



Leigh Academy
Langley Park

Marking and Feedback Policy

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Outline

This policy should be read in conjunction with the Assessment, Recording and Reporting Policy as feedback is integral to aiding the assessment and evaluation of pupil understanding of knowledge and skills across the curriculum.

Assessment and Feedback Principles

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment for learning is an ongoing process that arises out of the interaction between teaching and learning.

Clarke 2012 defines effective assessment as having seven characteristics outlined below;

1. **Authentic:** It supports making connections to the real world to promote student engagement.
2. **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
3. **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
4. **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
5. **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
6. **Interactive:** Assessment encompasses ongoing and interactive dialogues about learning.
7. **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

With this in mind, we have structured our assessment processes to take account of these features and therefore significant focus is given to our mechanisms for feedback.

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 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).
1. 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. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will be on providing feedback for the teacher to further adapt teaching.

The vast majority of feedback will be carried out through conferencing (see Appendix 1 for further information), but there may be occasions whereby written notations are used to support peer and self assessment within written work. In these instances, the codes depicted in Appendix 2 are used.

Quality feedback includes:

- ☐ Verbal feedback
- ☐ For editing and redrafting
- ☐ Assessment of skills
- ☐ Self-assessment
- ☐ Peer Assessment

Feeding Back Against Purposeful Learning Titles

Every pupil should have a purposeful learning title for each piece of new learning in their books. For example, if the learning is about angles, the title could be 'Measuring Angles'. If the learning is about applying new skills in a diary entry, the title could be 'Planning a Diary'. Learning Objectives/Goals and Success Criteria stickers are not to be used or expected to be seen in books, but may be shared at the beginning of a session and discussed.

Exercise Books

Children will complete their given task.

Children will self-check/proofread their work - sometimes with prompts

(See Examples below)

Find my mistake (identifying fractions of shapes)

- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator → down)
- Did I count how many parts were shaded in?
- Did I write that number on top of the vinculum (remember numerator → on top)
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Children will be expected to mark their own learning - with guidance to begin with:

Tick with a green pen if correct.

Dot with a green pen if incorrect.

Adults will use the same marking codes, but in blue pen.

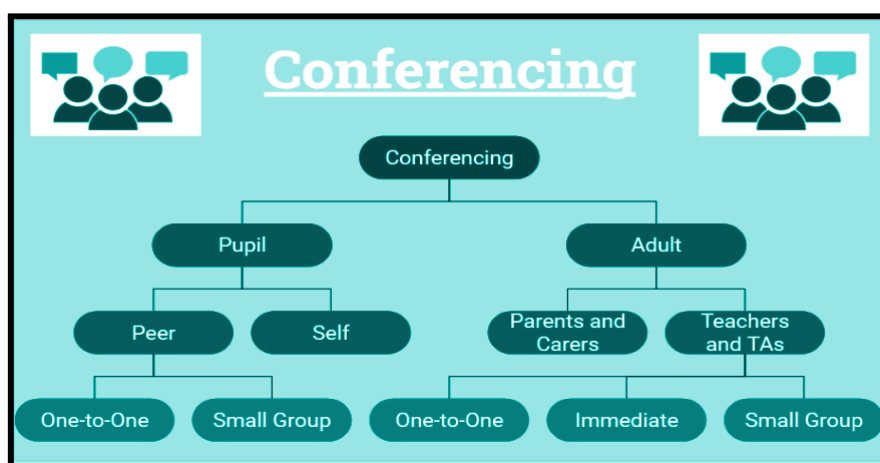
Conferencing (adult-led, peer and self)

The vehicle that Leigh Academy Langley Park uses to ensure that feedback is impactful, regardless of whether it is immediate, summary or review, is conferencing. In its simplest form, conferencing is a conversation about improvement, learning and reflection. It can be pupil-led or adult-led and can take place in a 1:1, small group or whole-class context. Teaching staff conference with pupils about their work during lessons and throughout the school day in order to give in-the-moment feedback.

Verbal feedback opens up an immediate conversation with the child, allowing teachers to pinpoint and address misunderstandings or misconceptions, or indeed to challenge the pupil. Feedback in this form becomes more personal and comprehensive than written marking.

In addition to this, because pupil conferencing gets pupils to think more deeply about their work, their learning, and their personal development, it helps develop their independence and motivation within the context of a 'growth mindset'. Pupils value the 1:1 time with teaching staff and peers; they make more rapid progress as they become more aware of what they are doing that is successful and what it is that is holding them back. Pupils are able to articulate what they need to do to improve.

The different examples of this are shown in the diagram below.



Verbal Feedback/Pupil Conferencing

Verbal feedback and dialogue should be embedded within every session. It should be specific to the learning purpose, and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. When this is given, a 'PC' will be recorded next to the piece of learning and this may also be added to with a key word or phrase e.g. PC Commas for a list., to

help a child remember the key learning point. During learning walks, pupils will be expected to discuss such feedback and how they are improving their work as a result of it.

Presentation

The presentation of all work should be non-negotiable and should not need to be commented on specifically in written form. Please see the [LALP Presentation Policy](#) document for further details.

Evaluation of learning and next steps

At the end of each session / or by the end of the day the teacher will look over the learning, evaluate it and plan for the next steps in learning for the next session/day. Staff may decide on the best way to share these evaluations with other colleagues who will be a component in implementing these next steps. There may be times when an additional intervention is needed to address key misconceptions, but these will be when appropriate.

In the next lesson, teachers should address misconceptions or model elements of good practice which can be shared - taken from either examples of pupils' work or work produced to demonstrate a particular focus.

Written Feedback Codes

The following feedback codes are to aid the efficiency of providing feedback on the basic skills expected within children's work. Children can also use them when engaging in peer and self assessment.

Sp	Spelling Error
P	Punctuation Error
?	Your sentence doesn't make sense!
^	Missing Word
PC	Pupil Conference
S	Supported
//	New line or paragraph needed.
✓	Great Effort
●	Think again