



Talavera Infant School – Effective Marking and Feedback Policy
Aims to maximise progress and support pupils in becoming confident learners.

<i>Policy Type</i>	<i>Reviewed by</i>	<i>Approved on</i>	<i>Review cycle</i>	<i>Next review</i>
Curriculum	Children and Learning	March 2025	2 years	March 2027

This policy should be read in conjunction with the following school policies:

- Special Educational Needs
- EAL

Marking and Feedback should: *‘Have a high impact on positive attitude’*

Purpose of feedback

The evidence from EEF (Education Endowment Foundation) and others suggests that effective feedback meets the following criteria:

- Redirect or refocus the teaching to ensure the goal is achieved
- Refocus the pupil to ensure the goal is achieved
- Be specific, accurate and clear
- Minimise vague comments
- Recognise effort and progress
- Provide specific guidance on how to improve
- Be targeted to ensure all pupils make good or accelerated progress

Core principles

- The sole purpose of feedback is to promote pupil progress
- Progress is aided as a result of effective feedback, there should be no suggestion that marking and feedback is an end in itself.
- Written comments should be accessible to the children according to age and ability.
- Feedback stamps and codes fall within this policy, provided the children understand the coding system.
- The most effective feedback is that given at the point of recording by pupils. Therefore, it follows that feedback given during lessons is more effective in many cases than comments made after the lesson.
- Feedback should be given at the earliest opportunity so that it can impact on future learning.
- Where there is an extended piece of writing or where new skills are being used independently, there is a benefit to an in-depth marking of the work

Three types of feedback

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments if necessary)

Type	What it looks like	Evidence (for observers/monitoring)
Immediate	Adults using questioning and circulating during independent work to gather assessment data. Takes place during the lesson with individuals, small groups or the whole class. Often given verbally for immediate impact. May redirect the teaching sequence or refocus the children on the learning and task. May include marking using codes and highlighting or notes taken in the teacher's mark book.	Lesson observations and learning walks. Speaking to pupils. Some evidence of marking in books. Evidence of progress and reduction in repeated errors over time. Evidence of response to feedback or planned time to support catch up.
Summary	Takes place during mini plenaries or at the end of a task or lesson. Often involves groups of children or the whole class. Provides an opportunity for evaluation and improvement of their work by pupils immediately. Self- or peer-assessment against agreed criteria. May lead to changes to the next lesson.	Lesson observations and learning walks. Catch-up interventions-recorded in books. Evidence of self- and peer-assessment in books. Evidence of purple pen improvements. TIP notation (to inform planning) would be reflected in the teacher's mark book.
Review	Takes place away from the point of teaching. May involve written comments or annotations for pupils to respond to. May involve whole-class feedback following completion of a class mark sheet. Dedicated lesson time for pupils to action comments or hear and respond to whole class feedback. A balance of modelled examples, prompting and extending comments. Class mark sheets provides detailed AfL for teachers to use in future planning. May include targets for individual pupils. May lead to amendments to groupings, tasks or teaching sequences.	Written comments following the marking policy. Pupil responses to marking comments. Lesson walks and observations. Reflections in annotations to planning and different tasks in books matching those annotations. Changes in pupil groupings.

Examples of when to use types of Feedback

	Writing	Maths	Non-core subjects
Feedback	<u>Features, text emersion lessons.</u> Largely immediate feedback. <u>Sentence work, SPaG skills</u> Summary & review feedback to consolidate and extend learning. <u>Planning, drafting and editing</u> Immediate feedback where possible. Largely self- and peer assessment. A greater independence of self-correcting and improving. <u>Final write of text type</u> Review mark leaving further targets/ points for improvement.	Immediate feedback given during all lessons where possible. A balance of self- and peer assessment. A greater independence of children self-marking and correcting where appropriate. Regular use of whole-class feedback sheets and 'Same day catch up' process.	Marked to the same standard as any other lesson. A balance of self- and peer assessment. Feedback to be given in relation to GPS errors as well as the subject content of the work.

Self-Evaluation and Success Criteria

Success criteria is used (where appropriate) to help scaffold the children's learning. Different types of Success Criteria are used, these are:

- Procedural - A set of instructions on how to complete a task/calculation.
- Outcome - These are features that describe success, i.e. effective description, recording steps in problems, using 3rd person.
- Foundation- A set of requirements that children should adhere to without constant reminders e.g. neat handwriting, use correct formation, place-value etc.

Self-Assessment

When children are able to, they are asked to reflect on their own learning. The children are asked to consider how well they think they have achieved against the learning objective and the success criteria. Self-assessment is not about how much they enjoyed the lesson. The children are asked to colour one of the following facial representations to display their reflections.

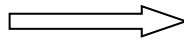


- I think I have achieved my learning objective.
- I think I have achieved most of my learning objective, but I still need further help or practice
- I think I need lots more help or practice to achieve my learning objective

Talavera Infant School marking code

Green for good

Pink for think

 Next step

 Target met

 Target partially met

Symbols for support given: All work to be initialised by teacher/TA

I = independent work

TA = Teaching Assistant supported

VF = Verbal feedback

SC = Self Corrected

DS = Dictated Sentence

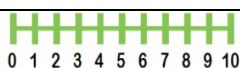
S = support

GD = greater depth

S+ = lots of support

KS1 LO

Learning Objective:						
	I	S	S+			
ABC		.				Initials:

Learning Objective:						
	I	S	S+			
						Initials:

In the Foundation Stage, the following symbols are also used: All work to be initialised by teacher/TA

Pink highlighter

CI = child initiated

I = Independent

AL = Adult led

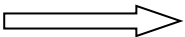
S = Supported

Target

S+

Next Step

S++



Whole class feedback recording sheet

Lesson:	Date:	Class:
Work to praise and share Names of children and reason for sharing work • Share useful methods, challenging questions, finding other ways to solve, well presented work • Children who have responded well to teacher marking, corrected a mistake • Creating own examples of learning • Clear representations	Need further support Names of children, specific issue and when to be addressed • Children who need further support with lesson concept • Name children who need scaffolding or intervention Same day interventions are a useful way to address these issues	
Presentation Make notes of both positive and negative presentation issues • Handwriting errors • Examples of mathematical calculations presented clearly • Work stuck in neatly and dated	Common errors List of errors made • Common misconceptions noted from review marking • Spelling errors • Reversals • Pink pen Amend during response to feedback time and/or same day. Include the above as introductions to new lessons.	
Misconceptions and lesson notes Issues and names of individuals as needed. • Make notes on how the next lesson may need to be adapted • Decide if any areas of learning need to be revisited • Name children that need further catch-up • Next steps for children who need further challenge These issues should be addressed during feedback and included in repeated practice lessons.		

Monitoring and review

The Senior Leadership Team will monitor the quality and impact of marking as part of the school's continuing self-evaluation programme. This will include the implementation of the principles outlined in this policy by all staff.

Judgements will be made as to the impact of the marking on pupil progress and attainment using monitoring procedures. These procedures will include gathering samples of children's work and observing the policy being implemented in the classroom.

The performance indicators will be:

- Improvement in children's achievement and attainment (progress over time)
- Consistency in teacher's marking according to the marking policy
- Participation of children in the marking process.

Advantages:

- Less time marking, more time for feedback and to use the information to inform planning
- Efficient, effective feedback enables children to self-correct and reduces teacher workload
- There is little high-quality research evidence to suggest that extensive or detailed marking has any significant impact on pupils' learning (EEF)
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.
- Whole class feedback sheets inform staff for same day interventions, which further supports the use of verbal and immediate feedback