Marking and Feedback Policy

Ashton Primary School

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Introduction

1. Feedback is an essential element when assessing the impact of curriculum implementation and checking what pupils know and can remember.
2. Feedback is a tool with which to provide pupils with information about their successes (related to learning objectives, success criteria or previously identified areas for development) and the next steps needed in their learning in order to improve their knowledge, understanding and skills. It also helps pupils to value their learning and promote self-esteem.
3. This policy has considered the guidance issued in the 'Teacher Feedback to Improve Pupil Learning : Guidance Report' (Education Endowment Foundation, June 2021).

Aims

4. To establish a broad, consistent approach to the way pupils are given feedback, so that pupils feel valued and have a clear understanding of what they have done well, with reasons, and where and how they can improve.
5. To ensure feedback helps pupils to improve their curriculum knowledge, understanding and application.
6. To promote feedback approaches and techniques which can impact positively on teacher workloads.

Marking and feedback

7. The EEF guidance report, 'Teacher Feedback to Improve Pupil Learning,' (June 2021), states that recent research has found that there are three core principles that should inform a teacher's feedback to pupils:
    - Lay the foundations for effective feedback.
    - Deliver appropriately timed feedback that focuses on moving learning forward.
    - Plan for how pupils will receive and use feedback.
8. Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.

    "Feedback can only build on something; it is of little use when there is no initial learning or surface information. Feedback is what happens second." (John Hattie & Helen Timperley, 2007)
9. Feedback can be given in a variety of different ways. Feedback can:
    - focus on different **content;**
    - be delivered in different **methods**;
    - be directed to different **pupils**; and
    - be delivered at different **times**.
10. The **content** of the feedback may focus on:
    - the particular task that a pupil has undertaken;
    - the underlying processes related to a specific subject; or
    - how a pupil can enhance their learning further.
11. **Methods** of feedback include:

- Verbal – this may be a quick verbal comment during assertive monitoring, or a detailed conversation during focussed work.
- Written – this may be written comments during assertive monitoring, more detailed 'distance' written feedback, written marks, scores or a combination.

12. Feedback may be directed towards different **pupils**, be that:
    - to the whole class;
    - to specific groups; or
    - to individuals.
13. Feedback may be delivered at different **times**, be that:
    - during a lesson;
    - immediately after a lesson; or
    - sometime after a lesson.
14. Feedback should focus on moving learning forward, targeting the specific learning gap/s identified by the teacher, and ensuring that the pupil improves. High quality feedback should focus on the **task** (its outcome and advice on how to improve when doing that specific type of task), the **subject** (and the underlying processes within that subject), and **enhancing learning further** (next steps that pupils can take to develop a deeper understanding at a higher level).

    Feedback should be used as a recipe for future action. It is crucial that pupils are given time to use the feedback given so that it moves learning forward. Therefore, careful planning is required to provide time and opportunities for pupils to use the feedback given. This is usually built in to the start of the following lesson.

    "Giving feedback to learners does not 'magically' improve their skills or boost their grades without those learners acting." [Naomi E. Winstone, Robert A. Nash, Michael Parker & James Rowntree, 2017.]
15. Leaders must ensure all teachers understand that feedback should relate to what has been taught, informs what needs to be retaught, and what needs to be taught next. Data Informed Instruction is crucial: the teacher should identify gaps and trends in pupils' work and reteach key curriculum content and concepts.

Written feedback

16. Written feedback must be carefully crafted in order to ensure pupils are clear about the next steps they need to make to improve their work. Feedback must be related to the task, the subject or enhancing learning deeper. Written feedback may take the following forms:
    - Live Marking – where marking is given during rather than after the lesson. Children must be given time to respond in the lesson.
    - Coded Marking – using a number of codes decided at school level, the teacher is able to give written feedback related to the learning intention or success criteria of the task. (See Appendix for marking codes and guidance.)
    - Thinking like the teacher – pupils are able to pre-empt teacher comments prior to feedback, editing and revising their work against the success criteria (using scaffolds and modelling where appropriate).
    - Written comments – providing written feedback related to task, subject, and/or enhancement of learning at a deeper level.

17. The school's marking and feedback clarification guidance should be used when giving written feedback.
18. Teacher feedback should be in a colour different from peer assessment and pupil response to feedback, so that when a work scrutiny is carried out, it is obvious who has marked what (staff mark in purple pens, pupils write in pencil/blue pen, pupils redraft and correct in green pens.)
19. Feedback should inform ongoing lesson adaptations, lesson planning and, where necessary, intervention. So, where marking reveals class misconceptions or weaknesses, teachers must adapt their lessons and re-teach, if in lessons, and plan subsequent lessons to recognise and address these if required.
20. Pupils must be given ample opportunity to apply the teacher's feedback to improve their work for task, subject, and enhancement targets. Time should be built into the following lesson for pupils to receive and act on feedback.
21. This policy and the marking and feedback clarification guidance has considered the workload of staff in its creation. Expectations on the marking of classwork take into account the impact on work-life balance.

Verbal Feedback

22. Verbal feedback is an integral aspect of effective instruction that can be delivered in a variety of different ways. For example:
    - Pre-planned and highly structured such as whole-class feedback
    - Structured one-to-one discussion, eg in an extended writing session
    - Instantaneous and spontaneous verbal feedback given during pupil practice sessions whilst the teacher is undertaking assertive monitoring.
23. Verbal feedback must adhere to the principles of effective feedback, in other words it requires high quality instruction; it is timely and is focussed on moving learning forward; and time is planned for pupils to receive and use the feedback.

Whole Class feedback

24. Whole-class feedback can be used to identify gaps in relation to the success criteria. This should identify overall trends that the teacher has noticed and actions to address any misconceptions or gaps in learning.
25. Whole class feedback saves time for the teacher, allows the teacher to address the whole class in one go with the common misconceptions, and model to them how to make the changes required.

Self-assessment

26. When pupils self-assess, they are actively involved in the learning process and their independence and motivation are improved. For example, self-assessment:
    - is about revision and improvement. It enables pupils to independently assess their own progress with confidence and acknowledge gaps in their knowledge and understanding, rather than always relying on teacher judgment.
    - enables pupils to look at their work and judge the degree by which it reflects the learning objectives or success criteria. It helps pupils to assess what they know and remember.
27. Effective self-assessment requires:
    - exemplars which clearly demonstrate the learning;

- clear and specific success criteria which focus on manageable chunks of learning;
- opportunities for pupils to identify success and misconceptions;
- opportunities for pupils to make improvements independently.

Peer assessment

28. To ensure that peer feedback is effective, the leaders and individual teachers should make the rules for giving feedback explicit and explicitly show how to use them by modelling peer assessment. Teachers should ensure that pupils understand and follow these rules when working in groups or with partners.
29. Examples of suggested rules include:
    - respect the work of others;
    - identify successful features;
    - align the feedback to the learning objective and the success criteria; and
    - word their suggestions positively.

Quality assurance and monitoring of feedback

Senior leaders and subject leaders will monitor pupils' work in books and use it as a measure to determine curriculum impact and to make improvements in teaching and learning or to marking and feedback. Any written feedback should focus on moving the learner on. There should be no discrepancies between groups of children e.g. pupil premium and SEND. Work should reflect a sense of pride from the child. All pupils' work must be acknowledged.

Marking and feedback clarification -

Across all subjects –

- All work must be acknowledged.
- DUMTUMS used correctly in KS2.
- Presentation must be addressed (picking up crossing out, ruling off neatly, handwriting etc).
- Errors in basic punctuation to be circled ready for correction.
- Incorrect, relevant spellings underlined, written correctly with the indication that the child needs to copy it out three times (x3). These would be high frequency or key vocabulary.
- Identify and underline (or indicate with an arrow that a correction is required) appropriate, age-related grammar errors.

Written feedback –

- VF used to indicate verbal feedback given. This should be the majority of pieces of work with clear indication of child corrections.

For extended pieces of writing -

- used to indicate achievement (usually related to LO) featured throughout or explained at the end.
- used to indicate a wish either recorded by the teacher as a point for development/an additional challenge or recorded by the pupil in green pen to reflect feedback given as a group.

- In foundation subjects, written feedback must reflect the subject-specific content of the work (not be Literacy based).

Children responding to feedback –

- Year 2 upwards - first few minutes of every lesson allocated to children responding to feedback from previous lesson.
- Children respond in green pen.
- Responding to feedback consists of correcting circled punctuation errors, writing out identified spellings, completing grammar corrections and responding to wishes/additional challenges.