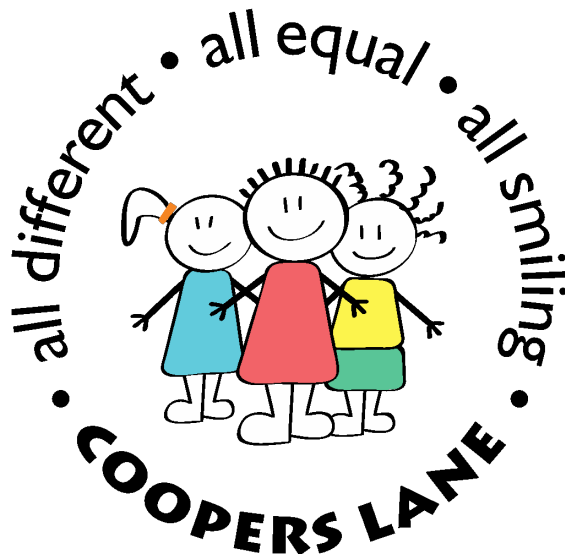


# Coopers Lane Primary School



## Feedback and Marking Policy

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# A Coopers Lane Learner...



## Rationale

*'Feedback is one of the most powerful influences on learning and achievement'* (Hattie and Timperley 2007)

*'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'*  
(Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

*'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'* (Report of the Independent Teacher Workload Review Group)

All forms of marking and feedback are crucial to the success of children. It is used to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections.
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt.
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Coopers Lane has investigated alternatives to onerous written marking, and collaborated with other schools who have already implemented effective feedback policies, in order to create this policy 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 National Centre for Excellence in Teaching Mathematics that the most important activity for teachers is the teaching itself, supported by the planning and preparation of the lessons.

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## 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 the 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 the 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 the later date;
- feedback is provided to both teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is 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 pupil's 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

At Coopers Lane we believe that the process of marking and offering incisive feedback should be provided in the moment. It is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed. Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets. Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly. Careless mistakes will be marked differently to errors resulting from misunderstanding. All staff will note errors that are made by many children and use them to inform future planning. Teachers and teaching assistants will make and distinguish between mistakes and errors. An error occurs when answering a question that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child.

At Coopers Lane Primary, the 'In the Moment' marking approach is adopted to enable all children to receive effective and instant feedback to feed forward. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive encouraging a Growth Mind-set, resilience, striving for accuracy and children's learning efforts.

Marking in the moment, in the form of ticks to indicate correct answers across the school curriculum and areas for improvement, or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation.

Type	Purpose
<b>Marking/feeding back in the moment</b>	Intervention marking within the lesson to prompt deeper thinking and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid- lesson adjustments or written feedback where misconceptions are remodelled or challenges provided.
<b>Improvement marking</b>	Verbal feedback will be given to the children and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning.
<b>Self-assessment and peer assessment</b>	Autonomy is given to the children. Success criteria are used to comment on the attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward. Teachers will acknowledge the marking completed by the children
<b>Learning Acknowledgement</b>	All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome.

## 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.

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In Key Stage 1, review marking will only 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.

Children who are at the early stages of writing, maths and mark making, will have photographs of their learning in their books. These should be annotated with quotes from the children during the task and also with a comment about how they found the learning e.g. 'they were able to .... independently', or 'this element was challenging'. These annotations will be used to inform future planning and activities. Where appropriate, an area of focus may be identified to work on in the next sessions.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered where it has not been possible to provide this 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 of learning, the learning objective is highlighted. Where a child needs further consolidation of the learning, the learning objective will be partially highlighted.

In most cases, written comments will be focused 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.

Supply teachers are expected to mark in line with the school policy where appropriate, ensuring the Supply Teacher stamper has been used.

## **Self-Reflection**

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. From Year 2 upwards, at the end of most English and Maths lessons, the children write self-reflection comments or use smiley faces to show how they feel about their learning in that lesson. In Key Stage 2, sentence stems are provided by the teachers to support these reflections. In KS2 Maths, the children usually self-mark after 4/5 questions to see if they are ready to move on to the next challenge or need a little bit more help. They then need to find their errors and correct their mistakes (supported by an adult if needed). The teachers still look at these books every day.

## **Marking codes**

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 the use of highlighters and symbol 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.

Annotation	Meaning		
	Work that demonstrates that a pupil has met an element of the success criteria, demonstrated a particular skill or achieved the intended outcome.		
	Sometimes used for specific work that needs further attention, or displays an error or misconception (e.g. poor word choice, punctuation error or specific error in a calculation, etc.)		
	A section of written work that needs further attention and possible redrafting. Used mostly in Upper Key Stage 2.		
P	Punctuation error	sp	Spelling error
CL	Capital Letter needed	FS or .	Full stops needed
T	Supported by the teacher	I	Worked independently
TA	Supported by a Teaching Assistant	NN	Supported by a Nursery Nurse
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"> <p style="margin: 0;"><b>Marked by Supply Teacher</b></p> </div>		Lesson was taught and marked by a supply teacher.	