



# SVPS Marking & Feedback Policy 2022 – 2023



<b>Governor Committee Responsible:</b>	C & S	<b>Staff Lead</b>	Mr. G. Mills
<b>Status</b>	Non - Statutory	<b>Review Cycle</b>	Annual
<b>Last Review</b>	September 2022	<b>Next Review Date</b>	September 2023

Designation	Name	Date	Signature
Chair of C S	Mrs S. Hulbert	01.12.22	
Head Teacher	Mr. G. Mills	01.12.22	

## 1. RATIONALE

At Swindon Village Primary School, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

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

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, Swindon Village Primary School has investigated alternatives to onerous written marking which can provide effective feedback 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 NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

## 2. 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 children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- 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 a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms;
- 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.
- all pupils' work should be reviewed and acknowledged by teachers at the earliest appropriate opportunity so that it might impact on future learning.

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.

### 3. Features of effective feedback

#### 3.1 Feedback 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. Feedback occurs at one of three common stages in the learning process:

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**

The stages are deliberately numbered in order of 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. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Type	What it is and What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals or small group</li> <li>• Often given verbally to pupils for immediate action ('D' discussed)</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking code/highlighting</li> </ul>
Summary	<ul style="list-style-type: none"> <li>• Takes place at the end or beginning of a lesson or activity – CAT time (Come and Talk)</li> <li>• Often involves individual/small groups or even whole class</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self- or peer- assessment</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks Timetabled pre- and post-teaching based on assessment</li> <li>• Some evidence of self- and peer assessment</li> <li>• May be reflected in selected focus review feedback (marking)</li> </ul>
Review	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve annotations for pupils to read / respond to in purple polishing pens/pencils</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations to indicate future groupings</li> </ul>

### 3.2 Feedback Approaches

- Wherever possible **CAT Time (Come and Talk Time)** is built into lessons for **1:1 or small group** feedback, this will normally take place at the start of each lesson.
  - *If there are clear misconceptions around the same concept by more than 6 children in the class then the misconception will be followed up with the whole class before moving on with the Planned Learning Journey.*
- Marking and feedback will take the form of marking codes for the vast majority of work (see end of policy).
- Accessible to the age and stage of the child.

### 3.3 Peer and Self-Assessment

- **Peer assessment**
  - Pupils routinely peer assess each other's work through verbal and sometimes written feedback.
  - Before an editing stations session, pupils (in years 3-6) peer assess a partner's work using the school's marking code to highlight SPAG errors.
- **Self-assessment**
  - Pupils routinely make judgements about the quality of their work using the agreed Tool-Kit,
    - WAGOLLS or WABOLL: these can be used to help the children's understanding.
  - Tool-Kit:
    - KS2: A column for pupils to judge whether they have met the Tool-Kit is used for short/long extended pieces of writing.
    - KS1: Use the toolkit to aid marking using the agreed annotations/codes.

### 3.4 Class or Group feedback

To develop children's own evaluative/feedback skill: there is real power in sharing work. Below are some of our existing practices but it isn't a definitive list.

#### 1. Visualisers:

- The visualiser or scanned piece of work should be/can be viewed immediately in a part or completed format. Where possible, a 'real' piece of work should be used to discuss success and areas to improve (e.g. child's piece, actual extract/picture from book, teacher's modelled writing).

#### 2. Editing Stations - (x1 per ½ term is the minimum expectation):

- One to one or small group conferencing and editing stations are used for extended writing
- After completing extended pieces or writing, children in years R, 1 and 2 (for the Autumn and Spring terms) will edit and revise their written work with the support of an adult during writing conferences.
- After completing extended pieces of writing, children in Y3-Y6 (Y2, in the summer term) will complete editing stations as part of our writing process. Our editing stations are guided groups that

focus on specific areas of improvement. The areas of improvement are decided by the adults after benchmarking a selection of written work.

### 3. Purple Polishing Pen/Coloured Purple Pencils

- These are to be used to carry out all improvements based on feedback.

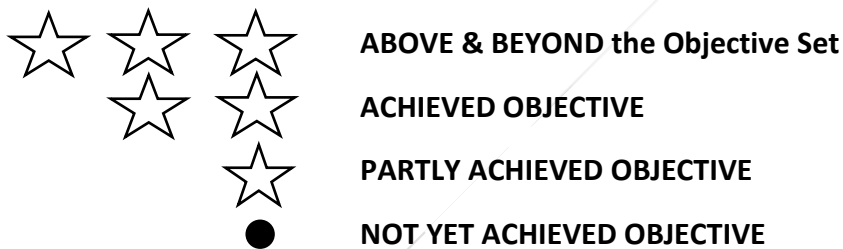
### 3.6 Feedback/Marking Pens – Which type of pens/highlighters are used and by whom

- **Staff = Green & Pink PENS** - Green is Great, Pink is to Think
- **Pupils = Purple Pens, Green & Pink Highlighter** - Purple is to Polish, Green is Great, Pink is to Think

### 3.7 Marking and Feedback Codes








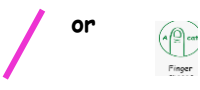


#### Summary of each piece of week

How does a child/adult know how well they performed against the objective for the lesson (WALT)?



To be placed by the WALT on EVERY piece of work to indicate how well the children have done against the objective

## SVPS Marking and Feedback Code

Green is Great	
	Great, Superb, Wow, Amazing, Wonderful,
	Well done, you got it right.
Pink is to Think	
	<b>Error with punctuation.</b> Have a look and correct your work using your purple polishing pen
	<b>A new paragraph was needed.</b> Have a read and make sure you can see why
	<b>Something doesn't make sense.</b> Have a look and correct with your purple polishing pen.
	<b>Error with spelling / phonic sound / Mathematical Concept</b> Have a look and correct (max 3 words), use your high frequency word grids to help you. Complete the spellings at the end of the piece of work using your purple polishing pen (teacher to write the word out)
	<b>Missing word</b> Have a think what word is missing. Use your purple pen to insert the missing word
	<b>Spacing issue either between words</b> Your letters are too spaced out or your words are too close together.
	<b>Incorrect formation / reversal of letters / numerals</b> Have a look and correct work using your purple polishing pen, or where appropriate, your pencil.
	<b>Come and Talk:</b> Your Teacher / Teaching Assistant will spend time with you.

## Marking and Feedback in Early Years

For our youngest children we feel it is important that they begin to learn how to understand how well they have completed an adult directed task. We also begin to develop their awareness of how they could improve and what they need to work on next. To enable a smooth transition into Year 1 and beyond it is important that Early Years are in keeping with some key elements of the marking policy for Year 1 - 6.

**Green is Great**

**Pink is to Think**

### Marking the WALT

When the learning objective is achieved the WALT will be **highlighted green**

When the learning objective is exceeded the WALT will be **highlighted green** and have a 

When the learning objective is partially achieved the WALT will be highlighted **green & pink**

When the learning objective is not achieved the WALT will be **highlighted pink**

### Feedback Codes in Early Years

**Green is Great**

**Highlight Green**

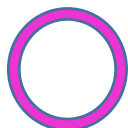
**Anything great!**

E.g. Correct use of phonics, spelling of tricky words, punctuation and word choice.



**Correct finger spaces**

**Pink is to Think**



**Missing capital letter/full stop**

Have a look and correct your work using your purple polishing pen



**Missing finger space**

Your words are too close together.



**Incorrect formation / reversal of letters / numerals**

Have a look and correct work using your purple polishing pencil

When a child is given something to practise (spelling or formation) a **pink highlighter** will be used for them to trace/copy.

### 3.8 Tool Kits

Tool Kits are needed where there is a need to apply a number of skills to produce a piece of work.

Below are some examples, these are not an exhaustive list but serve as a means to provide examples of where a Tool Kit is needed.

e.g.

Piece of extended writing - including mini writes	Needs to be developed with the class prior to starting the piece of writing.
Art – where there is complete piece of work from all the lead up skills	Needs to be evidenced on the back of the finished work and can be photographed for evidence.
Gymnastics – putting a sequence together from all the lead up skills	Video evidence needed using an iPad
Computing – producing a piece of work from the all the lead up skills	Saved work