

Feedback and Marking Policy



Approved by the governing body on:-	
Signed (Chair of Governors)	
Review Date	Autumn 2020

Feedback and Marking Policy

RATIONALE

At Eagle CP School, 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 of research in respect of the effectiveness of feedback and the workload implications of written marking, as well as research from cognitive science about how fragile new learning can be.

The evidence of best practice from the Education Endowment Foundation and other expert organisations underpins this policy. This research tells us that in order for feedback to be effective it 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 emphasis on children 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.

The EEF's recommendations and those of the DfE's expert group emphasise that marking should be:

“Meaningful, Manageable and Motivating”

We are aware 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 focus 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.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson - the 'next step' is usually the next lesson.
- Feedback is a 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.

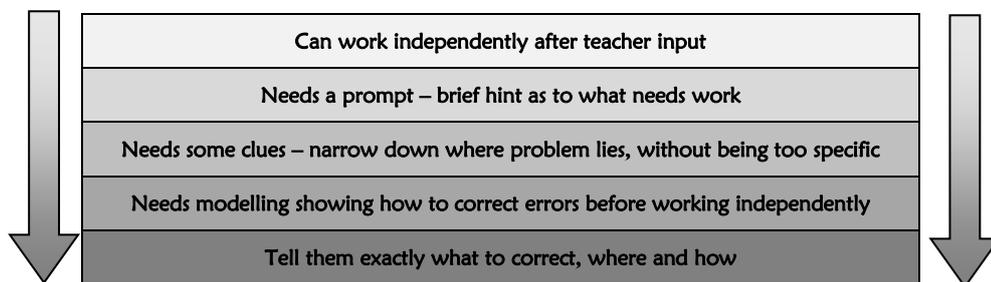
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning, not simply based on evidence drawn at the point of teaching - teachers will gain feedback after the original teaching input to assess that learning is secure.

Within these principles, our aim is 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.

PROCESS IN PRACTICE

Strategic Concepts:

Strategic marking starts with the assumption that all children can work in response to the teacher input, with intervention increasing for children who cannot proceed without it. We will give children time, let them experience challenge, use their work in modelling, but above all will ensure they are the ones doing the hard work.



Feedback and Marking In-Practice:

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 is most effective when it is:

- **Timely** (not too late after the task)
- **Frequent** (not too scarce)
- **Acted upon** (not ignored)

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

- **Immediate Feedback** – at the point of teaching
- **Summary Feedback** – at the end of a lesson/task
- **Lesson Feed-Forward** – 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
- **Summative Feedback** – tasks planned to give teachers definitive feedback about whether a child has mastered the material

The practices can be seen in the following ways:

Type	What it looks like?	Evidence
Immediate	<ul style="list-style-type: none"> ○ Includes teacher gathering feedback from teaching within the course of the lesson ○ Takes place in lessons with individuals or small groups ○ Often given verbally to pupils for immediate action ○ Involve use of a TA to provide support of further challenge ○ May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> ○ Observation ○ Learning walks ○ Verbal ○ Quick ticks

Type	What it looks like?	Evidence
Summary	<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 ○ In some cases, may guide a teacher's further use of review feedback, focusing on areas of need ○ 'Proof-Reading' – use of pupil examples to model and remodel, check and edit (confirm methods/find errors in particular in maths) 	<ul style="list-style-type: none"> ○ Observation ○ Learning walks ○ Self- or Peer-assessment ○ Quiz/test results ○ Progress mapped on tracker (FAf or SIMPLE)
Feed-Forward	<ul style="list-style-type: none"> ○ The next lesson will give feedback about strengths and areas for development, giving time for these to be worked on and improved through proofreading and editing (in particular in writing) ○ Common errors and misconceptions are addressed in subsequent lessons 	<ul style="list-style-type: none"> ○ Observation ○ Learning walks ○ Evidence in books of editing/re-drafting (purple pen)
Summative	<ul style="list-style-type: none"> ○ 'Check it' activities ○ End of unit or term tests or quizzes 	<ul style="list-style-type: none"> ○ Check it activities ○ Quiz/test results

FEEDBACK & MARKING

There are many ways of giving feedback without written marking, which may include:

- Peer- or Self-Evaluation (eg of sentence or paragraph recipes using checklist criteria)
- Self-Checking line by line against a model exemplar
- Whole Class oral feedback on strengths and areas for development
- Critique process as a gallery, 1:1 or using a visualizer/digital projection
- Numbered targets for redrafting
- Exemplar models photographed, typed, printed, etc and shared with the class
- Key Questions with multiple choice options to identify misconceptions
- Mini-Whiteboards to answer questions
- Online multiple-choice quizzes with instant scores and feedback (eg Kahoot, Socrative)
- Test results and scores
- 1:1 and/or small group coaching and intervention (eg while the rest of the class re-drafts)

Written comments and marking may be used when it support the acceleration of pupils' progress:

- During lessons, instant marking using 'quick ticks' may be used to indicate progress against objectives
- During lessons, instant marking using dots/lines will highlight opportunities to check an approach and edit
- Spelling, punctuation and grammar will be referenced as a process of re-drafting and editing, in order that children can effectively focus on the narrative/recording/content and develop their own checking skills.
- Written comments will be made where the teacher thinks it appropriate in order to challenge, practise a skill, correct or add depth to work by way of review > response > impact > closing the gap
- Where written comments are used to support independence in non-verbal dialogue between teacher and child, these will use direct questions such as a **Reminder** (eg what else could you say?), **Scaffold** (eg the dog was so angry he ...; describe the expression) or **Example** (eg use one of these suggestions ...)
- Pupil response time will be incorporated where applicable as a strategy to review and reflect upon feedback to support next lesson feed-forward and learning reinforcement
- Teachers will add any written comment in **BLUE** and where applicable, children will respond in **PURPLE**.
- Teachers will still use symbols to reflect praise and positive outcomes (stickers, smiley face, stars) either in work or given to the child directly/instant reward

IMPLEMENTATION

- Class teachers will acknowledge all children's work in some form (this may be through 'quick ticks' or highlighting key positives or checking points, but a written comment is not necessarily required).
- Most 'core' lessons will be followed by a lesson where children receive whole class feedback about strengths and areas for development, with direct teaching to help them identify and address their own weaknesses.
- In writing, teachers will look at pupils' work soon after the lesson and identify strengths and weaknesses, looking both at technical accuracy of the writing (spelling errors, punctuation omissions, transcription mishaps) and the sophistication of writing (the actual content). Where children have been particularly successful or had difficulties, the teacher will record this to use as a teaching point in the next lesson (Feed-Forward).
- The onus is always on the learner to check their work and to try and identify their own errors. Children will be taught progressively how to do this purposely, beyond quickly scanning their work (reading, but not thinking). Checking involved **thinking deeply** about the knowledge they have learnt translated into the work they have produced.
- As feedback and marking is aimed at the acceleration of pupils' progress, teachers will maintain appropriate records which will support planning and lesson adaptation.
- Teachers will update the whole school tracker SIMPLE after each block of work to reflect assessments made.

MONITORING and EVALUATION

We will ensure that all children will have their work reviewed in a consistent way to ensure that this feeds into their subsequent learning. This will be supported through the monitoring of planning linked to Formative Assessment Forms (FAf) and tracking on SIMPLE.

All children are entitled to have feedback on their work.

Any work handed in for review or written marking will be returned within a reasonable amount of time.

The Head Teacher, SLT and Governors will monitor the implementation of this policy.

Formative Assessment Form (record of feedback and progress)	SUBJECT / TOPIC	 <small>Eagle C.P. School</small> <small>Small School, High Flyers</small>

Date:		ALL WORK WILL BE DATED/OBJECTIVE TITLE IN BOOKS FOR EVERY ENTRY
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L.O.:			
Beginning	Developing	Secure	

Observations: Successful understanding	Observations: Needs further support

Work to Praise/Share	Basic Skills/Errors/Presentation

Next Lesson Notes (misconceptions/adaptations)		

Beginning	Developing	Secure
NAME/GROUP:	NAME/GROUP:	NAME/GROUP: