



## Windhill21 Feedback and Marking Procedure

This policy will be reviewed on an annual basis.

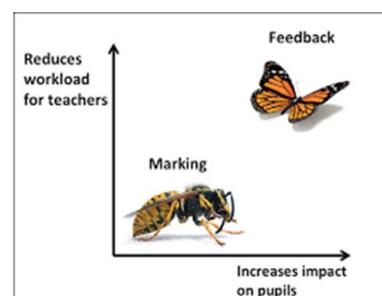
This policy was reviewed and updated in May 2025

Next review date: May 2026

### Rationale

In his blog 'Marking is a Hornet', Joe Kirby, from Michaela Community School, described feedback as a butterfly.

"Feedback is effective when it is timely (not too late after the task), frequent (not too scarce) and acted on (not ignored). Written marking often militates against this: teachers burn out and it becomes less timely, less frequent and less acted on by pupils and teachers." Feedback is an integral part of the learning process and must be precisely positioned and embedded into each lesson. Children benefit from verbal feedback and the opportunity to discuss their learning with their peers and their teacher. Feedback should empower children to identify their own strengths and areas for develop and in turn, create independent, self-motivated pupils who have ownership over their learning.



This policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations such as Professor John Hattie when producing this policy. **The Education Endowment Foundation** research 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.
- To be given sparingly so that it is meaningful.
- Provide specific guidance on how to improve and not just tell pupils where they are wrong.
- Put the onus on the pupils to correct their own mistakes.
- Alert the teacher to misconceptions that he/ she can address in subsequent lessons.
- Provide pupils with the metacognitive language to manage their own learning which includes the skills of setting and monitoring goals, assessing progress, and identifying personal strengths and challenges.

### Feedback Principles

Our procedures on feedback have at its core several principles:

1. The sole focus of feedback should be to further pupil's learning.
2. Feedback delivered closest to the point of learning is most effective, and as such, feedback delivered in lessons is more effective than comments provided later.
3. Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments.
4. Feedback is 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.
5. All pupils' work should be assessed by teachers at the earliest opportunity so that it can impact on future learning.

6. Focus children or groups, who are identified in lessons as needing further support, will be given extra support as soon as possible.
7. A Growth Mindset culture will support learners to be open to feedback and consequently, the feedback will be more effective.

### Monitoring and Evaluation

Teachers are expected to review all pupil books regularly to ensure that progress is being made, feedback is effective and learning needs are being met. Regular book scrutiny supports informed planning, helps identify misconceptions, and ensures consistency across the school.

Leaders will be looking for learning during lessons and in books. Regular learning walks, book monitoring and pupil voice will inform leaders about the feedback they receive.

Looking for progress is simply looking for learning.

This could be:

- Brand new learning
- Building on prior learning
- Taking a concept to a deeper level
- Applying taught skills in a new context
- Evidence of making improvements to work.
- Errors/ misconceptions not repeated.
- Pupils articulating what they have learned or where they have improved.

### Feedback Codes

Use a green pen in the margin for the following:

 <i>independent work</i>	 <i>teacher guided</i>	 <i>group work</i>
--	--	--

**Adult Support:** If an adult provides scaffolding or support during a lesson, this should be recorded using a green biro pen.

**Pupil Absences During Lessons:** If a child leaves the classroom during a lesson (e.g. for an appointment or extracurricular activity), the teacher should note the absence using a green biro pen, writing "AA" (Authorised Absence) followed by the reason.

Example: AA – Music lesson

Example: AA – Medical appointment

### Subject Specific Feedback and Marking

#### **Maths**

- It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding. For slips, it is often enough to simply indicate where each slip occurs, particularly when the teacher's/school's approach is to encourage pupils to correct them. If errors demonstrate lack of

understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils, the errors will be addressed in the next lesson.

- Evidence shows (Black and Wiliam 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.
- Pupils use a pink dot to indicate that an answer is correct or a green dot (that is visible to the eye) to show an error. The error must then have the correction in blue polish pen.
- 'Lesson stops' to give feedback to the whole class can effectively identify misconceptions or can support the teacher to move the learning on.

### **Writing / Whole Class Reading / History / Geography / RAW / PSHE / French**

- Pink Highlighter:
  - Children can pink under the direction of the teacher.
  - The area identified as a strength must directly relate to the skills for that lesson (the lenses in writing lessons or the specific focus in humanities lessons).
  - To be done with a ruler and pink highlighter, creating a thin, pink line under the **word/phrase**.
- Green Highlighter:
  - Always done by the teacher
  - Green needs to be with a green highlighter, creating a thin, green line
  - Green where the main skills for that lesson are incorrect / need up - levelling
  - Green dotted line for spelling mistakes
  - Green solid line for 'requires polishing'
  - If requiring children to re-write sentence(s), the teacher will draw a solid green highlighter line across the page and children re-write below in pencil / pen
- Blue Polish Pen:
  - To be done by the child whose book it is.
  - If polishing, children need to cross out word / sentence with a ruler. Then use a blue pen to correct.
  - Teachers should try and get round as much of the class each day as possible (using TA for this too, if available).