



Feedback and Marking Policy

School Name:

Shaw

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Approved by:

SLT

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“Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve.” Black and Williams (1998)

“The most powerful single moderator that enhances achievement is feedback.” Hattie (1999)

“If there is a single principle teachers need to digest about classroom feedback, it is this: The only thing that matters is what students do with it. No matter how well the feedback is designed, if students do not use the feedback to move their own learning forward, it’s a waste of time.” Williams (2017)

Rationale

Effective feedback should ensure all pupils have their learning evaluated regularly, so that their successes can be celebrated and so that they understand how to improve their learning over time.

Feedback is an integral and vital part of teaching and learning. Our aim is to provide a rich culture of feedback between teachers and pupils using methods and techniques which research shows are effective, efficient and of the greatest benefit to the learner.

This policy recognises the significant time which written feedback can take and therefore seeks to make the most effective use of teacher and support staff time and therefore incorporates the findings of the Independent Teacher Workload Review Group.

Our policy is underpinned by some of the findings from the EEF Marking Review (2016):

- Careless mistakes should be addressed differently to errors resulting from misunderstanding. The latter can be best addressed by re-teaching with either a focus group or whole class. The former by simply indicating an error that needs to be identified and corrected by the child.
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to the marking.
- Some forms of marking, including acknowledgment marking, are unlikely to enhance pupil progress. Time is better spent using feedback to inform future planning. To address misconceptions.

For these reasons, the use of written comments is kept to a minimum. In place of this, we use a combination of the strategies mentioned in this policy.

Aims and Principles

Through providing effective feedback we aim to:

- Celebrate pupil’s work and effort.
- Help pupils improve their learning.
- Support teachers in planning future teaching and learning.
- Raise attainment across the school.

As the Education Endowment Foundation’s (EEF) April 2016 review states,

“Feedback is information given to the learner and/or the teacher about the learner’s performance relative to learning goals. It should aim towards (and be capable of producing) improvements in pupil’s learning. Feedback redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be

about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role or from peers."

The principles underpinning these aims are to:

- Show pupils that their learning is valued and to celebrate successes;
- Give learners accurate feedback on their progress and achievement;
- Clearly identify the next steps for learning;
- Create appropriate dialogue with pupils where it will aid progression;
- Ensure a high standard of presentation;
- Maintain consistency in feedback given across the school appropriate to age group.

Effective feedback is rooted in the principles of Assessment for Learning (AfL) which can be summarised as:

- Being embedded in the teaching and learning experience;
- Sharing (and co-constructing) success criteria with learners;
- Helping pupils to know and recognise the standards they are aiming for;
- Pupils being engaged in self- and peer-assessment;
- Providing feedback, which leads the learner to recognise the next steps and how to take them;
- Involving both the teacher and the learner reviewing and reflecting on the assessment information.

We have developed a Shaw AfL pyramid to guide practice. See appendix 3.

Feedback should:

- Be an integral part of teaching and learning which is evident in all lessons;
- Primarily be a verbal process that takes place between teachers and pupils;
- Take place at the earliest opportunity to have the greatest impact on learning;
- Look different in different year-groups and be age-appropriate;
- Be based on a thorough understanding of individual children and their learning.

Although this policy aims to reduce the amount of written comments made, it is still expected that teachers spend time reading children's work regularly, and carefully, in order to know them "inside out".

How we provide feedback to children

When providing learners with feedback it is the objective and the success criteria which is the focus. These can be related to the specific activity or the agreed year-group non-negotiables. The feedback, whether verbal or written highlights successes and improvements needed against the learning objective. Effective feedback takes place as close to the point of teaching and learning as possible. Timing of feedback can be categorised into the following three stages:

Type of feedback:	What it might look like:	Evidence (for observers)
Immediate	<p>Takes place within the lesson as part of teaching:</p> <ul style="list-style-type: none"> • Teacher gathering feedback from verbal responses, mini-whiteboards, book work etc. • With individuals, small groups or whole class • Is given verbally so that the impact can be immediate. • Can be given by any adult in the room or peers. • May involve further support, challenge or a change of task. • May re-direct the focus of teaching or the task. • Does not need to be evidenced by written comments. 	<ul style="list-style-type: none"> • Classroom observations and learning walks • Notes may be taken by adults during the process of teaching. • Adults may use pink highlighters to highlight success.
Summary	<p>Takes place at the end of an activity or lesson:</p> <ul style="list-style-type: none"> • Usually involves groups of whole classes. • Provides an opportunity for evaluation of learning in the lesson. • May take the form of self- or peer assessment against the agreed criteria. • May involve strategies such as “exit” questions. • May guide the teacher’s further use of distance feedback, focussing on areas of need. 	<ul style="list-style-type: none"> • Classroom observations and learning walks. • Evidence of editing and improving with purple pens in books. • May also be evidenced in adaptations to planning, next steps in books or on marking sheets.
Distance	<p>Takes place away from the point of teaching:</p> <ul style="list-style-type: none"> • Provides teachers with opportunities for assessment for understanding. • Should involve the use of marking sheets for teachers to organise feedback into groups and support their teaching in subsequent lessons. 	<ul style="list-style-type: none"> • Use of annotations to indicate next steps. • Use of marking sheets to indicate next steps • Use of purple pen by children to edit or improve their work. • Work in pupils books showing improvement over time. • Adaptations to teaching sequences seen in planning.

Appendix 1 - Marking sheets.

These are used across the school to review the learning of groups or whole classes during distance marking. They guide the planning for feedback opportunities. They can identify common misconceptions which will need to be retaught to the class or groups, common careless errors which need to be corrected. They can also identify good examples to be shared with the class or examples for improvement to be shared. They can also identify learners to praise and those individuals or groups who require further support from an adult.

These sheets are then filed together and provide evidence for summative assessments.

Appendix 2

Marking Code/Prompts

Content prompts



correct



incorrect

CL

capital letter

FS

full stop

Word underlined spelling mistake

Grammatical error/doesn't make sense so read again

L

new line needed

//

new paragraph needed

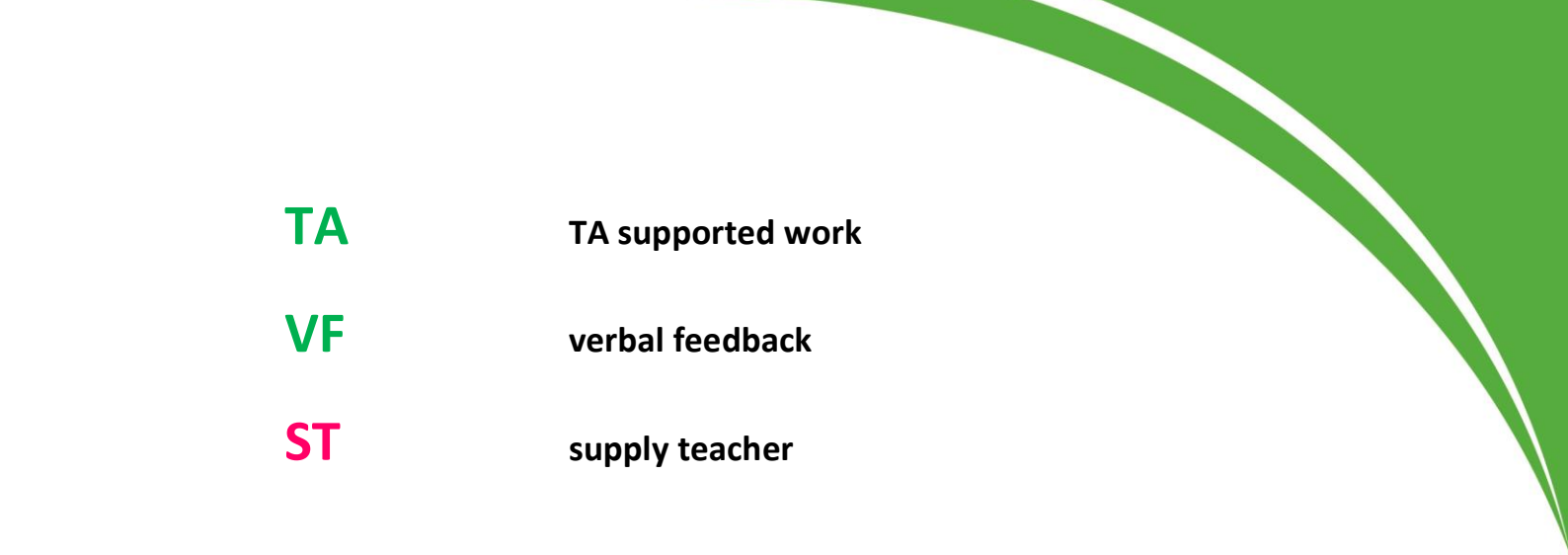
Assessment codes

I

independent work

T

teacher supported work



TA	TA supported work
VF	verbal feedback
ST	supply teacher

The following code may be used by support staff to indicate progress with the learning objective in a guided group:

 not secure

 almost secure

 secure