

Shireland Collegiate Academy Trust

Primary Feedback and Marking Policy

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Category	Recommended
Next Review Date	Every 4 years – Spring 2030
Policy Availability	Trust Website
Officer Responsible	Primary Educational Lead

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Introduction

At Shireland Collegiate Academy Trust, our aim is for every pupil to thrive. Assessment and feedback are used not only to measure attainment, but to understand learning, remove barriers and support every child in fulfilling their potential.

Our systems are purposeful, supportive and rigorous. They provide clear insight into pupils' progress and enable teachers and leaders to identify next steps, celebrate success and drive continuous improvement for all learners.

Our approach to feedback is grounded in the principle of Responsive Teaching, ensuring that assessment meaningfully influences the learning process. Research highlights that feedback delivered closest to the point of teaching has the greatest impact on pupil achievement (William, 2018). We therefore prioritise timely and purposeful feedback that advances learning, alongside the effective use of assessment information to adapt teaching within and across a sequence of lessons.

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, manageable and motivating
- provide specific guidance on how to improve in the longer term

We are mindful also of the workload implications of written marking, notably, the DFE's research which has highlighted written marking as a key contributing factor to teacher workload. As such, we use technology where possible to maximise opportunities to streamline the feedback process. Online software can be used to give immediate feedback to children e.g. via Microsoft Teams, Century or Mathletics in Mathematics or Science.

Our policy on feedback and marking has at its core a number of principles:

- The purpose of feedback and marking is to further children's learning.
- The focus of feedback should be against the WALT and the Success Criteria.
- Feedback should take place at the earliest opportunity to have the greatest impact.
- Online environments such as Microsoft Teams and Online software can provide children with immediate feedback and should be regularly incorporated.
- The effectiveness of feedback should be visible over time, not only in the immediate task.
- Feedback takes many forms other than written comments such as verbal feedback and modelling (including the use of technology), whole class feedback (see Appendices for an example record sheet) questioning strategies, retrieval tasks, visual signals, use of talk partners, peer assessment and/or self-assessment.
- Written marking must be clear, age-appropriate and aligned with agreed marking symbols.
- Pupils must be given dedicated time to respond so the feedback loop can be completed and learning can progress.
- Success relies on pupils taking ownership of their learning; they should see themselves as the first markers and editors of their work.

Types of feedback

There is not one clear answer for when feedback should be provided. Exceptional teaching will always include a mix of feedback types. We aim to where possible to provide appropriately timed feedback that focuses on **moving learning forward**.

	<i>What it might look like</i>
<p><i>Live feedback</i></p> <p>‘Next step in the moment’</p>	<p><i>Whilst pupils are working, the teacher circulates and gives feedback on their work by asking questions or giving hints or through modelling and scaffolding next steps.</i></p> <p><i>Pupils review and correct their work immediately.</i></p> <p>Includes teacher gathering feedback from verbal responses, mini-whiteboards, book work, etc.</p> <p>Could involve individuals, small groups or the whole class.</p> <p>May involve further support, challenge or a change of task.</p> <p>Teacher stops pupils periodically and marks a pupil’s work with input from the class or verbalises their thought process.</p> <p>Improvements / corrections should be evident in the child’s work.</p> <p>Could be led by teaching assistants, other adults or peers or involve self-assessment.</p>
<p><i>Summary Feedback</i></p> <p>‘ARC and Mini Plenaries’</p>	<p><i>Mini plenaries / ARC sessions provide an opportunity to review learning and offer feedback during the lesson or task. Usually involves groups or whole classes.</i></p> <p>Teacher stops pupils periodically and reviews the success criteria, models, or verbalises their thought process and directs pupils to check their own work.</p> <p>Pupils should be regularly involved in marking their own work and checking and then correcting mistakes throughout the lesson.</p> <p>May take the form of self- or peer- assessment against an agreed set of criteria.</p> <p>May involve strategies such as ‘exit’ questions that allow the teacher an assessment opportunity. This review feedback could take place at any point during the lesson or may occur as a plenary activity as part of ‘ARC’ (Assess, Reflect, Connect*).</p> <p>Teachers use the AfL information gathered and adapt the current lesson or future lessons to support children to best progress.</p>
<p><i>Distance Feedback</i></p> <p>‘Assess learning after the lesson’</p>	<p><i>Takes place away from the point of teaching.</i></p> <p><i>Provides teachers with opportunities for assessment.</i></p> <p><i>Includes a balance of ‘Light touch’ marking which refers to the WALT and ‘Deep marking’ which will provide more detailed feedback to pupils.</i></p> <p>Adaptations to teaching sequences clearly seen within planning.</p> <p>Whole class feedback sheets used to note common misconceptions and successes as appropriate e.g. during practical lessons.</p> <p>Yellow Box Marking used to give focussed feedback.</p> <p>Written comments should be clear and provide specific guidance on how to improve.</p> <p>Consider prompts such as ‘Find and Fix’ rather than making corrections to work.</p>

Learning Surgery

Learning Surgery is feedback or intervention given outside of the lesson to individual or groups of pupils. The aim is to address any pressing misconceptions or errors in the timeliest way possible. Learning Surgery should be *delivered on the same day*, wherever possible, so that rapid intervention and support can prevent gaps from forming. Pupils can self-assess and ask for Learning Surgery or be directed by a teacher to attend.

Peer and Self-Assessment

From the Early Years upwards, pupils will be involved in the assessment process. We expect pupils to be encouraged to take ownership of their learning and have many opportunities to reflect through peer and self-assessment.





1. Teachers will share learning intentions (WALT) with pupils in all lessons.
2. Teachers will clarify, understand and share clear success criteria for pupils to self or peer assess against as appropriate.
3. We encourage pupils to see themselves as the first markers and audience for their learning. Children should be encouraged to find their OWN mistakes and to check and improve their own work individually or with the help of a peer before seeking feedback from a teacher.
4. Teachers must plan for feedback to take place and should include a range of assessment types including peer and self-assessment.

Success Criteria









Children will regularly self and peer assess their work against the 'Steps to Success'. Visual Steps to Success can be used (especially in EYFS and KS1) to aid understanding (or for individuals in other year groups based on need). Children will begin to help the teacher to decide the success criteria in KS1 and will be regularly involved in co-creating 'Steps to Success' in KS2.

Example Steps to Success (Writing KS1):

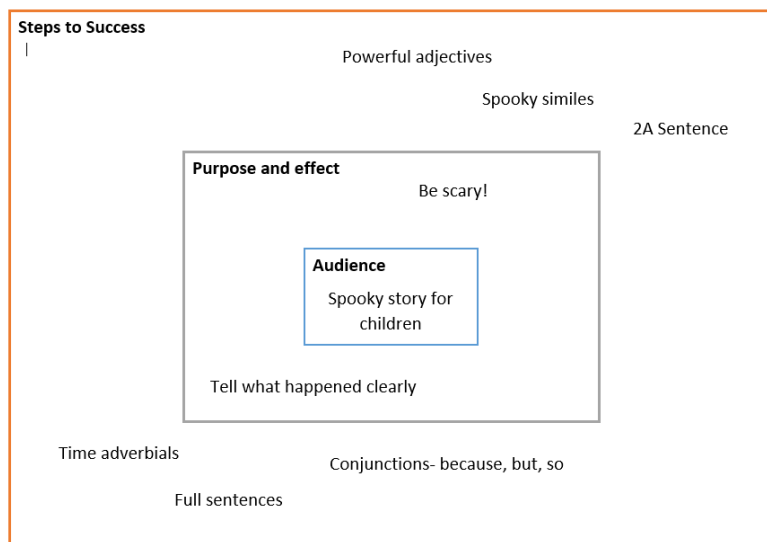
WALT plan a recipe.

Steps to Success		Self-Assessment	Teacher Assessment
Time Adverbials			
Adverbs			
Imperative Verbs			
Expanded noun phrases			

Example Steps to Success (Writing KS2):

Leaflet or persuasive text	Self-Assessment	Teacher Assessment
Emotive Language 		
Persuasive Language – Modal and Imperative verbs 'You must book today' 		
Ambitious Vocabulary    		
Hyperbole and Exaggeration		
Power of Three 		
Puns and persuasive phrases 		

Example of extended writing Steps to Success:



Written Marking

All recorded work must receive feedback in some form, whether from the teacher, a peer or through self assessment. Feedback may be 'light touch' (e.g., acknowledgement of the WALT) or 'deep' feedback offering more detailed guidance. Deep feedback provides specific, actionable information that helps pupils understand their next steps. This may be delivered verbally or through written comments.

- The primary purpose of written marking is to assess the depth of learning that has taken place, inform next steps and provide feedback that moves learning forward.
- As the audience for written marking is the pupil, comments must be accessible and appropriate for their age and level of understanding.
- Careless mistakes should be marked differently from errors that stem from misunderstanding. Pupils should be encouraged to identify slips in their own work and correct these, while errors arising from misconceptions should inform the teacher's next steps.

To clearly distinguish between adult and pupil led feedback, adults will mark work in green. - and pupil-led feedback, adults will mark work in green.

Written marking should only be used when meaningful guidance is needed and could not be provided effectively during the lesson itself. Where groups of pupils share a common need, it may be more appropriate to adapt the next lesson or adjust groupings rather than provide individual written comments. Where a pupil has achieved the WALT and is secure for the next stage of learning, written annotation is not required.

Next step tasks

Focussed and specific next step tasks can be an effective way of supporting pupils to improve their work but should be used selectively and when appropriate. Yellow Box marking* and editing slips* can be effective here as a way for children to respond to feedback.

There are four main types of next step task:

1. Scaffolding- A child has a misconception or error and the teacher provides a scaffolded response to get them unstuck and to make progress.
2. Find and Fix- Signposting work to improve with a clear focus. E.g. Question 5 has an error in place value. Find and fix.
3. Consolidation- A child needs more practise, or the teacher wants to assess if they can demonstrate a skill independently
4. Further Challenge / Stretch- A child has demonstrated secure understanding during the lesson and so is offered challenge or a new context.

*See glossary

Glossary

Yellow Box Marking

Yellow Box Marking involves the teacher selecting a section of work to feedback on in detail. They offer specific and diagnostic feedback on this section which the pupil can act upon. The purpose is to enable a more precise focus on the key areas for improvement. The pupil knows where to target their efforts and improvements can be identified much more clearly to help aid pupil progress.

This type of feedback is more focussed and manageable for pupils. Instead of asking pupils to re-write or apply feedback to the entire response (which can be demotivating for a pupil) they only re-write the work highlighted in the yellow box whilst considering the teacher feedback.

The size of the box will determine how many improvements need to be made and the technique can be used flexibly. Teachers may use more than one yellow box throughout the work to direct the pupil towards a focus e.g. the omission of question marks.

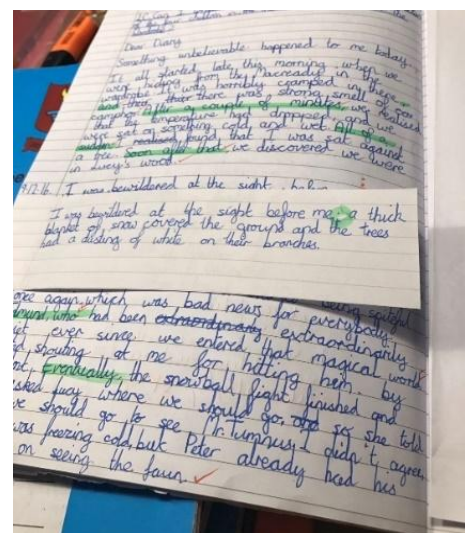
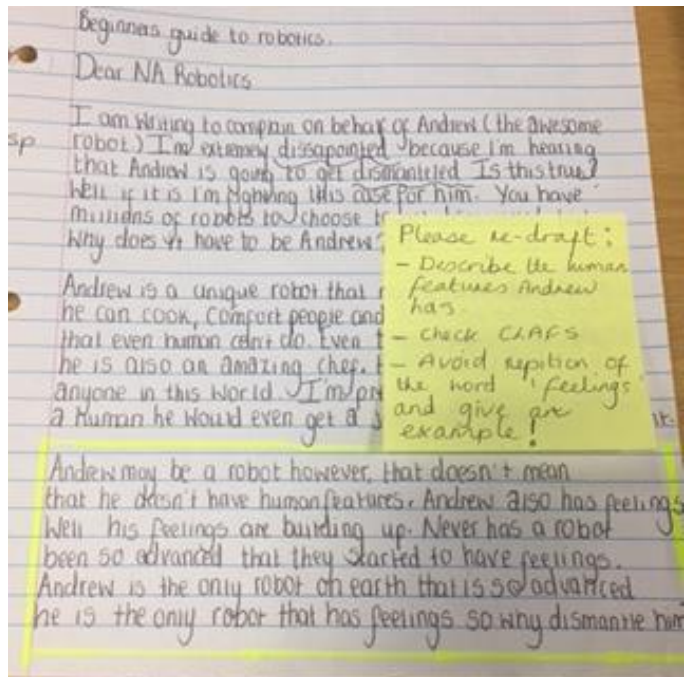
Editing Slips

Editing slips could be used by pupils to show their response to all types of feedback, including Yellow Box marking and peer and self-assessment. Editing slips will show the improvements made to work and therefore the impact of feedback.

ARC

ARC plenary sessions occur at the end of a lesson and offer pupils a chance to:

- Assess- Assessment opportunity such as 'exit question' or marking of work completed during the lesson.
- Reflect- Self or peer assess learning during the lesson and/or chance to act upon feedback.
- Connect- Make connections to previous learning, introduce the next step in learning or apply skills to a new context or problem.



Appendices

Whole Class Feedback

Year:

WALT:

Successes: Pupils with strengths to celebrate or share.

Common Misconceptions.





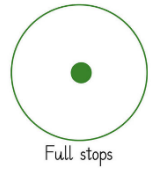

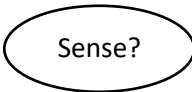


How could these inform the next lesson?

Any other specific issues for pupils?
Individuals or groups to work with
next lesson

Other: Incomplete / presentation /
basic skills / SPAG etc


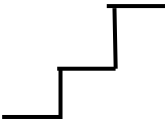








Next steps:

KS1 Marking Codes

	Good effort or achievement Exceptional effort or achievement		Next step
LS	Come for Learning Surgery	WA 	WALT Achieved (written next to WALT)
TS	Teacher support given		Dot next to error or incorrect answer e.g. 15 ●
	Check full stops		Check upper / lower case letters
<u>shuld</u>	Wiggly line under the word - Check spelling		Check your writing makes sense
	Word circled- Improve the word choice		Leave spaces between words (Invisible pair of letters)

Stickers / stamps will be used to commend exceptional effort or achievement.

KS2 Marking Codes

	Good effort or achievement		Next step
	Exceptional effort or achievement		
LS	Come for Learning Surgery	WA 	WALT Achieved (written next to WALT)
	Dot next to error or incorrect answer E.g. 15 ●		Proofread / Look again Indicate a focus.
TS	Teacher support given		
SP <u>shuld</u>	Spelling mistake Child should use a dictionary to correct the spelling		Letter/letters missing or word/words missing
P	Punctuation error	 	New line needed New Paragraph needed
GR	Grammatical error		Improve the word choice

Stickers / stamps will be used to commend exceptional effort or achievement.

Monitoring

This policy will be reviewed every four years by the Primary Director and the Trust Assessment Lead. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Principal and Senior Team in each school is responsible for ensuring that the policy is followed.

This Policy should be read in conjunction with the 'Reporting, Recording and Assessment Policy'.