work has been seen by an adult (tick, smiley face)
- Peer marking
- Self-marking
- Focus on editing skills; use of checklists and then self-correction
- Focus on effective vocabulary choices / sentence structure
- Verbal feedback
- Whole class feedback
- Group feedback
- Interactive feedback - use of technology
- Success criteria
- In the moment feedback / live feedback
- Individual live feedback

## **The Sandfield Approach**

The approach we use at Sandfield is to celebrate all children's learning to ensure they have a clear understanding of what they have done well, but also what they need to improve. Feedback and marking will take into account the needs of individual children.

## **Sandfield Expectations**

- Whole class feedback
- Live whole class feedback using Apple TV
- Individual feedback – in the moment
- Self-assessment using year group specific checklists (purple polishing pen)

- Peer- assessment to aid improvement (purple polishing pen)
- Whole class modelling to address misconceptions
- Teach children how to self-assess, identify errors and how to correct (use of Apple TV/technology)
- Teach children how to improve the quality of their writing

### **Expectations For Feedback and Marking**

- A feedback sheet to be completed across the week for writing and maths (kept in feedback file)
- A feedback sheet to be completed across each half term, which tracks the unit of work for all other subjects (kept in feedback file)
- Adults to use green pen following the Sandfield Marking code
- Maths – daily review of maths books must include a green mark of acknowledgment (tick, smiley face)
- When children self-mark, it should be done with a purple pen.
- In Y3/4 a balance of 2 Maths lessons per week can be self-marked using an answer sheet and the remaining 3 lessons marked by the teacher
- In Y5/6 a balance of 4 Maths lessons per week can be self-marked using an answer sheet and the remaining lesson marked by the teacher
- English - daily review of written work must include a green mark of acknowledgement (tick, smiley face)
- For all other subjects where there has been written recording there must be a green mark of acknowledgement (tick, smiley face)
- Sandfield marking code must be evident in all books

### **Sandfield Marking Code (All subjects)**

<b>Code</b>	<b>Purpose</b>
.	to indicate an error
//	New Paragraph
<b>wiggly line</b>	Not Clear

- Medium term planning needs to give adequate and focused time for children to respond to marking and feedback (agreed as a phase)

### **Teacher feedback and assessment opportunities to improve writing per half term**

2 x English - extended (1 x Seesaw, 1 x End of Phase Expectations)

1 x other subject; science and humanities (Evidenced on End of Phase Expectations)

### **Use of Tapestry/ Seesaw**

#### **Early Years**

Photographs of children’s learning from each prime and specific area across the week - post it note added. English and maths to have an individual photo and annotation

#### **KS1**

1 x half term a piece of extended writing will be uploaded and feedback given. Children are encouraged to look at this with their families at home

#### **Year 3 + 4**

1 x half term a piece of extended writing will be uploaded and verbal and written feedback given. Children are given time to listen to feedback and to then edit and improve using purple polishing pen.

#### **Year 5 + 6**

1 x half term a piece of extended writing will be uploaded and verbal and written feedback given. Children are given time to listen to feedback to then edit and improve using purple polishing pen. An element of the writing will be selected.

No other extended writing on Seesaw to be included for a feedback video.

**The Sandfield Feedback Sheet**

**English Weekly / Foundation half termly**

The Sandfield Feedback Sheet

<p>What went well (WWW):</p> 	<p>Even better if (EBI):</p> 	<p>Misconceptions:</p> 								
<p>SPAG Errors:</p> <table border="1"> <tr> <th>Error:</th> <th>Correction:</th> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Error:	Correction:							<p>Examples to be shared with class:</p> 	<p>Whole Class Follow Up Task:</p> 
Error:	Correction:									
<p>Spelling:</p> <p>Spelling is difficult-challenging-hard.</p>	<p>Presentation:</p> 									
	<p>1-2-1 You can put your work under the visualiser and we will complete feedback together (Names)</p>									

**Maths feedback sheet example**

Topic -		Misconceptions	Manipulative use to aid concept
Praise	Concerns		
Action to be taken		Intervention groups?	Pres - date/LO/ruler/dig per sq
SPAG/vocab (maths keywords/phrases)			
Absent/Incomplete/missing work		Follow up PURPLE task	
Mon		To plan into next week...	
Tues			
Wed			
Thurs			
Fri			

## **Finally**

Remember that feedback and marking should not be time consuming and physical marking should be limited in books. All feedback and marking given needs to be purposeful, move learning forward and have an impact.

**Effective marking and feedback involves the child at all times.**

## **Presentation**

- ✓ All adults to use green pen if a comment is needed in a child's book.
- ✓ Adults and children, including EYFS from the summer term, to use a cursive joined up handwriting style
- ✓ Black handwriting pens to be used for all subjects apart from Maths. By the end of Year 2, it is expected that children will be writing in pen.
- ✓ Children are to edit using a purple polishing pen.
- ✓ Pencil is to be used by all children when recording in Maths as well as when drawing tables, charts and graphs in science, history and geography.
- ✓ A margin is to be drawn down the left hand side of each page in Maths books (2 squares wide) in KS2
- ✓ Children to record one digit and symbol per square when recording in Maths.
- ✓ Decimal points to be recorded on the line between digits.
- ✓ Long date is to be written in English and topic books.
- ✓ Short date is to be written in maths.
- ✓ Learning objectives should be shared with all children.
- ✓ Words children should know how to spell in each year group to be addressed by an adult and children to practise spelling the identified word.
- ✓ Paragraphs to be shown by leaving a line.
- ✓ New page to be used for extended pieces of writing only. Short date to be put in margin when continuing writing the next. day.