

The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.

The audience for the marking is the children.

Importantly, we need to remove a particular frequency of marking and in its place, promote marking that is proportionate to curriculum time. We need marking episodes that are meaningful and motivational for the student and manageable for the teacher.  
(@TeacherToolkit 2018)

‘The quantity of feedback should not be confused with the quality.’ (Eliminating unnecessary workload around marking March 2016)

‘...next lesson feedback had a positive impact on student progress compared to slower feedback. (EEF, 2016)

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Formative assessment has a positive impact on student achievement in mathematics, reading, writing, social science and foreign languages (AERO,)

Following the agreed policy and its systems consistently will ensure clear procedures in use throughout the school, and provide clear information to pupils, parents, and all classroom staff.

**Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students’ learning. (EEF, 2021)**

At Spaldwick Primary School, we recognise and understand the integral place of high-quality feedback within the teaching and learning cycle. We are mindful of the growing body of 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 Education Endowment Fund (EEF), DfE (2016) and other expert organisations. The EEF state that effective feedback:

- has a **high impact on learning outcome**
- **focuses on the task, subject and self-regulation strategies**
- provides **specific information on how to improve.**
- can be effective **during, immediately after** and **some time** after learning.
- can **come from a variety of sources** ... from teachers and peers
- feedback should not be limited exclusively to written marking

- verbal feedback show slightly higher impacts overall (+7 months).
- that it is important to give feedback when things are correct – not just when they are incorrect.
- may **focus on a task, subject** and **self-regulation** strategies.

### **Marking & feedback should:**

- ✓ Provide specific, accurate and meaningful timely feedback to the child;
- ✓ Inform future planning of lessons and adaptive teaching approaches;
- ✓ Enable the teacher to record progress related to learning objectives;
- ✓ Be relevant – sometimes written marking is not necessary.
- ✓ Be for the sole purpose of improving children’s learning
- ✓ Relate directly to the learning objective.
- ✓ Encourage and support further support
- ✓ Put the onus on the students to correct, and learn from, their own mistakes
- ✓ Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons
- ✓ Be manageable for both the child and the teacher

### **Our feedback cycle:**

Our cycle aims to make use of good practice approaches from the EEF and DfE to ensure children are provided with relevant, purposeful and timely feedback which furthers their learning in a motivating and supporting way. Our cycle enables teachers to gather assessments that enable them to adjust their teaching both within and across a sequence of lessons. In doing so, teachers evaluate the work that students produce, using this information to inform, adjust and guide teaching.

### **Progression of feedback:**

While our aim for feedback remains consistent across school, the type of feedback given may vary depending on the age and, or individual student. For example, research shows that the most effective feedback given to younger pupils (EYFS and Year 1) is predominantly immediate, verbal feedback. However, through school a range of different feedback approaches will be used, with the teachers making a professional judgement on which would be most effective and when.

### What it looks like:

Immediate	<ul style="list-style-type: none"><li>• Takes place during a lesson with individuals, groups or a whole class</li><li>• Includes the teacher and/or teaching assistant gathering assessments from their teaching and students' learning</li><li>• Often given verbally and requiring immediate action</li><li>• Praises efforts and contributions</li><li>• Will involve the teacher and/or teaching assistant providing support or challenge</li><li>• May redirect the teaching or task</li></ul>
Responsive (same day catch-up)	<ul style="list-style-type: none"><li>• Takes place after the lesson or activity</li><li>• May take places with individuals, groups or as a whole class</li><li>• Readdresses knowledge from the lesson or activity</li><li>• Addresses misconceptions or missing prior knowledge</li><li>• Often given verbally with time then provided to rehearse knowledge immediately</li><li>• May be given by a teacher and/or teaching assistant (based on guidance from the teacher)</li><li>• Elements of the students' responses are recorded in their books to show progress over time</li></ul>
Summary (feedforward)	<ul style="list-style-type: none"><li>• Identifies key strengths and misconceptions for the whole-class as well as specific misconceptions of subgroups</li><li>• Involves scrutiny of the students' work at the end of a single lesson, sequence of lessons or unit</li><li>• Takes place during the following lesson</li><li>• May involve allocating time for rehearsal of the knowledge or editing based on the feedback given</li><li>• May involve peer support</li></ul>
Marking Codes	S = Support given (this may feature initials if this was not the class teacher)

### Purple Polishing Pens:

The EEF found that, '*Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.*' Therefore, when making corrections or editing their work, students will:

✓ edit and improve their work immediately when verbal feedback is given

✓ be given dedicated time to respond to feedback using a purple pen

### Why we don't mark:

The DfE review paper, 'Eliminating unnecessary workload around marking' highlighted "that marking had become a burden that simply must be addressed" (2016). Written marking has a huge opportunity cost attached to it and we would prefer teachers spend that time planning, resourcing and creating the best, high quality lessons.

**How we monitor:**

- ✓ Book looks
- ✓ Sharing books during staff meetings
- ✓ Drop ins
- ✓ Pupil voice
- ✓ Moderations
- ✓ Planning
- ✓ Interventions