

Marking and Feedback at Sandhurst Primary School

Rationale

At Sandhurst Primary School we believe that marking and feedback should make a positive difference to pupils and teachers.

It should be:

MEANINGFUL

- “Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do...”

MANAGEABLE

- “The time taken to mark does not always correlate with successful pupil outcomes and leads to wasted teacher time...”

MOTIVATING

- “If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.”

Taken from recommendations ‘Eliminating unnecessary workload around marking’

The type and frequency of marking and feedback may look different across the different phases of our school but its **purpose** is always the same:

- **To motivate the child**
- **To extend understanding, skills, and knowledge**
- **An opportunity (drawn from observation or review) to move learning on by:**
 - **Addressing a misunderstanding**
 - **Reinforcing a skill or key piece of information**
- **To enable children to become confident, reflective learners**
- **To support children to become better at self and peer assessment**

How do we do this?

At Sandhurst, we encourage staff to use their professional judgment to decide when is the right time to provide verbal feedback, to surface mark, or when a next step comment is the right approach. This judgment needs to be based on what will most positively impact that child's progress.

The type of marking will depend on our teachers making professional judgments about when is the right time to intervene and what will have the most impact on progress and attainment. This helps to reduce workload by ensuring none of our staff have a huge pile of books to mark every night but, most importantly, ensures that teacher time, effort, and attention are focused on the quality of learning in the lesson. It gives teachers more time to plan exciting and effective learning based on what teachers have observed during the lesson and reflected on immediately afterward. It prioritizes quality rather than quantity of marking/feedback.

Real teaching and learning happens in the lesson not in the evening after school.

Key Principles

- Verbal feedback and dialogue should be embedded within every session.
- Marking and feedback in the moment is a vital form of communication between the child and teacher/teaching assistant.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Marking is used to support the day-to-day assessments of learning so that difficulties are identified quickly and misconceptions can be used to plan future lessons accordingly
- If misconceptions and misunderstandings are identified, children are given something to do to further practice or address the issue
- All learning recorded in books is acknowledged with a tick, smiley face, or teacher initials. The learning unit breakdown/learning question will be highlighted in yellow to indicate where general understanding/skills practice requires further teaching or support.
- Marking symbols clearly identify where a child has worked with a teacher, TA, or a learning partner

So what are the types of effective feedback at Sandhurst?

Type:	What it looks like:	Evidence used to monitor effectiveness
<p><u>Immediate</u> In the moment verbal feedback and actions</p>	<ul style="list-style-type: none"> • Takes place during a lesson with individuals, groups, or the whole class. • Includes formative assessment from the teacher or teaching assistant e.g., whiteboard responses, recording in books, verbal answers. • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions. 	<p>Lesson observations; learning walks, and discussions with pupils about their learning and progress.</p>
<p><u>Responsive</u> Catch-up: practice, consolidation, addressing misconceptions</p>	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Addresses knowledge/skills from the lesson or activity or missing prior knowledge/skills. • Often given as verbal feedback with time to practice the skill or respond to knowledge, as soon as possible after the lesson. • May be delivered by a teaching assistant based on guidance from the teacher. • An element of the child's responses to catch-up feedback are recorded in their books to show progress over time. 	<p>Learning walks; catch-up observations; discussions with pupils about their learning and progress. Book looks show evidence of further practice, editing, or reworking a sentence or paragraph</p>
<p><u>Summary</u> A response to the completed unit</p>	<ul style="list-style-type: none"> • Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or groups. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the groups/individuals. • Allocates time for editing/practice based on feedback given. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant. 	<p>Planning audits; lesson observations; learning walks; book looks.</p>

The details and differences in marking and feedback expectations and procedures for different phases and subjects can be found in the appendices at the end of this document.

How do we know if marking and feedback are effective?

Class teachers, the Senior Leadership Team, and subject leaders are all responsible for monitoring the impact of marking and feedback on pupil progress and attainment. The key indicator for the impact of effective marking and feedback is expected or better attainment and progress for pupils. There are 3 scrutinized summative assessment points across the year. Formative assessment and the impact of marking and feedback are supported and monitored in the following ways:

- **Planning:** All year group teachers have time to plan together to allow them to reflect on, and discuss planned and delivered learning.
- **Moderation:** Year groups and phases moderate together in maths and English, which allows individual teachers to seek the advice and support of colleagues in moving children on.
- **Book Looks:** SLT and subject leaders have a programme to review pupil books and talk to pupils (with their books) about their learning.
- **Learning Walks:** SLT and subject leaders conduct learning walks to see how subjects are being taught and does planned learning reflect what is in pupils' books. Is progress evident from the child's starting point?
- **SLT links:** SLT lead designated year groups to review attainment and progress at key points in the year. This may involve looking at the books of individual pupils and groups who are not making expected progress.
- **SEND:** The SEND team works closely with teachers and TAs to identify necessary interventions and to ensure that pupils have clear, concise learning outcomes, differentiated to their own level of attainment and ability.
- **Governors:** Link governors meet with subject leaders to review curriculum development, attainment, and progress. This may involve book looks and learning walks.

Procedures, detail, and phase differences

The detail and differences in practices and procedures between subjects and phases can be found in the following appendices:

- [Appendix 1: Fast Feedback Key Expectations and Procedures](#)
- [Appendix 2: Marking and Feedback Expectations in Maths at KS1 & 2](#)
- [Appendix 3: Marking and Feedback Expectations in English at KS1 & 2](#)
- [Appendix 4: Feedback in EYFS](#)
- [Appendix 5: Marking and Feedback Expectations in Foundation Subjects at KS1 & 2](#)

Appendix 1

Fast Feedback Key Expectations and Procedures

As much marking as possible should happen within the lesson, 'then and there' verbal feedback and support make the greatest difference.

Acknowledgement

- **All work** should be **initialled, ticked, or have a smiley face** to show it has been reviewed

Colours

- **Teachers** mark in **purple**
- **Pupils** edit and respond in **green pen/pencil**

Stampers

- Teachers and teacher assistants use the **owl stamper** to indicate when they have worked directly with a child.
 - Stamp at the **top of the page** for all pupils working in a **focus group**.
 - Stamp in the **margin** (next to the relevant part of the work) if you **intervene and directly** teach a child
 - Stamp at the **bottom of the work** where a child works directly with you to **practice or refine** something from the learning
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- The **partner talk stamper** should be used if a child has worked with another child to review, discuss or to mark together (primarily in maths).

Highlighting (KS1 & KS2)

We highlight **by exception**.

- If a child has **not achieved a learning objective** it should be highlighted in **yellow**.
- - A **full yellow line** indicates that a child has **not understood/achieved the learning**. Further direct teaching is required.
 - A **dotted yellow line** indicates that a child has not **fully understood** and further practice/consolidation and teaching is required.
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Marking codes

- 'I' may be used to indicate **independent learning**. If a pupil is in a focus group but able to work independently, place the 'I' at the point they were able to work from.
- 'VF' indicates some **verbal feedback** given when 'helicoptering' between groups. Use a few words to say what that was.

End of Lesson Review/Response

Learning will, of course, be adapted to suit the needs/levels of learners in the class. As soon as possible following a lesson, the recorded learning should be reviewed.

Books should be organized to:

- **'Got it'**- Challenge/next steps in the subsequent lesson
- **'Nearly there'** - More practice/consolidation is required in the subsequent lesson or in a small group
- **'Not ready yet'** – Not able to manage the task. May need teaching in a different way/re-teaching the step before/equipment/greater scaffolding.

Pupil reflection

Children must be given time to regularly respond to/review their learning. Response recording should be in **green pen**.

- In **EYFS and KS1** this will be **primarily verbal** where they talk about their learning with a teacher.
- Latterly, in **year 2** and throughout **KS2 children** are expected to **regularly review** their work and reflect on their learning. They will need support to do this effectively. Sentence stems should be used to help direct and guide their reflections.


Appendix 2

Marking and Feedback Maths Expectations in KS1 and KS2

Learning Questions:

Week beg: 24.4.23

LQ: Can I recognise equal groups? Can I add using repeated addition?

1	I can recognise equal groups.	
2	I can make groups equal.	
3	I can copy a repeated pattern.	
4	I can finish a repeated pattern.	
5	I can add equal groups.	
6	I can record a repeated addition number sentence.	

- ❖ Use small steps from WRM for the block of learning.
- ❖ LQs / Small steps are for the block not chilli challenges.
- ❖ Stick in books at the start of the block.
- ❖ Can be taught over 1 or 2 weeks.
- ❖ Date and title for daily lessons.
- ❖ Highlight the small steps at the end of the block.
- ❖ Highlight using **yellow** anything not achieved, Dot in **yellow** to show support still needed.

Marking and Feedback:

Adults

- ❖ Owl stamp at the top of page = focus group
- ❖ **Owl stamp next to work + comment** = significant / supported teaching
- ❖ **VF + comment** = verbal feedback
- ❖ **I** = independent
- ❖ **Using dienes/ cubes/ number line etc** = with equipment
- ❖ **Challenge** = Extension work
- ❖ **☺, ✓, teacher initials** = acknowledgment marking



- **Children**

- ❖ Reflections using sentence stems = green pen
- ❖ Partner talk stamp = peer marking in green pen

After the lesson

- ❖ Regroup children daily for focus group / additional support



Appendix 3: Marking and Feedback in English in KS1 & 2

KS1

From the spring term in year 1 and throughout year 2, work will be marked according to the unit assessment criteria, found at the start of each writing unit. This specifies the purpose and type of writing, and the features being taught and assessed.

Highlighting objectives is by exception. Yellow if a child has not achieved the objective and a dotted yellow line if they have partially achieved it.

- Use of owl stamper to show teacher/TA support
 - Stamped at the top for a focus group
 - Stamped in margin/adjacent to later support
-
- Use of an 'I' denotes if the writing was independent or became independent after some focused teaching
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Response Marking

It should ideally happen within the lesson or soon afterwards so it retains a meaning and context for the children

Marking should focus on helping pupils to:

- Edit their work.
- Practice key skills they may be finding difficult
- Extend/improve a sentence or short paragraph
- Answer questions to deepen their thinking

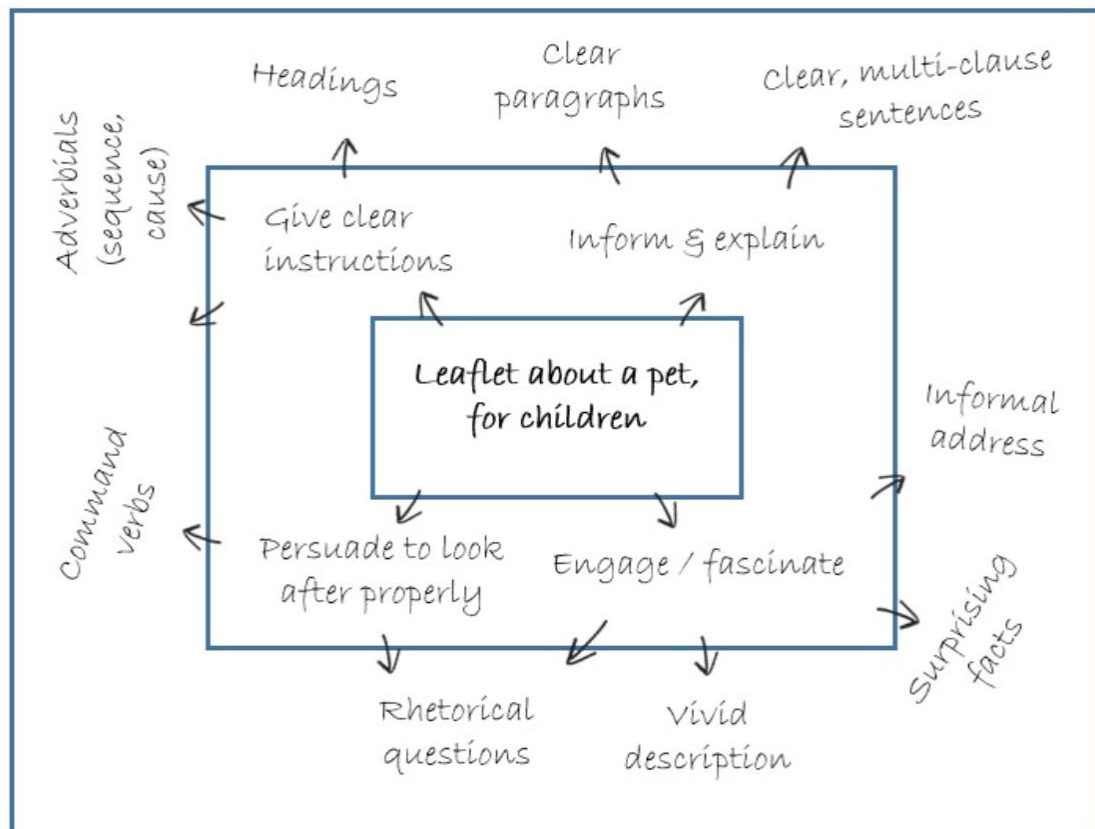
All editing and practice/responses are to be completed in green pen or pencil.

Writing Conferences

These will occur during focus group writing activities. They should have a next-step focus and the child should know their target focus (next step) for subsequent writing. If a child is not achieving a specified learning objective this should be the focus of attention and subsequent practice.

KS2

When providing feedback, teachers and pupils will refer to a boxed criteria or 'Writer's Toolkit' (see example below) as children build the skills and knowledge to enable them to produce a piece of writing which is suitable for the purpose and audience. In lower KS2 this boxed criteria is created as a whole class but as the children progress to upper KS2, the children are encouraged to take increasing agency when considering the features they would like to include.



Verbal feedback

This is immediate and relevant, enabling children to respond to their learning whilst actively engaged in the task. Rich verbal responses, both by teachers, TAs and peers, provide a valuable opportunity for children to reflect on their writing and build a strong community of writers. This can take place during the lesson with individuals, groups or the whole class.

It is expected that in response to verbal feedback children will be supported and encouraged to take words, sentences or paragraphs to revise or experiment with. These responses will be completed in green pen.

Whole class feedback

This often takes place after the lesson and is carefully planned to address a common misconception or take advantage of a learning opportunity which has arisen during the writing process. Teachers present pupils with an example on the board and carefully model

how they might address the problem. Children are then given time to focus on a similar problem, using the teacher's guidance as an example. Whole class feedback provides a valuable opportunity to facilitate a class discussion about writing. As a shared experience, children gain confidence to solve a problem independently with the reassurance that they are on the right track.

Writing conferences

Writing conferences are purposefully planned to provide children with the knowledge to move their writing forward and to develop their 'writer's craft'. It is vital that children are given increasing agency over their writing process and through regular writing conversations with their teacher, children will learn how to develop their writing. Conferences have a definite structure in order to be time-efficient and to enable the teacher to maintain focus on the children without distraction. They can occur at any stage of the writing process and typically last a few minutes one-to-one with a child whilst the rest of the classroom is calm and the noise level is low.

At the heart of effective writing conferences is the use of questioning to tease out information from the child and offer suggestions or strategies for them to try. Teachers draw on the following key questions to facilitate an effective discussion in which the children feel comfortable and at ease:

- Invitation questions – what can you tell me about this piece?
- Open-ended - what do you mean when you say...?
- Teaching something writer's do – Some writers often do this...
- Process questions – which bit are you going to work on next?

Coding

- All children's editing and practice/responses are to be completed in green pen
- Use of owl stamper to show teacher/TA support
 - Stamped at the top for a focus group
 - Stamped in margin/adjacent to later support
- Use of an 'I' denotes if the writing was independent or became independent after some focused teaching
- Use of 'VF' indicates that verbal feedback has been given, which will typically be followed with a green pen response.

Appendix 4: Feedback in EYFS

In the EYFS phase feedback is nearly always verbal and should be in the moment/immediate

When directly teaching or responding to recorded learning teachers/teaching assistants should:

- Use the **owl stamper** to show where the work has been **supported**.
This could be at the beginning if the child is part of a focus group or from a later point if the child has been recording independently and then there was an intervention
- Demarcated with '**I**' for **independent work**. Either at the beginning or from where the child has worked independently
- Response or practice by the child will be in green
- VF to denote verbal feedback which may also be briefly annotated

Appendix 5: Marking and Feedback Expectations in Foundation Subjects at KS1 & 2

Foundation subject recording should include a learning question/learning objective.

- The Learning Objective should be highlighted in **yellow if not met, dotted if partially met, and left blank if successfully met.**
- The appropriate stampers should be used if the child has received adult support or been involved in partner talk during the lesson.
- Teachers' comments should be in the form of questions that encourage the child to reflect on their learning/progress and will move the learning forward.