



Eyton Church in Wales V.C. Primary School

Feedback and Marking Policy

Rationale

At Eyton Church in Wales V.C. Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning. Our policy is underpinned by the evidence of best practice from The Visible Learning Project with Prof. John Hattie and other expert organisations.

The Visible Learning Project, Prof. John Hattie's 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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Welsh Government's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated ways to provide effective feedback in line with the Estyn's recommendations and those of Gareth Coombes which emphasise that marking should be: Meaningful, manageable and motivating. It is vital that we, as teachers, demonstrate, to pupils, how to respond to comments or improvement prompts in their work.

Modelling, at all levels and in all classes will ensure pupils respond appropriately with sufficient thought and effort to make a difference in their work. Over time, children's responses will mature although the highest expectations should extend to corrections, improvement prompts and additional challenges.

Feedback, feed-forward 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. Effective feedback is an important part of the learning process which can be:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher or complete an additional challenge

4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

5. Remote learning feedback- For those children learning remotely guidance and comments will be shared via SeeSaw or Purple Mash.

All work should be dated and have a learning objective as a standard.

These practices can be seen in the following table:

Type	What it looks like	Evidence
Immediate feedback	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of an adult to provide support of further challenge • May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Book monitoring
Summary feedback	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of self – and peer-assessment • Quiz and test results may be recorded in books or logged separately by the teacher • Teacher marking to be done in green pen.
Next lesson feedforward	<ul style="list-style-type: none"> • Challenge activity, if appropriate, highlighted • Corrections completed independently or through verbal feedback with an adult or peer 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Evidence in books of pupils editing and redrafting their work in purple polishing pen
Summative feedback	<ul style="list-style-type: none"> • End of unit quiz or test to check understanding • Application of skills task eg through problem solving and reasoning questions 	<ul style="list-style-type: none"> • Book monitoring • Lesson observations • Learning Walk • Test/quiz scores

Remote learning feedback	<ul style="list-style-type: none"> • Finished and then returned to the relevant member of teaching staff who will make a comment based on learning. • Comments made by staff are supportive, appropriate and within the time frame of work submitted. • Completed to the best of the pupil's ability including presentation. • Must be the pupil's own work. • Teaching staff will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased. • Teaching staff will monitor the academic progress of pupils accessing remote learning via SeeSaw or Purple Mash • Teaching staff will monitor the academic progress of pupils with ALN and discuss additional support or provision with the ALNCo if necessary. 	<ul style="list-style-type: none"> • Lessons/activities/quizzes accessed via SeeSaw or Purple Mash • Comments from parents via SeeSaw or Purple Mash • Comments on pupils' work made via SeeSaw or Purple Mash from teaching staff • Checking in phone calls.
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Each member of staff (including student and supply teachers) must use the marking guide, on the next page, to support them in sharing Feedback/Feed-forward effectively with children as part of the learning process.

All work to be marked in green biro.



Eyton Feedback Feed-Forward Marking Scheme

Brilliant work or 😊 or ★	Highlight something done very well
TT PS	Teacher Talk: impact of Pit Stop/mini-plenary
T	This is your target and how well you are progressing towards your target.
There °	Wrong word used OR try to find a better word, (use a thesaurus).
	Spelling mistake, please use a dictionary or an ipad to check.
Λ	Missing word. Write a little, read a little, does it make sense?
PPP	Use a purple polishing pen to improve your work.
© or •	Check and correct your work or answer, (in mathematics and numeracy)
[]	Paragraph
NT	Next time please remember to...
✓✓	You have done something specific, well or met your target
α	Use a PPP to add your punctuation
hp	
When I am pleased with my work I will _____	