



# Burgh by Sands School

## Marking & Feedback for Learning Policy

**2024 - 2025**

<b>Agreed by all staff and approved by</b>	
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*'Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative.'*  
(Hattie & Timperley 2007)

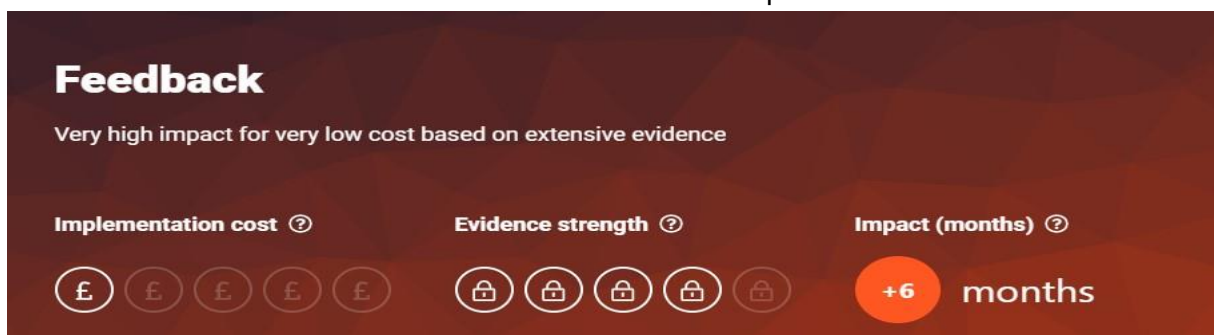
*'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'*  
(Teaching Walkthrus Tom Sherrington and Oliver Caviglioli)

*'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'*  
(Report of the Independent Teacher Workload Review Group)

## Introduction

At Burgh by Sands School, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking as well as research from cognitive science regarding the fragility of new learning.

We aim to maximise the effectiveness of feedback in our practice.



Education Endowment Foundation, teaching and learning toolkit (EEF reviewed 2021)

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Meta-analysis by the Education Endowment Foundation 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 the 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.

## Purpose of feedback

The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking or work for the pupil (e.g., making corrections to spellings, punctuation or elements of grammar).

## Closing the disadvantage gap

There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.

## Quality of Feedback Criteria

It is widely recognised that verbal feedback is most effective. When pupils are given the opportunity to address misconceptions within a lesson, progress over time can be made at pace. However, this relies on the feedback from teacher to pupil being specific and related to the learning in question.

"A student should be able to read or hear their teacher's feedback then do something very specific and concrete to improve their learning."

Tom Sherrington

Due to time constraints, verbal feedback may not always be possible for every pupil within a lesson. Where this is the case, whole class feedback, self-assessment, peer assessment or specific written feedback that relates to the learning in question should be provided for the pupil to act upon at the soonest available opportunity. Whatever form of feedback is used, the **impact** upon the pupil's work should be evident.

"Feedback should be more work for the recipient than the donor."

Dylan William

In order for pupils to make the most of the feedback they receive and also give to their peers and their teachers, it is important they understand **how** and **why** the feedback is being given. Pupils will need the following explained to them in child friendly terms to ensure they understand what it is they need to do next.

### Verbal feedback:

This is a dialogue that takes place between pupils and their teacher within the lesson. The teacher can explore the child's thinking in depth and address misconceptions. The class teacher may use pink highlighter pens to indicate areas of work that need to be reworked as a result of their conversation. It is expected that the reworking will take place immediately and the improvements noted by the teacher in their discussion.

### Self-Assessment:

Pupils need to be taught how to self-assess effectively before this can be used independently. This takes time and relies on quality modelling by the class teacher in the beginning, following the 'I Do,

We Do, You Do' approach. When using self-assessment, pupils need to be given very clear criteria against which they evaluate their work. These criteria should be focused and related to the learning from the lesson. Pupils should evidence **where** in their work they have achieved the specific criteria. If they are unable to because the criteria have not been used, this becomes an area for improvement to be actioned. Adequate time should be planned in throughout or at the end of the lesson for pupils to self-assess. Class teachers are expected to monitor closely the impact of any self-assessment used and intervene where appropriate.

### **Peer-Assessment:**

Pupils need to be taught how to peer-assess effectively. Once they are familiar and confident with the concept of self-assessment, peer assessment can be introduced. As with self-assessment, this takes time and relies on quality modelling by the class teacher in the beginning, following the 'I Do, We Do, You Do' approach. Once again, pupils need to be given very clear criteria against which they evaluate their work. These criteria should be focused and related to the learning from the lesson. Pupils should evidence **where** the specific criteria has been achieved in the work they are assessing. If they are unable to because the criteria have not been used, this becomes an area for improvement to be actioned. Adequate time should be given throughout or at the end of the lesson for pupils to peer-assess. Class teachers are expected to monitor closely the impact of any peer-assessment used and intervene where appropriate.

Pupils who are peer assessing should never write directly in another pupil's book. Comments may be made on post-it notes and stuck in as appropriate.

### **Whole Class/Group Feedback:**

Whole class verbal feedback can be just as effective. This ensures the class teacher is responsive to the learning taking place in the class at any one time. Quality questioning is key to ascertain what it is pupils have understood/misunderstood in order to redirect learning.

Following any whole class/group feedback, pupils must have the opportunity to action the points raised in their work before continuing.

### **Written Feedback:**

Written feedback is only effective when the child is able to read it and understand what it is they need to do as a result. Symbols may be used to support younger children (see appendix 1). However, the feedback should always be specific, focused and relate to the learning within the lesson. Pink highlighter is used to indicate areas for improvement – this may require the pupil to rework the area highlighted by writing it again under the teacher's comment, or to make specific edits within their work. Both of these should be completed in green pen to indicate the changes made. Time should be planned in for pupils to make improvements at the beginning of the following day.

Whatever form of feedback is provided, **actionable** feedback is far more powerful, and will help pupils understand their mistakes, close the gap between where they are and where they need to be. Tom Sherrington's 'Five R's' support this and should be applied wherever possible.

- Redraft, re-do
- Rehearse or repeat
- Revisit and respond
- Relearn, retest
- Research and record

## Progression of feedback

While the purpose of feedback remains consistent across all years at Burgh by Sands School, the type of feedback given will vary depending on the age of the children. In particular, feedback given in EYFS and year 1 is prominently immediate, verbal feedback. When working with very young children and children with complex special educational needs, feedback given later in time has little or no impact.

The importance of editing in our feedback cycle:

*“Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils’ responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.” (DfE, 2016).*

It is vital that opportunities for editing are planned within a unit. Such opportunities allow children to reflect on their own knowledge and make corrections or improvements when cognitive load is reduced e.g., number formation is the sole focus. For editing to be successful it must be focused by success criteria and/or teacher modelling.

## Guidelines and procedures

**The following guidelines will be implemented across the school:**

- Feedback should always reflect the learning intention of the activity and provide an opportunity to go beyond
- Pupils should be encouraged to check their work before handing in for feedback
- Where possible, feedback should be done with the pupil face to face and live marking in class
- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback
- Spellings and grammar mistakes should be corrected, but if there are many mistakes, correct if:
  - Spellings and grammar were part of the lesson objectives
  - It is a spelling that all children should know
  - It is something related to the child’s individual target

## How we give feedback in all subjects

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Takes place during a lesson with individuals, groups or the whole class.</li> <li>• Includes the teacher and/or teaching assistant gathering assessments from their teaching e.g., whiteboard work, book work, verbal answers.</li> <li>• Often given verbally to pupils for immediate actions.</li> <li>• Praises effort and contributions.</li> <li>• May involve the use of a teaching assistant to provide support or further challenge.</li> <li>• May re-direct the focus of teaching or the task.</li> </ul>	Lesson observations; learning walks.
<b>Responsive (catch-up)</b>	<ul style="list-style-type: none"> <li>• Takes place after the lesson or activity with individuals or groups</li> <li>• Re-addresses knowledge from the lesson or activity or addresses missing prior knowledge.</li> <li>• Often given verbally with time to rehearse knowledge immediately.</li> <li>• Will usually be delivered by a teaching assistant based on guidance from the teacher.</li> <li>• An element of the child's responses to catch-up are recorded in their workbooks to show progress over time.</li> </ul>	Learning walks; catch-up observations; feedback grids; book looks.
<b>Summary (feedforward)</b>	<ul style="list-style-type: none"> <li>• Involves reading/looking at the work of all pupils at the end of a lesson or unit.</li> <li>• Identifies key strengths and misconceptions for the whole class or sub-groups</li> <li>• Takes place during the following lesson.</li> <li>• Addresses over-arching strengths and misconceptions as well as specific misconceptions for the sub-groups Involves allocating time for editing based on the feedback given or rehearsal of the knowledge. Editing is done in green pen.</li> <li>• May involve some peer support or support from a teaching assistant.</li> <li>• May be delivered by the teacher or a teaching assistant.</li> </ul>	Planning looks; lesson observations; learning walks; book looks.

## Guidance for teachers

The following details suggestions for giving feedback linked to English and Maths. However, feedback in all subjects at Burgh by Sands will focus on the task, subject and self-regulation strategies: it will provide specific information on how to improve.

It is worth noting that feedback in all subjects will look different across the 7 years of primary education. In particular, in EYFS and Year 1 where the majority of feedback is immediate the

structured approach outlined below may not be suitable. The skills of proof reading and editing a piece of work retrospectively are taught in English, as per the National Curriculum, during Year 1.

## Feedback linked to English

### In EYFS and KS1

Marking should be done with the children as much as possible – in the moment, but if not possible, please follow instructions for KS2 marking & feedback.

### High Frequency words

Up to three high frequency words can be written at the bottom of a piece of work, for example away, down, said. Pupils should then practice the words three times on the page using the 'Look, say, cover, write, check' method.

**Reversals** of letters, digits, days of the week & months of the year must always be corrected and time given to pupils to practice these regularly – **this is a non-negotiable.**

In **KS2**, the class teacher must:

- Highlight or tick in green aspects that you are pleased with and identify with the pink highlighter pen, aspects of the pupil's work that needs to be improved.
- Provide instructions to support the pupil's improvement. For example, '*Go back and include an adverb at the \**', or '*Add a fronted adverbial such as sadly or suddenly in your writing*', or '*check for capital letters...*'
- Improvement marking should also include questions for pupils to answer, asking pupils to re-write small sections of text in an attempt to improve (having given ideas for improvement) and \* to indicate where additional words/sentences could be included.
- Opportunities to make these improvements must be planned into subsequent lessons.  
**All improvement work should be done by the pupils in green biro.**
- Where possible, teachers will adopt a 'same day learning/feedback in the moment' approach– marking in the moment as you are walking around the room. Indicate on the work when a conversation happens that moves learning on.

### Marking Extended Writing:

- 'Pink to think' comments must be general, such as; '*You need to try to include subordinating conjunctions*' Or '*Try to ensure all grammar is correct.*'
- **In Year 6** - there will be a further opportunity to edit once general 'pink to think' comments have been made. The teachers will then assess the final piece using the APL sheets.

## Feedback linked to Maths

During Maths lessons we encourage teachers to provide feedback whilst pupils are completing tasks. Where a TA or a teacher spots an error, this will be highlighted in pink and suggestions for improvements will be given. The pupils will take a closer look at that answer and correct using their own green pen. This process will form a complete record of the feedback conversation with a pupil and their reflections on it. A green tick will be used by either the teacher, TA, pupils themselves and through peer marking to indicate success.

The class teacher must mark all maths books as follows:

- Each individual calculation must be marked in **green** (a **pink dot** will be used to indicate an incorrect answer)
- Only the letters LO should be highlighted pink or green, not the entire learning objective.
- If the LO is highlighted green, you are encouraged to write a positive comment, next to a green flash at the bottom of the work, in relation to the LO as you see fit. Please do not write 'good' or 'well done' without explaining what is 'good' or what is 'well done'.
- If the LO is highlighted green, you are encouraged to identify next steps or a challenge for the pupil if appropriate.
- If the LO is highlighted pink, please put a pink flash at the bottom of the work and write a target for development next to it.
- Ensure improvement time is given to pupils.

**All improvement work should be done by the pupils in green biro.**

**Further examples of Maths Marking can be found in Appendix 1.**

### Feedback in Foundation Subjects

**All foundation subject work must be marked. All marking should be in black pen.**

Marking should provide a positive & supportive comment to pupils about the particular skills, knowledge or understanding developed during the lesson in relation to the learning intention.

Improvement comments should be made in foundation subjects at the class teacher's discretion.

**High frequency words spelt incorrectly must be picked up in all work and days of the week, months of the year and any reversals must be addressed.**

### Marking Codes

These are displayed in every classroom and at the front of pupils English, Maths and Science books **(see Appendix 2)**

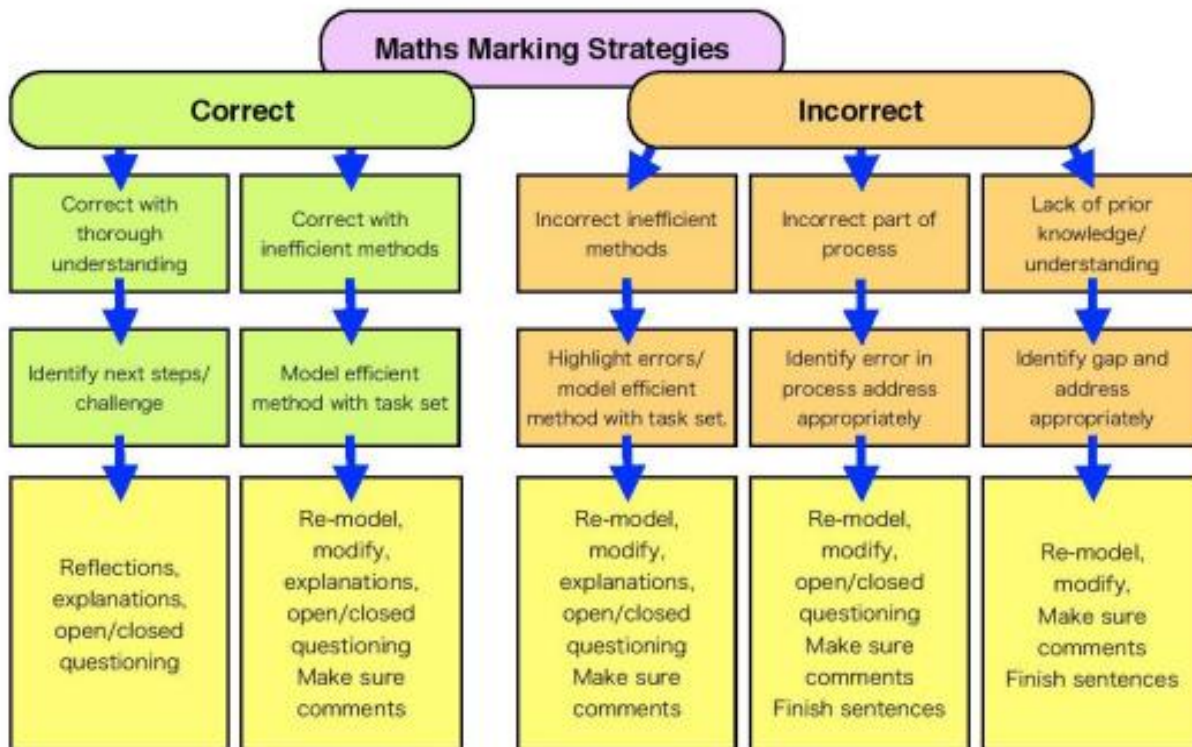
### Connections to other policies:

- Behaviour Policy
- Assessment Recording & Reporting Policy
- SEND Policy



## Appendix 1:

### Examples of Maths Marking:



*Possible responses might look like this...*

#### Explanations

Ask children to explain reasons for mathematical statements  
 Would a chocolate lover  $\frac{3}{5}$  or  $\frac{1}{5}$  of a bar of chocolate?  
 What tips would you give someone who is learning to round numbers to the nearest 10?  
 Explain why a number ending in 3 cannot be a multiple of 4.  
 Why is 16 a square number?

#### Reflections

Ask children to think deeply about their work  
 Could there be a quicker way to do this?  
 Do you think that this could work with other numbers?  
 When could you use this strategy?  
 Have you thought of all possibilities? Can you be sure?

#### Re-Modelling

If child recorded $52 - 38 =$ $50 - 30 = 20$ $8 - 2 = 6$ $52 - 38 = 26$	Model the correct method $52 - 38 =$ $52 - 30 = 22$ $22 - 8 = 14$ Now try this one...
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#### Closed questions

Provide children with questions that have only one answer  
 If you start with 93 and count back in 10s what would be the smallest number you would reach on a 100 square.  
 Put these numbers in order 836, 535, 388, 508. What would the second number be?  
 I buy three books costing each costing £2.99, How much do I spend to the nearest whole pound?  
 A 90 minute film starts at 4:15pm at what time will it end?

#### Finishing sentences

Provide children with appropriate mathematical sentences to complete  
 36 can be partitioned into \_\_\_\_ and \_\_\_\_  
 Two numbers < 200 are \_\_\_\_ and \_\_\_\_  
 All multiples of 5 end with \_\_\_\_ and \_\_\_\_  
 Acute angles are \_\_\_\_  
 A pencil weighs about \_\_\_\_

#### Open questions

Provide children with questions that have more than one answer  
 Tell me 2 three digit numbers with a difference of 26  
 Give me three division questions with a remainder of 1  
 What 3 lengths total 1m? \_\_\_\_ + 9 = 3\_\_

#### Make sure comments


Provide children with reminders for next time  
 Make sure you count on from the larger number  
 Make sure you record one hundred and two as 102 not 1002

#### Modifying

Use comments that challenge the children to look over their own work and processes used.  
 Can you see where you have made your mistake?  
 Check your place value in Q5 and correct it.  
 I calculate the answer to be X, check if I am right.

## Appendix 2:

### Feedback Policy

Green to be seen	Correct or something great
Pink to think	Something to fix
√	This is correct
•	Something is missing or wrong
//	You need to start a new paragraph
/	You need to start a new sentence
P (at the margin)	Check your punctuation (somewhere on this line)
SP (at the margin, followed by three lines for the children to practise on)	Check your spelling (somewhere on this line)
CL/C	Lack of capital letter
I	Independent work
S	Support given
	When you respond to feedback, always use a green pen