



Federation of Bishop Sutton and Stanton Drew



Feedback and Marking Policy

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Signed on behalf of the school by: Dieter Cook Headteacher	Signature: Date: Feb 21

Feedback and Marking Policy

At our schools, we recognize the importance of feedback as an integral part of the teaching and learning cycle and aim to maximize 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. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself supported by the design and preparation of lessons.

Key principles

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

- The sole purpose of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil. It will promote independence;
- Written feedback in books may be used whenever the teacher deems it to be appropriate;

- Ideally children should receive feedback either within the lesson itself or in the next appropriate lesson. Next steps are usually addressed in the next lesson;
- Whole class feedback will be recorded in separate folders for Maths and English in an agreed format. This will inform daily planning; 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;
- 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;
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learned material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure. This may be up to 2 weeks after the initial teaching input.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit 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 enable to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate and acknowledge the work that children undertake in lessons in an agreed way, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four 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. Next lesson feedforward-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
4. Summative feedback-tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study (low stakes tests/quiz).

These practices can be seen in the following:

Type	What it looks like	Evidence (for observers)
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<p>Immediate</p>	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson, including 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 the task 	<ul style="list-style-type: none"> • Lesson observations/learning walks
<p>Review of learning</p>	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Whole class feedback sheets (TAR) • KPI's updated • Some evidence of self and peer assessment • Quiz and test results may be recorded in books or logged separately by the teacher
<p>Feedforward: 'the next step is the next lesson'</p>	<ul style="list-style-type: none"> • For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. • Starter activities are analyzed daily and errors and misconceptions 	<ul style="list-style-type: none"> • Whole class feedback sheets (TAR) • Evidence in books of pupils editing and redrafting in their purple pen • Traditional marking may be used for longer pieces of work with successes and development areas identified

	addressed in subsequent lessons.	
Summative	<ul style="list-style-type: none"> • Assessment activities-end of unit/term tests or quizzes • NFER tests 	<ul style="list-style-type: none"> • Quiz and test results • Assessments on Insight

Marking codes

Codes may be used by teachers to indicate levels of support provided in individual lessons where this is useful for making assessments:

S = supported

I = independent

VF is used to indicate to the child that they will have verbal feedback about their work in the next appropriate lesson.

Guidance for teachers

Proof reading and editing in writing lessons

Most writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses.

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as the sophistication of the writing and vocabulary used; the actual content. Where individual children have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point.

The editing lesson will be divided into two where necessary:

- Proofreading-changing punctuation, spelling, handwriting and grammar mistakes.
- Editing-improving their work to improve the composition.

The proofreading section will usually be short: about 10 minutes or so, whereas the editing element could take the rest of the lesson.

Intervening when children find editing hard

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 may need more support as they learn to become more independent, although many young children are quite capable to edit and proof read independently after teacher modeling. As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children, may need a gentle prompt to narrow down their focus when looking for mistakes, for example a brief written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer - 'description' perhaps or 'ambiguous pronouns' or 'figurative language' or 'and then' with a line through it. This would be in addition to, and not instead of, the teacher modeling editing for these before the independent section of the lesson. Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to draw a box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence over used.

Any traditional marking is at the discretion of the teacher as this may be the most suitable method of moving particular children forward.

Teacher marking will be completed in a dark green colour pen.

Feedback in Maths

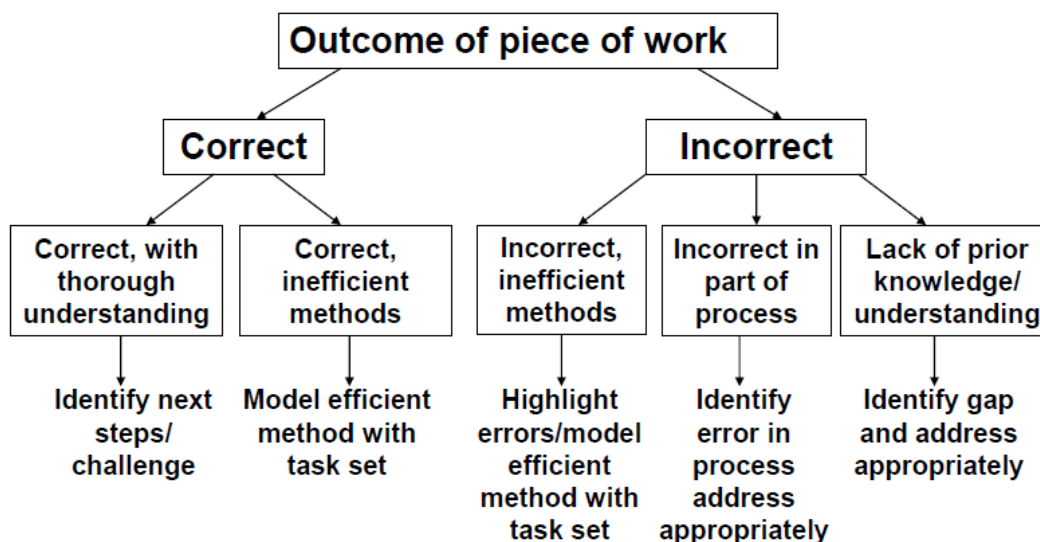
Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from the daily 'do now' sessions at the start of lessons in KS1 and KS2. This information should be used to revisit areas where learning is not secure. Assessments given at least 2 weeks after teaching a unit and end of unit tests also provide vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through an intervention.

In terms of day-to-day maths learning, in KS2, teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves. That way, if they have misunderstood something, they can alert the teacher immediately. Another benefit is that less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level. Another strategy teachers can use is to get children to compare answers in a group and where

answers do not agree, challenge each other and try and find where the other person has gone wrong.

Where children are more confident, and finish their work earlier than others, they can consolidate their learning and advance their learning by moving on to an appropriate problem-solving and reasoning challenge.

The onus is always on the learner checking their work and if they've got a wrong answer, trying to identify their own errors. Children need to be taught how to this purposefully; otherwise they think it just means scanning through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt. As an alternative to providing the answers, teachers should sometimes use the visualizer to model ways of checking and then expect children to do the same, in effect proof reading maths. Teachers should model how children can use the inverse operation to go and check they get back to where they started. A suggested guide for feedback is:



Where children have made mistakes, and are finding it hard to identify where they have gone wrong, a prompt sheet, shared with the class at the start of the lesson, can help. In effect, this is just a process success criteria, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed.

Example:

Find my mistake (column addition)

- Did I put each numeral in the right place value column?
- Did I forget to regroup?
- Did I forget to add the regrouped ten? (Or hundred?)
- Did I make a silly error with my adding?

- 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.

It is important that our children move towards internalizing what they are doing so that they no longer need a written checklist because they have their own mental checklist stored in their long-term memory. Giving children work to 'mark' from *fictitious* other children which includes all the common misconceptions is a good way of helping them develop this.