



Crockerton Church of England Primary School

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VISION STATEMENT

Be joyful. Grow to maturity. Encourage each other. Live in peace and harmony.

2 Corinthians 13:11

Feedback and Marking Policy

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

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Author	Head Teacher and staff
Review Cycle and Approval	2 Years Head Teacher
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We are committed to safeguarding and promoting the welfare of children and young people

Rationale

At Crockerton 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 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
- 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 Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. It also has little impact on children's progress. As such we have investigated alternatives to 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**.

At Crockerton Primary School we have created a learning focussed environment in which we strive for every child to achieve and be engaged within their own learning journey. As a staff, we are dedicated to the belief that learning should be at the heart of everything we do.

Together we learn and grow, beyond expectations, guided by our faith and values.

Pupil articulation of learning

Children should be able to answer the following questions:

- What am I learning in this lesson?
- What skills or knowledge am I learning in this lesson?
- Why am I learning this (what is the final outcome), what are the links with previous/future learning?
- How will I know that I have been successful in this learning?
- What do I have to do next to improve further?

Thinking with Ofsted head on, should we be using the old what, why, how bubbles if this is specified in the policy?

Teachers should evaluate and reflect on their lessons:

1. Is the learning appropriate?
2. Is the learning sufficient?
3. Is the learning engaging?
4. What are the links with previous/future planning/learning?
5. How are additional adults impacting on the learning?

Providing Feedback to pupils

At Crockerton Primary, we believe that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning. Therefore, we have adopted an 'In the Moment' feedback approach.

Throughout independent learning stages of a lesson, the class teacher and teaching assistants will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. This may lead to fluidity in ability groupings within lessons so that the needs of all children are met.

Rapid and responsive interventions may also be used and could be delivered by teachers or teaching assistants. These may take the form of a pre-teach, in-lesson intervention and/or a post- lesson intervention.

Planning sheets and class conference sheets:

These are kept in school and have the evidence of the marking and feedback for the lessons. These should be available when book monitoring or pupil voice are carried out. Where there are job-shares and if teaching assistants are working with groups it is important that the 'feedforward' aspect is robustly in place. Planning and conference sheets should be shared.

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. Effective feedback is an important part of the learning process which can be:

1. In the Moment 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.

These practices can be seen in the following table:

Type	What it looks like	Evidence
In the Moment Feedback	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson • 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 or further challenge • May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Planning sheets and conference sheets • Pupil voice • 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 eg PPP • Quiz and test results may be recorded in books or logged separately by the teacher • Planning sheets and conference sheets
Next lesson feedforward	<ul style="list-style-type: none"> • Challenge activity • Sharing Conferencing sheets • Corrections completed independently or through verbal feedback with an adult or peer • Purple polishing pen 	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Conference or planning sheets • Evidence in books of pupils editing and redrafting their work in purple pen
Summative feedback	<ul style="list-style-type: none"> • End of unit test to check understanding • Comparing of a cold task or post-it ideas • Application of skills task eg through problem solving and reasoning questions 	<ul style="list-style-type: none"> • Book monitoring • Lesson observations • Learning Walk • Test scores • Moderation

In the children's books, you may see evidence of marking codes used by staff.

VF – **verbal feedback** has been given to the children during the lesson. This could be a reminder about handwriting, feedback about vocabulary or grammar used in their work or about what they may need to do next to improve.

ST – **Supported by teacher**

STA – **Supported by teacher assistant**

A **tick** and a **dot** to show that it is/not correct – this may be by the teacher, peer or child themselves and may not always be evident if the work has been supported.

PPP – **Purple Polishing Pen** will show where the children has upskilled their work.

Occasionally, there will be correct spellings or handwriting modelled in books.