



Feedback and Marking Policy

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy Review Information for:		DPA Feedback and Marking Policy
Review Frequency		Every 3 Years
Statutory Policy		No
Policy owner		Principal
Lead Reviewer		Principal
Approver and date of last approval		Principal, September 2021
Date reviewed	By	Amendments made
1 st September 2016	A Ashcroft	Policy written
26 th October 2021	A Ashcroft	None
12 th November 2024	A Ashcroft	Removed reference to written comments. Added in more detail referencing change to planning should common misconceptions occur. Deleted 'What observers may see' column.

Policy Statement

At Didcot Primary Academy, we recognise the importance of feedback as part of the teaching and 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
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell pupils 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. The DFE expert group emphasised that marking should be meaningful, manageable and motivating. We have also taken note of the advice provided from 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.

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 other than written comments.
- Feedback is 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 by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed. It should be acknowledged in books.

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.

Feedback and Marking in Practice

It is vital that teachers evaluate the work the children undertake in lessons, and use the information obtained from this 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. Responsive 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 the 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.

At DPA these practices can be seen in the following ways:

Type	What it looks like
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini- whiteboards, book work etc • Takes place in lessons with individuals or small groups or whole class • Often given verbally to pupils for immediate action. • May involve the use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code.
Responsive	<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 a lesson • May take form of self or peer assessment against an agreed set criteria

Review	<ul style="list-style-type: none"> • Having marked the books, a group of children are identified who will be focused upon or have a guided teach the following day. • A general misconception may be addressed or reinforcement of a concept taught in the following lesson • Review of lessons meaning that the following pre-planned lessons are changed to address gaps that have arisen which need to be plugged, before continuing with the planned lessons. • Feedback comments <i>may</i> be used if children's learning was not looked at during the lesson and they need a reinforcement questions to show learning has been retained or a challenge question to extend learning. • Whole class editing lessons in writing are planned for to ensure that children reflect on their learning.
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Marking approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives/ titles.

In Foundation Stage and Key Stage 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 are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage in learning, this need not be annotated.

Marking code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way we achieve this is through the use of highlighters.

Annotation	Meaning
	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome.
	Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation, poor word choice, error in calculation. Incorrect spelling. These will be chosen selectively when marking work and in particular when working on redrafting in English or when pupils have reached the end of a topic in mathematics and should be able to spot the mistake.
Marking in mathematics	<ul style="list-style-type: none"> • All pupil calculations are to be marked (preferably live marking) there will also be opportunities for self-marking appropriate to age and stage of the child. • Where an answer is incorrect, if identified in the moment, children should write an alternative calculation next to the wrong one rather



	<p>than rubbing out the original calculation. Children should write their alternative calculation in purple.</p> <ul style="list-style-type: none">• Where a child has made a number of mistakes, the teacher will decide which of the mistakes they feel it is beneficial to review (if this is a common error across the class, this may be addressed through changes to planning and subsequent lessons).
Marking of English	<ul style="list-style-type: none">• Children will make corrections to their own work in purple pen.• Grammatical, punctuation and spelling errors linked to year group expectations should be addressed through yellow highlighting.• If a lot of errors are identified, teachers will highlight the priority areas for that child. If this is common across the class, then planning may change for subsequent lessons.• Key Stage 1: Between 2-3 spellings (common exception or subject specific misspelt words will be highlighted by the staff member with the correct spelling shown at the end of the piece of work.• In KS2, up to 4 misspelt words will be highlighted for children to correct in purple pen. These words could be added to the prompt sheet.
Marking of all written/ recorded foundation subjects	<ul style="list-style-type: none">• Marking in the moment should be a priority.• Teachers are marking to assess if the identified knowledge that has been taught is understood.• Any incorrect spellings of topic vocabulary (where this has provided) should be highlighted and corrected by the pupils.• Titles highlighted as shown above