




# HORNCHURCH ACADEMY TRUST

Hornchurch Academy Trust is a company limited by guarantee  
**Registered in England:** Company Number 10760863  
**Registered Office:** Whybridge Junior School, Rainham, Essex, RM13 7AH  
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	Name of School	Upminster Infant School
	Policy review Date	1 <sup>st</sup> September 2021
	Date of next Review	1 <sup>st</sup> September 2022
	Who reviewed this policy?	Mrs S Warshow
	Date approved by Board of Trustees?	8 <sup>th</sup> July 2021

## Feedback and Marking Policy

### Introduction

At the Hornchurch Academy Trust, we believe that feedback and marking are essential components of teaching and learning, planning and assessment. They are the mechanism by which we are able to:

- assess children during lessons, on a day-to-day basis;
- check that the children have understood what has been taught;
- show children how to improve their work and help them to understand the next steps in their learning;
- engage children in the learning process;
- create a personal dialogue about learning between the teacher and child, or between children themselves;
- raise standards and expectations

Providing effective feedback moves learning forward and reviewing pupils' learning regularly informs the class teacher's planning for pupils' next steps. Accurate knowledge of what a pupil can or cannot do enables the teacher to decide exactly what to do next to secure progress for individuals and groups of pupils. This policy deals with how teachers use this information to secure progress through effective feedback and marking.

### Rationale

#### ***Why do we provide feedback and marking to pupils?***



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Providing frequent and ongoing **feedback** is a significant means of improving achievement in learning. Effective feedback assists the learner to reflect on their learning and their learning strategies, so they can make adjustments, in order make better progress in their learning.

**Marking** is used as a means to inform pupils about corrections or adjustments needed to improve their work.

## ***How do we provide feedback and marking to pupils?***

- **Feedback** can be verbal or written, recognising that prompt verbal feedback is the most effective form to impact on future learning.
- Teacher and pupil conferencing should be used to provide verbal feedback following high quality questioning.
- Verbal feedback can be provided through a combination of whole class, groups or individuals.
- Written **marking** in books should provide feedback to pupils on how to improve their work.

## **The policy is underpinned by five key principles of the HAT:**

- To share best practice across all Trust schools to enable consistently high expectations and standards;
- To ensure that teacher workload is reduced through the effective use of conferencing
- To collectively develop policy and practice to share ownership;
- To enhance opportunities for all our pupils;
- To ensure that workload is manageable, and schools work efficiently.

## **Definitions**

**Feedback** – Feedback can take many forms in the classroom, be it written marking in pupils' books or verbal advice to improve. This can come from a member of staff or another pupil.

**Verbal feedback** – This is when a member of staff, or another pupil, verbally gives advice on the quality of a pupil's work and how it can be corrected or improved.

**Written feedback** – This is when a comment is added to a piece of pupils' work which then leads to an improvement in future independent work.



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**Conferencing** - Conferencing is used throughout lessons in the form of high-quality questioning to assess pupils' learning. Conferencing can be with individuals, groups or as a whole class. It can be carried out in an informal way or as a formal conference at the end of a lesson, to enable the teacher to fully assess the pupils' achievement and discuss next steps.

## **Written feedback**

In **maths**, written marking is used to inform pupils of their achievements and corrections required in calculations. A tick (✓) indicates achievement and a dot (.) indicates the need for a correction.

In **English**, written marking is used to inform pupils of:

- their achievements and corrections required for punctuation and spelling (see codes);
- handwriting formation, size and presentation;
- improvement and editing prompts after drafting a piece of work and before publishing it;

These expectations which are consistent across all subjects where there are written outcomes.

Codes are used consistently across the Trust (see appendix).

## **Conferencing**

- This can be carried out with an individual child, with a small group or with the whole class, either during the lesson or at the end.
- Involves questioning & feedback linked to the pupils' learning, progress and next steps
- Assists the teacher in assessing pupils' understanding, so they can address misconceptions, give feedback on how to improve their work and plan next steps together
- Conferencing is also used to inform assessments on Target Tracker
- Most effective when carried out 1:1 or with a small group of similar ability, but can also work with whole class
- Aim is to develop pupils' ability to self-analyse and self-assess their own learning, so they can also conference with each other



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- Informal conferencing is evidenced in pupils' books with marking codes (see appendix 1) and pupils' improvements and corrections.

## **The formal group conference**

- No more than 5 to 10 minutes
- Small group of similar ability pupils
- Pupils have their books open to reference the learning
- Staff member uses conferencing questions to assess pupils' knowledge and understanding
- Pupils can conference together using the same format as above, choosing a lead person to ask the questions
- Pupils learn to identify gaps in their learning and decide next steps
- The formal group conference is evidenced using the marking codes.

## **Conferencing recording**

- Conferencing does not always need to be recorded. However, where the Head of School believes that progress can't be evidenced in pupils' books, then they may request a greater level of recording for a required period of time.
- The Director of Teaching and Learning, or the CEO, may request additional recording of conferencing where a school is causing concern.
- From September 2021, the Hornchurch Academy Trust will pilot 'Pupil Journals' to record outcomes of conferencing and pupils' next steps.

## **Conferencing vs Marking**

The Trust Conferencing Strategy aims to reduce teacher marking by 80% through the use of conferencing. To achieve this, teachers must include informal conferencing in every lesson with 1 or 2 groups of pupils, as well as carrying out a formal group conference with at least two groups of pupils, in the core subjects of English and Maths, weekly.

## **Self-assessment**

**Self-Assessment** ... is known to make a valuable contribution to children's learning, and children throughout our schools are now used to being involved in self-assessment, using the planned 'I can....' success criteria to assess their learning. We believe that the more aware children are of the purpose of what they do, and the



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steps they need to take to achieve their targets, the more responsibility they will begin to take for their own learning - a vital aspect of achieving success.

## **Self or peer marking**

Children may mark straightforward answers, for example spellings, cloze procedures or simple comprehension exercises. Teachers look at these to see if any action or further planning is necessary.

## **Feedback and marking in EYFS**

Feedback in Foundation Stage is immediate and embedded in daily practice.

Verbal feedback is the most appropriate for Foundation Stage children. Any written feedback on a child's work should be shared with child and as much as possible marked in front of the child.

On-going assessment outcomes are kept in each child's learning journals.

## **What does written feedback in Maths look like?**

All written work will be reviewed by the class teacher. All areas of misunderstanding should be addressed, either through conferencing and verbal feedback (TC) or written. Improvements in progressive work must be evident.

Wider misunderstandings can be addressed on weekly planning slides and addressed in future lessons. Planning slides are regularly reviewed as part of the school's monitoring strategy.

## **What does written feedback in English look like?**

All written work must be reviewed by the class teacher. At least one piece of extended writing should be marked in detail within the writing sequence – this is usually the draft piece of writing before it is published. Improvements in progressive work must be evident.

All written work will be self-assessed against the 'I can...' statements by the pupils and reviewed by the teacher.

Planning slides are regularly reviewed as part of the school's monitoring strategy.

## **What does written feedback in Science, History, Geography and RE look like?**



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All written work will be self-assessed against the 'I can...' statements by the pupils and reviewed by the teacher.

Verbal feedback is generally based on subject-specific knowledge, understanding, skills and processes. This is evidenced through the TC (Teacher Conferenced) code next to the 'I can...' statements.

Spelling / grammar misconceptions will be addressed, as they would be in English. All areas of misunderstanding should be addressed.

Wider misunderstandings can be addressed on weekly planning slides and addressed in future lessons. Planning slides are regularly reviewed as part of the school's monitoring strategy.

## **What does feedback look like in PE, Music, Art, DT, Computing and PSHE?**

Verbal feedback at the time of the activity is the main form of feedback.

Feedback usually takes the form of examples and demonstrations

Mini plenaries are used to help to address misconceptions during the lesson.

Wider misunderstandings can be addressed on weekly planning slides and addressed in future lessons. Planning slides are regularly reviewed as part of the school's monitoring strategy.

## **Indicators of success feedback and marking**

1. Pupils are making at least expected progress.
2. Pupils can self-evaluate their learning.
3. Pupils can articulate their learning to others.

## **Monitoring Responsibilities**

It is the responsibility of subject leaders, Deputy Head of School and the Head of School:

- To monitor the consistent use of this policy across the school
- To monitor standards and progress within their subject areas, delivering constructive feedback to staff in a timely manner.

It is the responsibility of all classroom teachers:

- to ensure that all classwork is marked according to the Feedback and Marking policy



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- to explain the marking codes to their pupils
- to update the statements on Target Tracker for English and Maths at least weekly for each pupil
- to ensure that assessment information informs future curriculum planning
- to be aware of children's individual needs and modify their comments appropriately
- to model clear instructions and the school's handwriting policy when giving written feedback in books



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## Appendix 1: Practice and Codes

### Teacher marking

- Written outcomes in Foundation Subjects should be marked with the same expectations as English marking.
- Written outcomes in Foundation Subjects will have the same expectations as in English
- In line with the recommendations from the Planning Working Party, planning will include learning objectives and 'I can...' statements
- Learning objectives are the teachers point of assessment of a sequence of lessons.
- 'I can...' statements are in pupil-friendly language and are the point of teacher/pupil conferencing and teacher assessment
- Marking codes and comments should phase in from term 3 in Year 1
- Common codes are defined as:

√	Correct
•	Incorrect
SP	Spelling mistake
//	Paragraph missed
TC	Teacher has conferenced with the pupil
PC	Pupil has conferenced with another pupil or a pupil group
Λ	Insert missing word or phrase
O	Punctuation error
I	Pupil has completed work independently (mainly used for SEND pupils)
→	Improve or expand the sentence or phrase, linked to I can statements

- Colour coding, underling etc will remain as locally defined.
- Feedback should mainly be verbal
- Teacher comments to be very brief and only used to enhance learning
- Next step comments are used where learning needs to be extended

### 'I can...' Success Criteria sticker

Success Criteria	Pupil self-assessment	Conferencing
I can .....		
I can .....		
I can .....		