Adopted by the Governing Body of Dunkirk Primary School:	
Approval:	Head Teacher June 23
Review:	June 24
To be reviewed by:	Steve Parry & Rachael Jurkiw
Committee responsible:	SDC

At Dunkirk, we recognise the importance of feedback as part of the teaching & learning cycle, and understand that providing meaningful and timely feedback is one of the most effective ways of improving pupils' learning. We therefore 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 the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- allow dedicated time for the pupil to respond
- focus on 'errors' rather than 'mistakes'
- 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 and emphasises that marking should be **meaningful, manageable and motivating.**

Key Principles

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning;
- written comments should only be used where they are accessible to students 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 at a later date;
- 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 and teaching assistants at the earliest appropriate opportunity so that it might impact on future learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
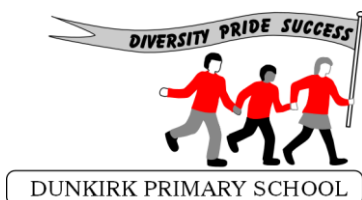
When work is reviewed, it should be acknowledged in books. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit and the research document 'A Marked Improvement?' This is to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enables them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice
It is vital that teachers and teaching assistants 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 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)

Feedback that takes place closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. Therefore, as a school, we place considerable emphasis on the provision of immediate feedback wherever possible. Where feedback is based on review of work completed, the focus will often be on providing feedback for the pupil to act upon or for staff to adapt their planning and teaching.

At Dunkirk, feedback can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	• Includes staff gathering feedback from teaching, including mini-whiteboards, bookwork, guided group work etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action (VF) • May involve use of a teaching assistant to provide support or further challenge (gap teach) • May re-direct the focus of teaching or the WALT/WILF • Includes **highlighting/annotations** according to the marking code (below).	Termly observations/lesson drop-ins/learning walks Some evidence of annotations or use of marking code/ highlighting
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes	Lesson drop-ins/learning walks

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	• Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria (the WILFs for the lesson or a checklist) • In some cases, may guide a staff's further use of review feedback, focusing on areas of need	Timetabled pre- and post-teaching based on assessment Some evidence of self- and peer-assessment May be reflected in selected focus review feedback
Review	• Takes place away from the point of teaching • Likely to involve **written comments/annotations** for pupils to read and respond to (as appropriate to age and stage) • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action	Written comments and highlighting along with appropriate responses/ action made by the pupil Adaptations to teaching sequences tasks when compared to planning Use of annotations to indicate future groupings

Marking Approaches

Feedback will be acknowledged in some form in English and maths books. This will be through simple green/pink highlighting of the WALT and/ or lesson title.

In Foundation Stage & Year 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols) to show the pupils how successful they have been. Where pupils are unable to read or understand such comments, these are shared verbally with children at the next appropriate opportunity. In Year 2-6, written marking and comments should be used to identify misconceptions and provide scaffolded support to move learning forward or to extend learning.

Staff show their intervention in the learning trough using **VF** for verbal feedback in books or through actual **written modelling** of the process/addressing misconceptions in children's books and through worked examples.

Errors and Mistakes
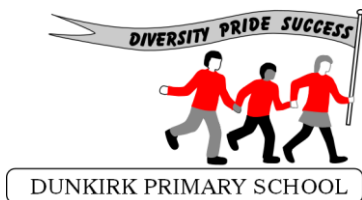
A 'mistake' is defined as something a pupil can normally do correctly, but has not on this occasion.

An 'error' occurs when a pupil has not mastered or has misunderstood the intended learning.

At Dunkirk, we focus on the identification of errors/misconceptions to provide feedback on, as this supports effective learning. Prompts, hints, questions and models (WAGOLLs) are provided in the review feedback, and time is given to the pupil to respond to these to further their own learning. Simply correcting the error will not support the pupil to make any progress.

Mistakes may also be identified in marking, and the pupil will be directed to correcting these for themselves rather than being corrected by the teacher. Children use 'blue for review' at this point.

There should be a clear development of learning after verbal/written feedback to show that learning has been altered/developed.

Expectations
English and maths books must be reviewed daily to inform next steps teaching and planning and there is an expectation that VF and/or written feedback is used, with clear progress shown as a result.
In English:
- the lessons WALT will be highlighted in green to show success and in pink to show that the concept or skill has not been fully understood
- Cold-write marking is used to generate individual targets for the forthcoming unit of work. It is not used as a piece of writing to be corrected.
- Hot-writes refer to the process of re-drafting and editing pieces of writing to the point where they are ready for their Presentation Write. These should be marked in detail, ideally with child, giving prompts and indicators of where and how it could be improved,
- Presentation Writes should not be marked.
- Checklists should be used across Key Stage 2. These should be used at the end of the cold-write as a self-assessment tool and for the teacher to set targets. They should also be referred to by the pupils as part of the hot-write process and then completed by pupil and teacher after the Presentation Write as an assessment device.

In maths:
- All work will be marked to show success. This marking may at times (but not solely) be self or peer marking when there is a clear educational purpose for this use of time.
- Powermaths Lesson titles will be highlighted in green to show success and in pink to show that the concept or skill has not been fully understood
- Daily flashback work will be self-marked by the pupils after the teacher has checked understanding through assessment for learning strategies.
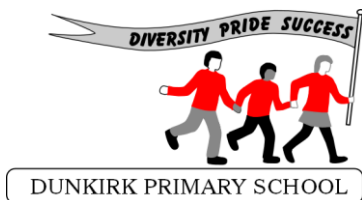
- Any support or extension work beyond the Powermaths lessons will be teacher/ TA marked, preferably at the point of learning.
- The end of unit assessment is self or peer marked, and then reviewed by the teacher.

In Phonics:
- In Phonics lessons, letter formation, word and sentence writing should be marked using the 'tick (green) and fix (pink)' approach with a focus on letter formation and correct use of the GPC.
- Most decodable reading lessons do not need to be marked as the focus is on reading phonetically decodable words accurately. When pupils practise writing their 'Red Words', these need to be marked using the 'tick (green) and fix (pink)' approach used in phonics lessons.

In Big Read:
- In Year 2, FFT Routes to Reading lessons will be self-marked and reviewed by the teacher.
- All Year 2 lessons should highlight the lesson title.
- Year 3 and 4 lessons do not need to be marked as the focus is on reading fluency.
- Video recordings of children causing concern (identified in pupil progress meetings) should be taken half-termly as an assessment record
- Year 5 and 6 retrieval comprehensions should be self-marked and reviewed by the teacher
- Year 5 and 6 inference and authorial intent lessons should be teacher/ TA marked
- All Year 5 and 6 lessons should highlight the WALT in green or pink.

In Sentence Builder (Years 1-2):
- WALTs are expected for these sessions.
- WALTS should be highlighted in green or pink
- Work must be teacher/TA marked
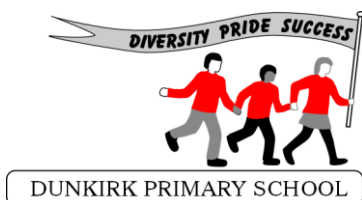
In Big Grammar (Years 3-6):
- WALTs are not expected for these sessions.
- Work can be self-marked.
- All work should be reviewed as close to the point of learning as possible, and misconceptions gathered and acted upon appropriately.

In small group interventions:
- Marking will be completed at the point of learning due to the size of the groups and will be largely verbal.

In Science:
- All lessons titles are highlighted in green to show success and in pink to show that the concept or skill has not been fully understood
- All work should be reviewed as close to the point of learning as possible, and misconceptions gathered and acted upon appropriately.

In theme books/ booklets:
- All lessons should have a WALT that is highlighted in green to show success and in pink to show that the concept or skill has not been fully understood
- All work should be reviewed as close to the point of learning as possible, and misconceptions gathered and acted upon appropriately.

Self and peer marking:
These two strategies are used across school when there is a clear educational purpose for their use. This may be:
- To prompt the pupils to self-reflect on their success
- To challenge the pupils to set their own targets
- To question the pupils' understanding of the lesson's WILFs

This work should still be reviewed by the teacher/ TA in order to retain an overview of the class/ group/ individuals' success and misconceptions.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is with our marking code, which combines use of highlighters and symbols codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Annotation	Meaning
green	The green highlighter represents 'Green for Good' and shows that the work has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome.
pink	The pink highlighter represents, 'Pink for Think', and identifies work or a success criteria (WILF) which needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in calculation, etc.)
blue	The pupils use 'Blue for Self-Review' using the blue pen or pencil. Work completed in blue shows the work completed by the pupil in response to the feedback.
purple	Purple is for 'Peer Review'
Comment	**Meaning**
VF	Verbal feedback given by staff and demonstrated impact afterwards

Key Stage 1 Marking Key
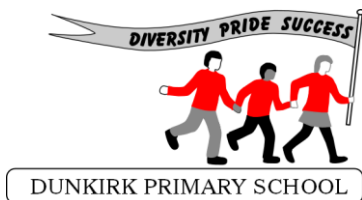
The marking key below is used in writing across Key Stage 2 classes to provide pupils with feedback on their written work, and to prompt them to identify and correct errors.

Marking Policy – Written Work

Great work

Missing punctuation ◯

Spelling mistak •

Target

The aim of this marking policy is threefold; to ensure consistency of feedback throughout the school, to promote greater progress and clarity amongst the pupils and also to be as time efficient as possible for all teachers. This policy should be used with **EVERY** extended piece of writing and 1 in 3 writing lessons as a minimum.

Ⓣ

Great work – anything that directly achieves the WALT or WILF should be highlighted green as well as anything that shows they have improved on a previous target.

Spelling mistake – Incorrect GPC choices which are not phonetically plausible and incorrect red words, should be identified with a pink dot under the word and the correct spelling of the word in the margin for the pupil to write 3 times underneath in blue for review. Up to 3 spelling mistakes should be identified.

Missing punctuation – Instances of any missing punctuation should have the place it should have been circled, pupils should then add this in with their blue for review.

Target – Targets should include key basic areas in KS1 including:
- Letter formation
- Segmenting into the correct number of phonemes heard
- Punctuation with capital letters and full stops
- Word spaces
- WALT and WILF for that lesson

Feedback – this should be based firmly on the WALT and WILF for that lesson

Key Stage 2 Marking Key
The marking key below is used in writing across Key Stage 2 classes to provide pupils

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Marking Policy – Written Work

Great work   Missing punctuation   ⭕

Spelling mitsake   Target   Ⓣ

Grammar error   Feedback *See details below*

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with feedback on their written work, and to prompt them to identify and correct errors.

The aim of this marking policy is threefold; to ensure consistency of feedback throughout the school, to promote greater progress and clarity amongst the pupils and also to be as time efficient as possible for all teachers. This policy should be used with **EVERY** extended piece of writing and 1 in 3 writing lessons as a minimum.

Great work – anything that directly achieves the WALT or WILF should be highlighted green as well as anything that shows they have improved on a previous target.

Spelling Mistake – Spellings should be identified with a pink dot under the word and the correct spelling of the word in the margin for the pupil to write 3 times underneath in blue for review (Year 5/6 should use dictionaries to look up the correct spelling themselves). Teachers should identify up to 5 spelling mistakes that are either form the appropriate National Curriculum spelling list, that are specific focus words from wider teaching or that are regular, repeated errors.

Grammar errors – These should include incorrect use of tense, incorrect use of first or third person, incorrect use of subordination or co-ordination etc. (anything covered in the grammar sequences of teaching) pupils then correct in blue for review.

Missing punctuation – Instances of any missing punctuation should have the place it should have been circled, pupils should then add this in with their blue for review.

Target – If elements of the WILF have not been ticked, the target should cover this. If the WILF is fully achieved then the target should extend the learning and move the child towards a greater depth understanding.

Feedback – this should be based firmly on the WALT and WILF for that lesson
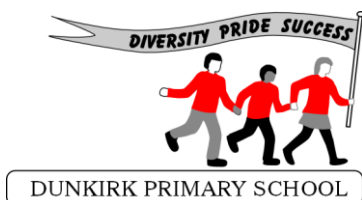
References

- ***A Marked Improvement? A review of the evidence on written marking.*** April 2016 Education Endowment Foundation and Oxford University
https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf

- The Education Endowment Foundation's Teaching and Learning Toolkit. May 2011
https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf

- ***'Enriching Feedback in the Primary Classroom'*** May 2003 Shirley Clarke
A summary of the 'Success and Improve' strategy from this publication can be found in Appendix 1

- ***'Active Learning through Formative Assessment'*** November 2008 Shirley Clarke
Summary can be found in Append

Appendix 1 – The 'Success and Improve' model

This summary is taken from Shirley Clarke's publication 'Enriching Feedback in the Primary Classroom'. This contains further information and examples of feedback.

'**A summary of a 'success and improvement' strategy for marking (using all aspects orally with younger children [defined as up to the end of Year 1]**

1. ***Showing Success*** ('***Green for Good***')
   The teacher finds the three **best** places in the child's work, which link with the learning intention, and then highlights, circles or underlines these. This avoids having to write things, which will be largely inaccessible to the child. All children [within their ability band] should receive the same number

2. ***Indicating improvement ('Pink For Think')***
   A symbol, such as an arrow, is used to indicate precisely where on the work improvement could be made (again avoiding text). The improvement is made at the end of the work. A WAGOLL (What a Good One Looks Like) may be used to model.

3. ***Giving an improvement suggestion ('Blue for Review')***
   An improvement suggestion is written/ asked for by the teacher to help the child know how to make the specific improvement.

4. ***Making the improvement***
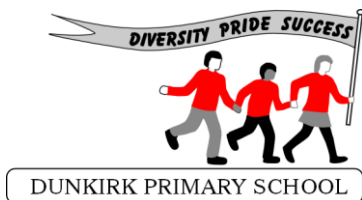
Classroom time is given for children to read the successes and improvement suggestion and to make the improvement (typical total maximum time needed is 10 minutes).

In analysing many examples of teachers' marking, there appear to be three types of improvement prompts:

- o **the reminder prompt** is simply a reiteration of the learning intention and simply reminds the child of what could be improved: *Say more about… Explain why you think this…*

- o **the scaffolded prompt** involves the teacher deciding what he/ she would like the child to write, then finding a way of handing it back to the child. These are often:
  - ▪ *a Question - Can you explain why?*
  - ▪ *a Directive - Please check your answers by…*
  - ▪ *an Unfinished Sentence – He was a good friend because…*

- o **the example prompt** models a choice of possible improvements, but asks if the child has an idea of his or her own.' *Choose one of these statements and then create one of your own:*
  - ▪ *George was unlucky because he tipped over Grandma's medicine before she drank it all.*
                                          OR
  - ▪ *George had a lot of bad luck, particularly when he tipped over Grandma's medicine before she had finished it.*

Appendix 2 – Integrating Feedback into Lessons

This summary is taken from Shirley Clarke's publication 'Active Learning through Formative Assessment', and outlines how the 'Success and Improve' model can be used with the whole class to support effective learning and good learning behaviours.

'*The pupil selected for whole-class success and improvement of their work must be randomly selected, perhaps by a 'draw' using named lolly sticks, so that the message is clear: anyone's work can be identified for success and improvement.*

Pupils have their work 'marked' or commented on by the class, with both success, improvement needs discussed, and improvements made.

Increasingly, pupils cannot help themselves editing their own work.

The process moves the plenary from the end to the beginning and throughout the lesson.'