



Marking and Feedback Policy and Procedures

Introduction

At The Emmaus Federation, our vision is: **Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.**

At The Emmaus Federation we believe that the feedback provided to pupils is an integral part of a successful teaching and learning process: its sole purpose is to further children's learning.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, 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.

- 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

The assessment of children is intrinsically linked to feedback and marking at The Emmaus Federation. Assessment at The Emmaus Federation follows the principle that assessment information will only be accurate and valuable if it is the result of rich and immersive learning opportunities. Assessment removes the ceiling on attainment and supports children in making the next steps in their learning.

Policy Scope

This policy applies to all members of the federation's community who are involved in the feedback, marking and assessment of children's work through any of the means set out in this policy.

Policy Aims

To secure outstanding feedback, marking and assessment to enable all children to make outstanding progress. To ensure teacher time is used effectively to maximise the impact on our children's progress.

Quality Assurance

The quality of feedback, marking and assessment at The Emmaus Federation will be assured by:

- Ensuring this policy is disseminated and adhered to.
- Monitoring the impact of the policy
- Addressing any underperformance in a timely manner, whether it has come to light through the monitoring procedures outlined in this policy or as a result of other federation's quality assurance mechanisms.

Roles and Responsibilities

Feedback, marking and assessment is a collective responsibility. The following section outlines the roles and responsibilities of individuals and groups within the federation in relation to this.

The Governing Body

- The Governing Body will work with Executive Headteacher and Senior Leaders, ensuring that the quality of Feedback, Marking and Assessment is accounted for, upheld and suitably resourced.

The Executive Headteacher and Senior Leaders

- The Executive Headteacher and Senior Leaders will ensure that the Feedback, Marking and Assessment Policy is disseminated and is implemented fully to ensure consistent and sustained high quality feedback and marking throughout the federation and regular and thorough assessment.
- They will report on the quality of feedback, marking and assessment provision to the Governing Body in the termly Head of School report.

Teaching Staff

- Teaching staff will ensure they have familiarised themselves with all elements of the Feedback, Marking and Assessment Policy and understand what is required of them, seeking clarification if they are unsure.
- Subject Leaders will monitor the quality and clarity of feedback, marking and assessment through regular work scrutiny and learning walks/deep dives.
- Phase Leaders will monitor the quality and clarity of feedback, marking and assessment through regular work scrutiny and learning walks/deep dives.

Support Staff

- Support staff will have familiarised themselves with all elements of the Feedback, Marking and Assessment Policy and understand what is required of them, seeking clarification from the class teacher, Phase Leader or Senior Leaders if they are unsure.

Children

Our children must:

- Have a clear understanding of the marking symbols.
- Respond appropriately to verbal and written comments in their work.

Procedures

Guiding Principles:

- The sole focus of feedback, marking and assessment should be to further children's learning.
- Evidence of feedback and marking is incidental to the process - we do not provide additional evidence for external verification.
- Written comments should only be used where they are accessible to pupils according to age and ability.
- Feedback delivered closest to the point of action is most effective, and, as such, feedback delivered in lessons is more effective than comments provided after the fact.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments.
- 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 impacts on future learning. When work is reviewed, it should be acknowledged in books. This can be something as simple as a 'tick'.
- Feedback ensures that children are provided with timely and purposeful feedback that furthers their learning, and teachers are able to gather feedback and assessments that enables them to adjust their teaching both within and across a sequence of lessons.
- Any assessment opportunities undertaken – planned or otherwise - are done so with the primary purpose of identifying progress and achievement.

Strategies

Effective marking and feedback can be undertaken in a variety of ways. This can depend on the task being marked, the age of the child and individual needs of the child.

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 at The Emmaus Federation is given in three different ways:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

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.

At The Emmaus Federation, we place considerable emphasis on the provision of immediate feedback in the moment.

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none">• Includes teacher gathering feedback from teaching including mini-whiteboards, book work etc.• Takes place in lessons with individuals or small groups• Often given verbally to pupils for immediate action• May involve use of a teaching assistant to provide support or further challenge• May re-direct the focus of teacher or the task• May include highlighting/annotations according to the marking code (Appendix 1)	<ul style="list-style-type: none">• Lesson visits/learning walks/deep dives• Some evidence of annotations or use of marking key/highlighting• Improvements evident in books, either through editing or further working
Summary	<ul style="list-style-type: none">• Takes place at the end of a lesson or activity• Often involves whole groups or classes• Provides an opportunity for evaluation of learning/progress so far in the lesson• May take the form of self- or peer assessment against an agreed set of criteria• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	<ul style="list-style-type: none">• Lesson visits/learning walks/deep dives• Timetabled pre- and post teaching based on assessment: Catch-the-Bus• Some evidence of self- and peer-assessment• May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none">• Takes place away from the point of teaching• May involve written comments/annotations for pupils to read/respond to• Provides teachers with opportunities to for assessment of understanding• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks	<ul style="list-style-type: none">• Acknowledgement of work completed• Written comments and appropriate responses/action• Adaptations to teaching sequences tasks when compared to planning• Use of annotations to indicate future groupings

General guidance

- The correction of basic mistakes in work including punctuation, spelling, grammar (e.g. subject verb agreement, tenses, homophones) and handwriting is paramount and is prioritised in the Autumn term. This should be age/ability appropriate (i.e. not selecting all spelling mistakes in EYFS).
- In EYFS and Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently.
- In some cases, a marking code may be used where this is understood by pupils (see end of policy for marking code & symbols).
- Where pupils are unable to read/understand written comments, these can be shared verbally with children at the next appropriate opportunity.
- In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered i.e. when it has not been possible to provide this during the classroom session.
- In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.
- Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.
- In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.
- Ensure that time is provided within the school day for children to respond to written comments and feedback.
- Ensure that time is provided for the child retrieval 'take-away' at the end of the lesson.
- The highlighting of the learning objective and success criteria through a tick, dash or dot provides immediate feedback to the children.
- A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases, targets are clearly set out through use of the marking code and accompanying comments.

Assessment

The three aspects of assessment that are used are:

Day-to-day assessment for learning: this is formative assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement.

Transitional assessment: this is the use of summative (or summary) tests and tasks that formally recognise pupil achievement and are shared with pupils and their parents.

Statutory assessments are:

- Phonics check near the end of Year 1, with the requirement to repeat it in Y2 if pupils do not meet the required standard.
- SATs (Standardised Attainment Tasks) in Year 6 in Reading, Maths, Spelling, Punctuation & Grammar (optional in Year 2) which, in Year 6, are marked externally.
- Writing is assessed internally, across a range of independent pieces of work, and this may be moderated externally (at least every four years).
- EYFS Profile (Early Years Foundation Stage) Early learning Goals

Pupil Progress Meetings allow a professional dialogue between the Head of School and the class teachers to discuss the expectations and needs of the children in their class. The Pupil Progress Meeting template are used to identify which children require additional input and support.

LCC writing checklists are used in each year group to monitor standards in independent writing. Any areas for development are translated into individual targets and fed back into planning.

Moderation throughout school is regular and part of standard practice. The moderation of writing is included in

the staff meeting agenda, CPD and monitoring cycle per term.

All staff are expected to provide up-to-date data and information on the children in their class.

The data is recorded on the MARK assessment reports and on the federation's writing assessment spreadsheet.

Monitoring and Evaluation

The quality of Feedback, Marking and Assessment secured by this policy will be monitored, evaluated and resourced through:

- Learning journeys
- Deep Dives
- Book scrutiny
- Pupil interviews
- Progress analysis
- Lesson visits

Marking Symbols

Ind	Independent
Sp	Spelling mistake
_____	Error
?	Does this make sense?
VF	Verbal feedback given
Sup	Supported work
P	Punctuation
C/Cap	Capital letters
<input type="checkbox"/>	Means what the child needs to do to succeed further
1 DP or *	= 1 Dojo point
2 DP or **	= 2 Dojo points
3 DP or ***	= 3 Dojo points, etc.

Signed

Mrs CV Collett

Executive Headteacher

December 2023

Signed

Mrs J Powell

Chair of Governors