



Feedback and Marking Policy

March 2023

By providing our pupils with the opportunity to reflect on and evaluate their learning journey, we are enabling them to become informed, confident contributors who understand themselves as life-long learners. They are able to make choices about their learning and share their voice in how they move forward.

Our pupils have the right to receive high-quality feedback that supports them in their learning journey, and acknowledges and celebrates their successes (Article 6, 12, 13, 28 and 29)

Oldcastle Primary School is committed to ensuring the opportunity for every child to develop the Four Purposes of the Curriculum for Wales and embedding the United Nation Conventions on the Rights of the Child.

Our Values and Mission - Inspire, Motivate and Educate

At Oldcastle Primary School, we recognise the importance of marking and feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We embrace opportunities to learn from and improve our experiences, skills and knowledge and continually aim to embrace a culture of learning together.

We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Notably, the research into teacher workload has highlighted written marking as a key contributing factor to workload. Expert groups suggest that marking and feedback should be: **meaningful, manageable and motivating**.

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:

- 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

Our policy on marking and feedback has at its core a number of principles. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit 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.

Therefore:

- ➔ 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;
- ➔ Written comments should only be used where they are accessible to students according to age and ability;
- ➔ Feedback delivered closest to the point of action is most effective, and as such feedback and feedforward delivered in lessons is more effective than comments provided at a later date;
- ➔ Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- ➔ All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it will sometimes be acknowledged in books, but may also be in verbal form;
- ➔ Feedback is a 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

What is feedback, feedforward and marking, and how do they differ?

Feedback is a strategy to inform the pupil what they have done well. Feedback can be provided by the teacher and peers.

Feedforward is a strategy to enable the pupil to make changes, improve their work or edit something to make improvements and progress. Feedback can be provided by the teacher and peers (examples in appendix 4).

Marking is the purposeful act of assessing pupil's work in written form. This is usually completed by the teacher, but can be completed by the pupil or their peers. Marking can provide the teacher with an assessment of how the pupil has progressed.

What does feedback and marking look like in practice?

*** Non-negotiable expectations ***

Type of feedback	What does it look like?
Immediate	Work on whiteboards/ tables Often verbal for immediate action ***May redirect the focus of the teaching or task set*** ***Make annotations following our school's marking code*** Completed with the child and is quick Identification and addressing of misconceptions - agree/ build/ challenge
Summary	***At the end of a lesson or activity (pit-stops/ mini plenaries) *** Opportunity for evaluation of learning Peer or self-assessment (green pens/ pencils)
Review	Takes place away from the learning ***May involve written comments for pupils to respond to*** ***May lead to targets being set for pupils*** Provides opportunities for assessment ***Leads to adaptation of future teaching plans***

The stages are deliberately ordered in priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils.

Teachers are encouraged to share good practice in year teams, across progression steps and as a whole-staff team so that tried and tested approaches that are both effective and efficient can be learned and embedded. This may include advice about how to use time within the school day to provide feedback as well as looking at examples of marking that were useful for the children as well as time efficient.

It is important to remember that some pieces of work can be 'marked in-depth' and some cannot. It is recommended that all classes employ a balance of teacher and LSO (verbal or written) feedback as well as peer- and self-marked/ assessed work.

Peer and Self Assessment at Oldcastle

The development of effective self and peer assessment can take time and effort. However, we aim to fully embed these approaches into teaching and learning. We recognise that these approaches can be particularly effective in motivating pupils to move forward in their learning. Prompts to aid self and peer assessment can be found in appendix 1. Voice 21 techniques and the continuum of self and peer assessment should be used when pupils talk and respond to one another. Examples of these can be found in appendix 2 and appendix 3.

What does effective peer assessment look like?

At Oldcastle, we encourage our learners to understand what they are learning and how this fits into the 'bigger picture'. Peer assessment is a student-centred assessment approach that allows students to develop a deeper insight into the quality of their own work through the assessment of peers' work. Students take responsibility for assessing the work of their peers using the assessment criteria.

Peer learning is closely aligned with peer assessment, since during the process of assessing, reviewing and feeding back on each other's work, students are also learning from and with each other – this is assessment *for* learning NOT assessment *of* learning.

Peer assessment and peer learning should be planned carefully into the sequence of learning and purposeful in its design. Teachers should model peer assessment and how to engage in this effectively.

Peer feedback and assessment supports collaborative learning and enables all pupils to participate within the lesson. It promotes discussions about learning and encourages pupils to become active participants in the learning community. (Adapted from Spiller, 2012)

What does effective self-assessment look like?

Self-assessment is a skill that pupils should be taught how to do well to aid their reflective responses. During self-assessment tasks, teachers should:

- ➔ Model how to self-assess work, for example talking aloud as they assess a piece of work
- ➔ Provide a clear intention, criteria or framework for pupils to assess against
- ➔ Allow time for reflection of the learning process
- ➔ Provide opportunities to edit and improve work following self-assessment.

The strategy of self-assessment is a powerful tool to enable pupils to gain a good understanding of where they are in the learning process. It also enables learners to understand what they need to do to move their learning forward.

Further information about self and peer assessment can be found within this video link, where Dylan Williams explains how to successfully implement both strategies within the classroom:

<https://youtu.be/YtP4X5Vls9Y>

Marking Codes

At Oldcastle, we adhere to the following codes when marking and providing feedback within pupil's work.

A colour-coding system will be used to demonstrate where pupils have acted upon or edited their work as a result of teacher marking and feedback.

- All staff mark in purple pen
- Pupils self-mark, correct, edit and improve their work with green pen, where appropriate
- Supply teachers mark in black pens
- Pupils in Year 3 to Year 6 (where applicable) will write in blue pens
- Pupils in Nursery to Year 2 will write in pencil

Pupils will be encouraged to put one straight line through mistakes and correct their work using green pens, demonstrating progression in learning. **Rubbers should not be used.**

The following marking and feedback codes are used across the school to aid in a consistent approach:

Marking Codes at Oldcastle Primary School			
  Independent/ Supported	 Punctuation		
(underneath word or sentence)  Unclear meaning	 Capital Letter	 Verbal Feedback	 Correct
 Spelling error	 Missing word	 New paragraph	 Incorrect
	Green highlighter used to make pupils aware of areas for improvement. Green highlighter to prompt pupils to respond where necessary.		
	Pink highlighter used sparingly to make pupils aware of aspects of work that is of a high-standard or achieve the Learning Intention particularly well.		

Mathematics and Numeracy

Correct answers will be ticked and incorrect answers will be dotted. Where appropriate, teachers will provide a Green for Growth prompt.

What are pupil expectations to respond to feedback and marking?

Pupils will be provided with the opportunity to respond to marking and feedback at the beginning of the lesson to which it relates. Teachers will provide a range of feedback to pupils using the marking codes above, or by providing prompts. For example:

- Reminder prompt - the simplest form of prompt and refers back to the learning intention and success criteria
 - E.g. Can you use adjectives to tell me more about what type of monster he is?
- Scaffold prompt - provides further support. This may take the form of a question of short cloze passage
 - E.g. Change 'bad' for another word to make him sound even scarier. He was a _____ monster.
Or in maths: Instead of $25+25+25$, you could do $25 \times \underline{\quad} =$
- Example prompt - this is the most detailed support and gives children examples from which to choose
 - E.g. Instead of the word 'bad', try using: terrifying, ferocious or spine-chilling
Or in maths: Try using multiplication to solve the repeated addition problem.

Marking Approaches

All work will be acknowledged in some form by class teachers, whether this is a written comment, verbal feedback or a book look after the lesson by the class teacher. Pupils should feel that every piece of work they produce has been valued and assessed by the teacher through one of the approaches listed above (Immediate/ Summary/ Review).

When focusing on pupils working within Progression Step 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 should be shared verbally with children at the next appropriate opportunity.

In classes focusing on Progression Step 2 and 3, written marking and comments should be used where meaningful guidance can be offered.

In the case of groups of pupils having a common need or misconception, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment to individual pupils. This should be evidenced within the 'Evaluation' section of planning documentation.

Where a pupil has achieved the intended outcome and is well-prepared for the next stage in learning, a comment may not be needed in books. These will allow pupil's achievements to be recognised and provide further guidance for future learning.

How will pupils work be marked in digital form?

At Oldcastle Primary School we are fortunate to work using digital devices regularly. Where pupils produce work using Chromebooks, SeeSaw or other devices, marking and feedback should continue to be provided.

There are a number of ways that digital work can be marked or feedback provided:

- Use of Mote - a voice recording tool to provide oral marking and feedback
<https://www.mote.com/> QR codes can be printed to stick into pupil books
- Use of Loom - a video and audio recording to provide whole-class feedback
<https://www.loom.com/>
- Google Classroom comments - written comments associated with pupil work



- SeeSaw - comments can be provided in written or oral form alongside pupil work

Additional Learning Needs and Universal Provision

It is recognised that some pupils may require a different approach to marking and feedback. Marking and feedback should be provided with the needs, age and stage of the pupil in mind. For example, a Year 6 pupil may be unable to access written feedback and oral feedback may be the preferred option.

Related Policies

- Assessment Policy (to be written)
- Curriculum Statement (website)
- Equal Opportunities Policy (BCBC)

Appendix 1

I liked

I learned...

I think I will...

I never knew...

I discovered...

I was surprised...

I still wonder...

I have learnt....

You could make your work better by

Have you thought about.....

If we look at the success criteria we can see.....

Next time you could.....

Next time I could.....

I now know.....

I found..... difficult because.....

I solved..... by.....

The best example of is

I like the way you.....

..... is effective because.....



Talk Tactics

voice21

Talk tactics

encourage students to think strategically about their contributions to group talk



Instigate

Present an idea or open up a new line of enquiry

Start by saying:

- I would like to start by saying...
- I think....
- We haven't yet talked about...



Clarify

Asking questions to make things clearer and check your understanding

Start by saying:

- So are you saying...?
- Does that mean...?
- Can you clarify what you mean by?



Probe

Dig deeper, ask for evidence or justification of ideas

Start by saying:

- Why do you think...?
- What evidence do you have to support X idea?
- Could you provide an example?



Summarise

Identify and recap the main ideas

Start by saying:

- So far we have talked about...
- The main points raised today were...
- Our discussion focused on...



Challenge

Disagree or present an alternative argument

Start by saying:

- I disagree because...
- To challenge you X, I think...
- I understand your point of view, but have you thought about...?



Build

Develop, add to or elaborate on an idea.

Start by saying:

- Building on X's idea...
- I agree and would like to add...
- X's idea made me think...

Appendix 3

	Self-Assessment	Peer Assessment	Context
Nursery	Self-evaluation record made per term.... using related pictures, teacher scribes pupil responses to “what are you good at?”, and “What do you need to practise more?” Smiley faces used to indicate a self-selected piece of learning with <i>why</i> they liked it recorded. Oral use of “learned” - What did you learn today?	Teacher models being kind with sentence stems related to good learning. “It’s a lovely picture because...” “You have really tried hard and (been able to do it....) when ...” Pupils encouraged to verbally praise the learning of others.	Focus on practical activities, pictures.
Reception	Introduce the concept of Success Criteria (WAGOLL) ‘What A Good One Looks Like’. Ensure all teacher feedback is against the WAGOLL. Teacher models and frequently provides sentence stems with Success Criteria for pupils to verbally and specifically describe WWW (What Went Well). Teacher scribes pupil responses. Teacher uses own learning to model EBI (Even Better If) and develops language pattern with <i>what specifically</i> needs to improve. Teacher discusses EBI with pupil and pupils makes changes that show progress.	Teacher models and encourages discussion as pupils use WAGOLLs to specifically identify what is good about other pupils’ learning. Teacher emphasises being <i>kind</i> and <i>specific</i> (two of the three Principles of Critique).	Focus on practical activities, pictures/ models.

Year 1	Teacher reminds about WWW. Pupils begin to use the success criteria to specifically identify WWW in own learning. Through the sharing of a WABOLL (What A Bad One looks Like), the teacher supports pupils in specifically identifying EBI (against success criteria). Teacher models sentence stems with' <i>how I learnt today...</i>' Pupils complete sentence as above.	In focussed groups, teacher supports pupils' use of WAGOLL to <i>specifically</i> identify what is good about other pupils' learning, including written work-discussion only. In teacher selected pairs, pupils verbally identify WWW in peers' learning, being kind and specific.	As above and including Group write, led by teacher. With pupils' own writing in focus tasks.
Year 2	Pupils verbalise the teacher's validation of the successes in their learning i.e. they can say specifically why something has been highlighted or double ticked by the teacher. For short tasks, pupils use agreed recording system to show WWW in own learning. In teacher-led discussion, pupils discuss and respond to EBI. Teacher models Feedforward with <i>Where, What and How</i>. With prompts, pupil describe <i>how</i> they learnt well and what were the effective strategies they used.	Teacher provides pupils with the specific focus of assessment, and pupils verbalise where they find successful examples of this in their peers' learning. This should be throughout the learning process and not just towards the end. The WWW is expressed specifically and with thoughtfulness, using the three principles of critique- <i>kind, specific and helpful</i>.	For peer assessment best done in practical activities.
Year 3	For short tasks, pupils specifically identify WWW through prompts from such things as washing lines/checklists etc. Pupils provide an EBI which the teacher quality assures for accuracy.	Using such things as checklists, peers accurately identify WWW in their partner's work. They are always kind, and specific. Pupils discuss together ideas for making their learning even better. The teacher checks this. They begin to improve their learning as a result.	Peer assessment best done in practical activities, introduced to written work.

	With prompts, pupil describe <i>how</i> they learnt well, what enabled this and what was more difficult about their learning.		
Year 4	With independence pupils accurately identify WWW for longer tasks. During their learning, pupils accurately identify an EBI with <i>Where</i> the improvement is needed, <i>What needs to be done</i>, and <i>How</i> it can be done i.e. what can provide support. and take action that improves their learning. With limited teacher involvement, pupils describe <i>how</i> they learnt well, what enabled this and what was more difficult about their learning.	With their talking partners, peers are able to discuss the WWW in each of their learning, finding similarities and differences. Simple recordings are made of this. EBI relate directly to the Success Criteria. The content indicates <i>what</i> needs to change and <i>where</i>. The teacher confirms the accuracy and provides support for <i>how</i> to do it. With teacher involvement, EBIs are acted upon.	Peer assessment is common in all learning including written work.
Year 5	During their learning and towards the end, pupils accurately self-assess their learning, against the success criteria, including extended pieces. They improve their work throughout the learning process. They know how to improve the learning by reflecting on the success criteria and can explain the choices they made. Pupils reflect well on the strategies they used, accurately identified what worked well and what did not. Also, what they would do differently.	EBI relate directly to the Success Criteria. The content indicates <i>what</i> needs to change, <i>where</i> the change should be and <i>how</i> to do it. The teacher confirms the accuracy and provides support for how to do it. EBIs are responded to consistently and well. Pupils discuss the strategies that they used in their learning.	Context now includes the 'how' of learning.
Year 6	Self-assessment is an implicit practice. The teacher's role increasingly becomes one of quality assuring the accuracy of the self-assessment. EBIs are thoughtful and have a great impact on improving the quality of the learning and pupil progress.	The teacher's role is minimal, usually quality assuring the accuracy of the peer assessment consisting of WWW and EBI. Pupils work successfully with a wide range of peers. As a result, they make changes to their learning that show good progress. Pupil to pupil dialogue is common and highly effective.	Pupils confidently talk of assessment in all parts of school life, and beyond the school.

	Pupils are able to review their strategies used with accuracy. Pupils give high quality feedback and feed-forward to teachers!	Critique is an embedded feature. Pupils discuss the strategies that they used in their learning in terms of helpful ones and ones that were less effective and are able to identify why.	
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Appendix 4 (Feed-forward across AoLEs)

What was easy? What was hard ? Why?

What were the easiest/hardest success criteria?

What tips would you give for....?

When did you persevere?

When did you show resilience?

Which is your favourite part of your learning? Why?

What would you do differently next time?

How did learning with others help you?

When did learning with others not help?

What are you proud of?

What would you like to do next with this topic?

How much progress did you make?

My best progress was with_____

My progress was less in_____ because_____

I got stuck when_____ I got unstuck by_____

I was surprised when_____

I did not expect_____

As a result of this topic I will now do these things_____

Create a 280 character tweet about your learning.

Effective strategy feed-forward for all AoLEs