WELLFIELD INFANT SCHOOL
FEEDBACK & MARKING POLICY
September 2022

Introduction
At Wellfield Infants, 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
* 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, at Wellfield Infants, we have 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.

Key Principles:
Our policy on feedback is based on the following 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; there is no requirement to provide additional evidence for external verification;
* feedback delivered closest to the point of learning is most effective, and as such, feedback delivered in lessons is more effective than comments provided at a later date;
* feedback can take many forms, including marking symbols, verbal feedback, peer-to-peer, whole class, group and individual;
* 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 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 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 – at the point of teaching
2. Summary – at the end of a lesson/task
3. Review – away from the point of teaching to inform future teaching and learning.

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.

At Wellfield Infants, these practices can be seen in the following:

Type	**What it looks like**	
Immediate	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals, 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 (See appendix 1).	

Summary	• Takes place at the start or 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 or sharing of different strategies. • May be used to guide a teacher's further use of review feedback, focusing on areas of need. • Used to celebrate/illustrate examples of children's work which has successfully achieved the criteria.
Review	• Takes place away from the point of teaching. • Provides teachers with opportunities for assessment of understanding/ effectiveness of the teaching & learning. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. For example, children identified as needing further support/practice may work in a group or one-to-one with an adult. • May lead to targets being set for pupils' future attention, or immediate action (See Appendix 2).

How is the policy monitored?

This policy will be monitored in consultation with pupils, staff and senior leaders on a regular basis and updated as and when necessary.

Appendix 1: Marking Codes

Marking Codes - Year 1

Missing Finger Spaces	F
Missing Full Stops	⊙
Missing Capital Letters	C
Incorrect use of Capital Letters	C
Unclear meaning of text	?
Incorrect Spelling	Sp
Missing Word	^
Evidence of achieving learning objective (Pink)	✓ ✓
Verbal Feedback	VF

Marking Codes - Year 2

Missing Finger Spaces	F
Missing Full Stops	
Missing Capital Letters	C
Incorrect use of Capital Letters	₵
Unclear meaning of text	?
Incorrect Spelling	Sp
Wrong Tense	T
Missing Punctuation (Speech marks, Commas etc)	P
Missing Word	^
Evidence of achieving learning objective (Pink)	✓ ✓
Verbal Feedback	VF

Appendix 2

Target Sheet for Key Stage 1

