

Policy: Feedback and Marking Policy

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Authorised by: Governing Body

Updated by: Headteacher & Assessment Lead

Building foundations for a love of life, a love of learning and a love of one another.

We recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking.

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 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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

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 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.

Principles that guide Upton St Leonards C of E approach to marking:

- marking and feedback should relate to the learning objective or key skills that need more attention
- feedback with the pupil present has more impact than other forms of feedback
- feedback should be immediate when possible: 'live' feedback has a positive impact, and is more effective than 'later' marking
- verbal feedback should be given whenever possible
- when written feedback is needed it must be 'meaningful, manageable and motivating'
- peer marking has a significant impact upon all pupils, as they have to explain their thoughts/answers
- using a visualiser/iPad to demonstrate examples of work to address misconceptions and share good practice
- next steps and misconceptions should be addressed at the start of each subsequent lesson

Approach to feedback

All feedback should:

- have a positive impact that can be evidenced over time
- have immediate impact where possible
- be verbal and not written where possible
- utilise self and peer marking
- link to previous good practice/misconceptions
- be inclusive to all types of learners

Feedback and marking in practice

Feedback should aim to be as immediate as possible at the point of teaching during lessons. It can be summarised at the end of each lesson/task. Teachers should evaluate the children's work in and at the end of each lesson, and use this information to adjust their teaching. Feedback away from the point of teaching may also be used in the form of written feedback. This should be used for a final piece of writing at the end of a unit of work to give children specific targets for their next piece of written work.

Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching where teachers are actively moving around the classroom to provide 'live' feedback
2. Summary feedback - at the end of a lesson/task
3. Review feedback – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished. Completion of an Assessment Record at the end of each maths and writing lesson (See Appendix B).
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the objectives

Type	What it looks like	Evidence
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 teaching or further challenge May include highlighting/ticks or annotations 	<ul style="list-style-type: none"> Lesson observations/learning walks Some evidence of annotations or use of marking code/highlighting Improvements evident in books, either through editing or future work Children know what they have to do to improve
Summary	<ul style="list-style-type: none"> Takes place at the end of a lesson or activity Often involves whole groups or class Provides an opportunity for evaluation of learning in the lesson May take 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 observations/learning walks Some evidence of self – and peer-assessment Children know what they have to do to improve
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 for assessment of understanding Leads to adaption of future lessons through planning, grouping or adaptation of tasks May lead to targets being set for pupils' future work, or immediate action 	<ul style="list-style-type: none"> Appropriate written comments in books to give future targets Marking sheets completed after each maths and writing lesson Adaptions to teaching sequences 'Scoop groups' taking place Lesson starters to address misconceptions/share good practice
Summative	<ul style="list-style-type: none"> Standardised and arithmetic tests to take place twice a year and marked by the class teacher. Results of this to populated on Insight for analysis Weekly times table quiz sheets to be completed by children 	<ul style="list-style-type: none"> Test analysis sheets to be completed by the class teachers to identify strengths and weaknesses in each core subject. Discussions to take place in pupil progress meetings




Planning from learning

Teachers should spend less time marking, enabling them to have more time planning future lessons. Teachers will use their knowledge linked to pupil learning from immediate, summary and review feedback and marking to plan for the next lesson. Teachers will record this analysis on a marking sheet (see Appendix B). This will include a section to record: misconceptions, good practice and future actions. The sheets could be used to create 'scoop groups' that provide meaningful interventions that address misconceptions or gaps in a child's knowledge. The sheets are to be completed every writing and maths lesson.

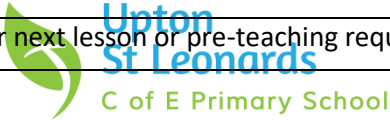
	Writing	Reading	Maths	Science and Foundation subjects
<p>During the lesson</p> <p>Immediate feedback</p>	<p>Inaccuracies in age related standards, specifically SPaG, are routinely and regularly corrected through the use of verbal feedback and pink and green highlighters</p> <p>PA indicates peer assessment by a learning partner. Using PCP (Positive Constructive Positive)</p> <p>Polishing purple pens used to edit and make changes. Children to neatly put a line through errors. No rubbers to be used</p> <p>Some books may have teacher/teaching assistant annotations as part of this process, but this will not be expected for whole class or as daily practice. The focus for this will be on spelling, grammar and punctuation.</p>	<p>Verbal feedback and use of green and pink pens</p> <p>Self and peer assessment</p>	<p>Verbal feedback and use of green and pink pens</p> <p>PA indicates peer assessment by a learning partner.</p> <p>Children to neatly put a line through errors. No rubbers to be used</p> <p>Some books may have teacher/teaching assistant annotations as part of this process, but this will not be expected for whole class or as daily practice.</p>	<p>Verbal feedback given only</p>
Marking adult to make notes (See marking sheet)				
<p>After the lesson</p>	<p>Some books may have teacher comments, but this will not be expected for whole class or on each occasion. Teachers to prioritise correcting mistakes in spelling, grammar and punctuation</p> <p>End of unit writing to be marked in more detail with individual targets set for future written work</p> <p>E-Praise points may be awarded to recognise skill or effort</p>	<p>E-Praise points may be awarded to recognise skill or effort</p>	<p>Some books may have teachers comments</p> <p>E-Praise points may be awarded to recognise skill or effort</p>	<p>E-Praise points may be awarded to recognise skill or effort</p>
<p>Summary feedback</p>	<p>Marking adults to make notes. General and specific markers' notes will provide next steps for next lesson, to guide teachers' plans, all lessons in writing and maths generate a sheet. (See Appendix C).</p>			<p>Marking adults make notes on key objectives and weaknesses highlighted by Subject Leaders</p>
<p>Next lesson</p> <p>Review feedback</p>	<p>Initial input to address general misconceptions</p> <p>Share excellence and weaknesses from children's writing</p>	<p>Initial input to address general misconceptions</p> <p>Share excellence and weaknesses</p>	<p>Initial input to address general misconceptions</p> <p>Share excellence and weaknesses from children's calculations/reasoning/method</p>	<p>Initial input to address general misconceptions</p> <p>Share excellence and weaknesses from children's writing/explanations/recording</p>

Appendix A

Appendix B – Talk For Writing

Cold Write	
Cold Write	With a stimulus and a little teacher input/ reminding children when they may have written a similar text previously, children write independently.
Marking Cold Write	Teacher highlights some positives (visual for child) and misconceptions and uses these to inform planning and targets for pupil. <i>Group targets are likely to occur naturally so it is fine for more than one child to have the same target.</i>
Target setting	Targets are limited to 3 or 4 and are printed and stuck onto child's cold task for teacher and pupil to refer to. These targets will highlight the reoccurring or fundamental misconceptions and will most likely coincide with the <i>Must Have Toolkit</i> . The <i>Genre Toolkit</i> is specific to each text type and these expectations will be delivered in the writer's toolkit.
Imitation	
Imitation	This phase will cover reading as a reader/ reading as a writer/ identifying key features of text/ role play and speaking and listening opportunities. Alongside this, focussed sessions on SPAG and building Vocabulary for text type: powerful words/ choosing words for purpose.
Marking during the Imitation phase	Marking of common SPAG errors – these should be addressed on the spot and corrected by Teacher/TA or child depending on activity - teacher judgement. Children should have opportunities to see their mistakes and correct them.
Innovation	
Innovation	Shared writing, scaffolding hugging text closely  moving away from text
Marking the Innovation phase	This phase should be heavily marked in order to ensure misconceptions and errors are not repeated. Pink highlighters to show work that meets or exceeds criteria and green highlighter to identify errors/ misconceptions; Teacher/TA to address this on the spot as much as possible and give children opportunities to see their mistakes and correct them. <ul style="list-style-type: none"> • Marking enables teacher to reflect on how effective their teaching has been as well as to focus on what needs to be taught to achieve progress. • Marking should lead to immediate improvement <p style="text-align: center;">MARKING  FEEDBACK  IMPROVEMENT</p>
Independent Application	
Independent Application	Before taking the scaffolding away altogether, use formative assessment to decide which aspects need revisiting and provide support – possibly mini lessons so that children are involved in selecting which aspects they need most.
Hot Task	
Hot Task	Opportunity for children to show what they have learnt. Similarly to Cold Task – use a stimulus for children to inspire and base their writing on.
Marking the Hot Task	Teacher marks against set targets and Must Have Toolkit. Highlight pink and green for success/ errors. Stick a copy of targets on and highlight pink or green so child can see progress made/ areas that still need improving. No need to correct errors – these will inform planning and pupil's targets if relevant.

Appendix C – Assessment Record

Class	Week beginning:	English/Maths/Reading/Phonics
Lesson 1 Objective		
Scoop group	Actions for next lesson or pre-teaching required	
		
Lesson 2 Objective		
Scoop group	Actions for next lesson or pre-teaching required	
Lesson 3 Objective		
Scoop group	Actions for next lesson or pre-teaching required	
Lesson 4 Objective		
Scoop group	Actions for next lesson or pre-teaching required	
Lesson 5 Objective		
Scoop group	Actions for next lesson or pre-teaching required	