

## Marking and Feedback Policy

**This Policy applies to the whole school and is published to staff, pupils and parents.**

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Longridge Towers School is a 3 - 19 school. Whilst understanding that in legal terms, in Scotland a young person is deemed an adult at 16, and in England an adult at 18. The following policy aides the School in the managing of appropriate behaviour and its duties in safeguarding all members of the School community. Therefore, for the purpose of clarity, the term pupil in this context encompasses those who are registered to attend classes regardless of age and legal status as an adult. We expect all pupils to abide by our school rules and policies, irrespective of their age.

## **Aims of the Policy**

- To make explicit our approach to providing feedback about pupils' work;
- To encourage pupils to raise their achievement and to develop their self-esteem by giving feedback that is usually positive and developmental in nature;
- To ensure pupils receive timely and constructive feedback which enables them to plan for future progress and pursue and achieve personal excellence;
- To provide pupils with the tools to take responsibility for their own progress and therefore develop as independent learners;
- To provide all interested parties with information about pupil progress and achievement.

## **Rationale**

To make improvements, the learner must first know the purpose of the task, then how far this has been achieved, and finally be given help in knowing how to move closer towards the desired goal or in 'closing the gap.'

Feedback, wherever possible, should be a positive communication **based on intended learning outcomes and success criteria**. It can be verbal, written, pictorial or signals (at the discretion of each teacher) and could be from teacher to pupil, pupil to teacher or pupil to pupil. Feedback must provide positive comments, where appropriate, on what has been completed and achieved and provide developmental points in the form of targets for improvement. It is recognised that effective feedback is a vital tool in raising achievement. It should always be given in a supportive manner.

Although feedback can be communicated by a variety of methods as suggested above, there must be some form of **regular written/recorded developmental feedback** for every child. This should occur in the majority of subjects, with exceptions being predominantly in practical subjects where feedback is mostly verbal.

Whilst this is essentially a whole-school policy, it is recognised that particular practices may predominate in certain stages of the school. In the Senior School, individual faculties/departments may outline any subject-specific guidelines for marking and feedback; in the Junior School adults working with younger pupils often make time to discuss feedback with learners on an individual or small group basis.

## **Assessment for Learning**

Feedback and marking should embrace the principles of Assessment for Learning. This practice is based on the principle that pupil progress will be enhanced if they know their current level of attainment, target areas for improvement and are aware of the aims of their learning and the success criteria and assessment frameworks against which their future progress will be measured. This depends on effective and timely teacher/pupil and pupil/pupil communication and sharing of relevant information.

As part of this process, pupils should be encouraged to self-assess their progress at an age-appropriate level. If pupils understand how their work is being assessed, they are more likely to know what is expected of them and then able to assess their own progress, achievements and areas for development. This self-assessment gives pupils ownership of their progress, helps to motivate pupils, enhances individual progress and develops pupils as independent learners.

## Effective Feedback

Effective feedback and marking:

1. Enables **pupils** to:

- evaluate their progress and reflect on their individual learning needs so they will fully understand what is being learned and how progress will be measured;
- understand what is expected of them and progress at the optimum rate;
- clarify the problems and misconceptions that they may be experiencing and know how to rectify them;
- set personal targets for learning and progress and give clear strategies for improvement;
- motivate themselves to achieve higher standards in subsequent work;
- develop as independent learners;
- have the time needed to reflect and respond to comments and suggestions;
- be involved in the marking and assessment process both as self-markers and in peer marking;
- be able to answer, ‘what should I do next?’ and, ‘how much progress have I made?’

2. Enables **staff** to:

- evaluate their teaching methods and materials;
- be fully informed when undertaking long, medium and short term planning;
- tailor planning to best facilitate the progress of individual pupils;
- monitor pupil progression over time in a consistent fashion;
- set appropriate targets for pupils which will help them progress towards the next levels of attainment;
- intervene and offer timely support to address misconceptions;
- successfully manage workload.

3. \*Enables parents/guardians and other agencies to:

- be informed of pupil progress over time;
- be aware of target areas for improvement;
- be able to intervene in an effective manner when helping with a pupil’s progress.

\*where pupil work is sent home/shared

## Types of Feedback

**Verbal Feedback from Teacher:** Verbal feedback should be varied and tailored to the individual pupil or group of pupils. Verbal feedback is a dialogue, using appropriate language and questions, with pupils having the opportunity to reflect and respond. Feedback, where possible, should be specific and focus primarily on issues linked to intended learning outcomes.

**Written Feedback from Teacher:** Written feedback by staff is usually completed in green ink in the Junior Department pupils respond in purple. Green or red ink is normally used in the Senior School and pupils who are peer marking, self-marking or self-assessing may use a contrasting colour. The aim of written feedback

should be to encourage higher standards by targeting individual learning and ensuring that shortcomings are quickly identified and remedied.

**Feedback via Peer Assessment and Self-Assessment:** It is often helpful for pupils to assess their own/each other's work. Therefore, where appropriate, pupils should be encouraged to be aware of how well they are doing in their work through a variety of self and peer assessment techniques. Teachers should consider the age of pupils when selecting the techniques used and should always have an oversight of the comments being made.

**Online Feedback:** Online feedback may be provided through the various platforms used in school (e.g. Google Classroom, Purple Mash etc.) This may be via annotated documents, private messages to pupils or other appropriate means.

### **Consistency**

All teachers should be concerned with the raising of standards in general literacy and numeracy and therefore marking and feedback, where appropriate and practical, must take reasonable account of spelling, punctuation, grammar and handwriting and accuracy of calculations.

Marking codes are used to make feedback more accessible to pupils. The appendices below show some of the codes used. In the Junior School, an enlarged copy of these codes should be displayed in each classroom and stuck in the front of exercise books as appropriate. Pupils will gradually be introduced to these codes during KS1 and KS2. Whilst there is more variability in the Senior School, and some subject-specific guidelines, the use of some or all of these codes where appropriate remains valuable.

### **Frequency of Feedback and Marking**

Feedback and marking may take place during a lesson with a pupil or groups of pupils which allows for immediate feedback. When feedback and marking is completed outside of the lesson, it should be done in a timely fashion (ideally returned for the next lesson or within a week at the most) so that targets for development remain relevant in subsequent lessons.

Pupils should be given the time needed to reflect and respond to comments and suggestions. Evidence of this may be evident within pupils' books or online.

### **Effective Implementation**

It is left to individual teachers/departments to choose the strategies and methods most appropriate for their pupils in order to provide high quality feedback and to promote targeted development and progress. It is expected however, that quality feedback and marking will be evident during regular Book Looks and Learning Walks. A toolkit of ideas and strategies for giving effective feedback has been produced to accompany this policy. (Feedback and Marking Toolkit 2023)

### **Early Years**

In Early Years, children are given verbal feedback and support to help them to make progress with their learning. Verbal feedback is particularly important in the early years where children may be unable to read a written comment; this is given by all staff working within the setting.

The teacher may also annotate the work as part of the process of gathering information for the EYFS Profile. These comments are usually written with the children as they complete the piece of work. Children are familiar with special stampers which are used with the children to highlight and praise pieces of work.

The children's Learning Journey document is shared with them and they are given time to respond and reflect on their learning. These comments from the children are recorded on speech mark post-it notes. Comments on work will be used to aid the teachers' on-going planning of children's next steps.

### **Monitoring and Improvement**

The implementation of this policy will be monitored by the Senior Leadership Team who will review the feedback given and the marking of pupils' work during 'Learning Walks'. Written feedback will be examined more formally on a regular basis via Book Looks. These may take the form of 'impact meetings' during Twilight sessions with other colleagues or in faculties alongside scrutiny by SLT. In the Senior School, some of the monitoring of marking and feedback is delegated to faculties. Each faculty is expected to consider how best to implement effective strategies in their subject area(s) and allow time during faculty meetings for examining examples of feedback and sharing best practice.

A great significance is given to the evidence of learning as evidenced in learners' books. Book Looks are therefore a natural part of the School's self-evaluation process. Book Looks help the School to ascertain how well pupils are progressing and to ensure teaching is effective enough to maximise progress. Book Looks may focus on areas such as:

- Marking and Feedback;
- Presentation;
- Lesson Design;
- High Expectation and Challenge;
- Differentiation and Adaptive Teaching;
- Progress;
- Appropriate Praise.

Books Looks may occur at faculty/subject level as well as on a school-wide level.

See appendices for Book Look and Learning Walk forms; feedback will be shared using the templates provided.

## Appendix A KS 1 Literacy Marking Codes

*The marking code below will be introduced to pupils within Key Stage 1 as and when the class teachers feel the pupils are at an appropriate stage of development to fully understand them. Codes are placed in margins to be easily seen with the mistake underlined or circled as indicated below. Pupils should also refer to the Junior/Senior Presentation Guidelines.*

### KS1 Literacy Marking Codes

#### J1 & J2

✓ Good work/your work has been seen by a teacher

C. Incorrect answer

sp realy Spelling error underlined in green ink

P (1)ongridge Punctuation errors circled / missing punctuation added

T Set clear and realistic target where appropriate

'Tickled Pink' Particularly pleasing aspects of work highlighted in pink

'Green for Growth' Areas for development highlighted in green

## Appendix B - KS1 Marking in Mathematics J1 & J2

### Codes to be used when marking numeracy

- ✓ Your answer is correct
- C. KS1 Incorrect answer
- ? Your method of calculation is incorrect, unclear or confusing
- T Set clear and realistic target where appropriate

## Appendix C - KS2 and above Literacy Marking (where work is being assessed for Literacy)

✓ Good work/your work has been seen by a teacher

X Incorrect answer

sp realy Spelling errors underlined

G we was Grammar errors underlined

P (1)ongridge Punctuation errors circled / missing punctuation added

~~~~~ Unclear expression – explain in brackets near to error

// New paragraph

T Set clear and realistic target where appropriate

Date? / Title? Omitted date or title

—————> Next to writing which should have been underlined



## Appendix D - KS2 and above Marking in Mathematics/Numeracy

✓ Your answer is correct

X Incorrect answer

? Your method of calculation is incorrect, unclear, or confusing

T Set clear and realistic target where appropriate [\\*KS2 only](#)

## Appendix E – Longridge Towers School Book Look

Pupil \_\_\_\_\_ Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

| Criteria                                                              | RAG | Comments |
|-----------------------------------------------------------------------|-----|----------|
| Evidence of target setting in books                                   |     |          |
| Targets set previously are followed up                                |     |          |
| Feedback identifies progress made                                     |     |          |
| Feedback identifies misconceptions and explains why                   |     |          |
| Positive comments linked to learning objectives                       |     |          |
| Regular diagnostic marking - next steps, support and challenge        |     |          |
| Pupils respond to feedback (e.g. purple pen)                          |     |          |
| Evidence of marking for literacy – using agreed marking codes         |     |          |
| Evidence of marking for numeracy                                      |     |          |
| Evidence of success criteria where appropriate                        |     |          |
| Feedback encourages independent learning (including problem solving)  |     |          |
| Quantity of work completed in line with timetabled curriculum time    |     |          |
| Evidence of coherent curriculum planning (work in books v MTPs/ SoWs) |     |          |
| Presentation guidelines followed                                      |     |          |
| Evidence feedback is timely                                           |     |          |
| Evidence that homework is marked regularly and frequently             |     |          |
|                                                                       |     |          |

| Criteria                                       | Y/N | Comments |
|------------------------------------------------|-----|----------|
| Evidence of peer / self-assessment             |     |          |
| Evidence of work completed digitally           |     |          |
| Evidence of differentiation/ adaptive learning |     |          |
| Evidence of SMSC (including FBV)               |     |          |
| Any other observations                         |     |          |

### Learning Walk Guidelines

The purpose of the Learning Walk programme at Longridge is to support whole school improvement and to gather evidence of development linked to our School Development Plan (SDP). The criteria for each Learning Walk will be focused on a specific area related to the SDP with classroom visits lasting around ten minutes. Learning Walks are intended to be developmental and constructive and are considered a whole school development activity.

These guidelines set out why we carry out Learning Walks, what colleagues can expect, and a pro-forma document that is used.

#### Why do we do Learning Walks?

- To experience what is happening across the school in terms of Teaching and Learning within classroom settings;
- To focus on particular aspects of Teaching and Learning provision that are priorities within the SDP;
- To celebrate examples of great practice, to support colleagues and to identify whole school training opportunities for school improvement;
- To help pupils and teachers get used to having others in the classroom, hopefully making formal lesson observations a more informative and comfortable experience.

#### What can teachers expect?

- There will typically be one Learning Walk each half term. It should be noted that not every member of staff will be visited on each Learning Walk. Staff can expect approximately three Learning Walk visits to their classes each year
- Learning Walks will be led by SLT, SMT, Heads of Faculty, Subject Leaders, Heads of Year, Heads of House or a visiting Governor (accompanied by a member of teaching staff)
- All Learning Walks will be undertaken in a supportive and professional manner
- Staff will be informed in advance of the date, time and focus of the Learning Walk and who will be conducting it, so they can organise their classes accordingly
- Learning Walks will be conducted with minimum disruption to teachers and pupils
- A maximum of two colleagues will be involved in Learning Walks at any time
- Pupils will not be asked for their views of an individual teacher during Learning Walks.
- There shall be no evaluation of an individual teacher during a Learning Walk
- A central record of whose classes are visited during a Learning Walk will be kept. This is to ensure that Learning Walk visits are fairly distributed across the staff team
- Following each Learning Walk a short summary will be circulated to staff outlining areas of good practice observed, any trends noticed and areas for development. No individual staff member will be named in this feedback. There will be opportunities for staff to respond to any feedback via email or at subsequent staff, faculty or curriculum committee meetings, or possibly via shared electronic resources
- Individual feedback may be given in person and followed up via email. This feedback is intended to be positive, supportive and useful
- If a Learning Walk were to highlight any area of concern with regard to pupils or staff, a supportive face-to-face meeting would be set up with the relevant person/ people concerned as soon as possible and would be led by the member of staff's line manager.

## Longridge Towers School Learning Walk proforma

Year/Class \_\_\_\_\_ Staff \_\_\_\_\_ Subject \_\_\_\_\_ Period \_\_\_\_ LW Lead \_\_\_\_ Date \_\_\_\_\_

| Focus                                                                                                                                                                                                                                                                                                                                                                                                                                           | Comments/ Reflections |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <ul style="list-style-type: none"> <li>- Achievement and progress (examples, such as:)</li> <li>- Teacher has high expectations of pupils and sets challenging success criteria</li> <li>- Differentiation/ adaptive learning ensures that no pupil is left behind</li> <li>- Challenging and appropriate homework promotes progress</li> <li>- Pupils recognise what progress they have made in the lesson</li> </ul>                          |                       |
| <p><b>1. Behaviour for learning</b></p> <ul style="list-style-type: none"> <li>- Teacher manages pupil behaviour in line with school policy</li> <li>- Pupils show positive self-management, collaboration and communication</li> <li>- Pupils show resilience</li> </ul>                                                                                                                                                                       |                       |
| <p><b>2. Feedback</b></p> <ul style="list-style-type: none"> <li>- Teacher checks pupils' understanding systematically</li> <li>- Pupils respond to written/ oral feedback</li> </ul>                                                                                                                                                                                                                                                           |                       |
| <p><b>3. Literacy and numeracy</b></p> <ul style="list-style-type: none"> <li>- Reading, writing and comprehension opportunities are available</li> <li>- Numeracy opportunities are available</li> </ul>                                                                                                                                                                                                                                       |                       |
| <p><b>4. Questioning, discussion and assessment</b></p> <ul style="list-style-type: none"> <li>- Teacher uses effective questioning including higher order questions to enable pupils to progress</li> <li>- Teacher involves problem solving to stimulate learning</li> <li>- Teacher makes accurate and productive use of assessment</li> </ul>                                                                                               |                       |
| <p><b>5. Planning, teaching and resources</b></p> <ul style="list-style-type: none"> <li>- Teacher uses time effectively to ensure that activities enable progress</li> <li>- Teacher uses resources including differentiation/ adaptive learning</li> <li>- Lesson is planned effectively following MTP/ SoW and uses pupil prior knowledge</li> <li>- Teaching Assistants effectively support the progress of pupils where present</li> </ul> |                       |
| <p><b>6. Subject Knowledge</b></p> <ul style="list-style-type: none"> <li>- Teacher demonstrates good subject and curriculum knowledge</li> </ul>                                                                                                                                                                                                                                                                                               |                       |
| <p><b>7. Presentation of work</b></p> <ul style="list-style-type: none"> <li>- Teacher demonstrates high expectations for presentation of work in line with presentation guidelines</li> </ul>                                                                                                                                                                                                                                                  |                       |
| <p><b>8. Engagement</b></p> <ul style="list-style-type: none"> <li>- Pupils seek to improve knowledge, understanding and skills</li> <li>- Pupils demonstrate a love of learning</li> </ul>                                                                                                                                                                                                                                                     |                       |
| <p><b>9. The learning environment</b></p> <ul style="list-style-type: none"> <li>- The learning environment is safe, stimulating and challenges learning</li> </ul>                                                                                                                                                                                                                                                                             |                       |
| <p><b>10. Spiritual, Moral, Social and Cultural development including Fundamental British Values, and Equality Diversity and Inclusion</b></p> <ul style="list-style-type: none"> <li>- Teacher and/or pupils challenge stereotypes</li> <li>- Teacher and/ or pupils provide learning opportunities of people, communities and characteristics beyond their immediate experience</li> </ul>                                                    |                       |
| <p><b>11. Other Comments/ Reflections:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                  |                       |