

Feedback and Marking Policy

Key Document Details

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(LATEST FEEDBACK AND MARKING POLICY HAS BEEN EFFECTIVE AS OF 17/11/22 DUE TO REVIEW OF PREVIOUS POLICY)

At St Mary's, 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, as well as research from cognitive science regarding the fragility of new learning.

Education Endowment Foundation Key Principles:

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. 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 of St Mary's Feedback and Marking Policy:

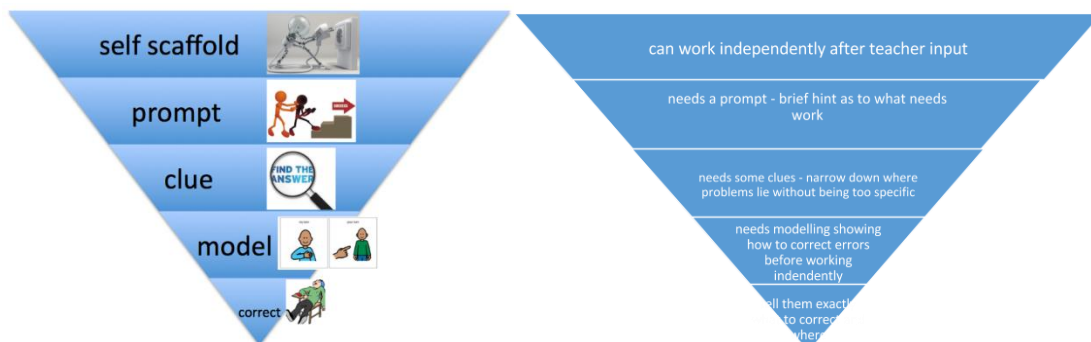
Our policy on feedback has at its core a number of principles:

- 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 it 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**. Teachers should be wary of assuming that children have securely learnt 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.

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.

Recognising Levels of Independence in Children's Learning:

We always start with the assumption that all children can work independently after experiencing whole-class input and only increase the amount of intervention given if a pupil has demonstrated that they cannot progress without it. We aim to give children take-up time and let them struggle for a bit before intervening as we recognise that struggling and making mistakes is a crucial part of learning, especially in developing growth mind-set learners.



When completing tasks, children may demonstrate different levels of independence, either because of the design of the tasks or because different levels of intervention/support were required during a lesson.

In order to ensure the level of independence is clear when a teacher reviews children's books for assessment and intervention purposes, we use different coloured stickmen in the margin at the point of intervention a child's book to indicate differing levels of independence and support given when completing a task. If sustained support is given, a small bracket may be drawn as well as well as the stickman to indicate which part of the work was supported (e.g. in a guided writing group supported by a TA).

Evidence of Feedback & Marking: Levels of Independence

WHEN?

At the *point of intervention*, drawn next to the place at which the teacher/TA supported a child with their learning

WHAT?

No Stickmen

Pink Stickman



Blue stickman



Purple Stickmen



Independent Work

Teacher Support & Intervention

TA Support & Intervention

Paired Work

WHY?

HOW?

If no stickmen are present, the task was completed by the child independently, with total **self-scaffolding** or some **minimal prompting** required from a Teacher/TA/Learning Partner

This indicates that support beyond **minimal prompting** was required from the Teacher in order to move a child's learning forward. This may have included **clues, modelling** and/or **correction** of children's work.

This also includes when a Teacher works with a small guided group to complete a task

This indicates that support beyond **minimal prompting** was required from the Teaching Assistant in order to move a child's learning forward. This may have included **clues, modelling** and/or **correction** of children's work.

This also includes when a Teaching Assistant works with a small guided group to complete a task

Either through task design or through immediate intervention during a lesson, a child may complete a task with a Learning Partner. This involves a back-and-forth process of **self-scaffolding, prompting, clues, modelling** and **correction** with a partner.

Evidence of Feedback & Marking: Visible Marking

WHEN?

Where possible, *in-the-moment* to provide **immediate, highly-effective** and **precise** written/verbal feedback and give the child an opportunity to acknowledge and move their learning forward as required. Otherwise, feedback should be given before the following lesson.

WHAT?

Green Highlighter



Pink Highlighter



Pink/Blue Pen



Purple Pens



WHY?

To **acknowledge** and **value** children's learning; to identify the **positive elements** of a piece of work; to build confidence and motivate

To give **prompts, clues, model and correct** a child's learning where required

Where more specific modelling, scaffolding or comments are required

To **empower children** to take responsibility for **improving** their own work

HOW?

Highlighted green LO next to LO indicates that a child has **met** a lesson's objective

Highlighted pink LO indicates a child has **not achieved** a lesson's objective

Written comments will rarely be given (as most feedback will be verbal or highlighted where possible), but especially where more specific modelling, scaffolding or comments need to happen, a **Teacher (pink pen)** or **Teaching Assistant (blue pen)** may need to write in a child's book.

Purple Pens used by pupils to indicate self-marking, response to feedback, self-editing & improving

Highlighting specific parts of a piece of work to identify examples where a child has met the LO or achieved success in their work.

Highlighting specific parts of a piece of word, sentence, question etc to identify mistakes

Margin Prompts: Dots in the margin may be used to indicate mistakes, which still demonstrating independence for the child, such as:

Dot in the margin, at the end of a sentence or paragraph (*fully independent*)

G, V, P or // in the margin (*mostly independent*)

Highlighting the mistake (*non-independent*)

This should be as a last resort for the few children who are unable to locate their own errors; to model examples and scaffold learning; to reinforce presentation and handwriting expectations; where verbal feedback hasn't been possible

The expectation is that mistakes will either be immediately or within the next lesson corrected by the child, although deeper intervention may also be given by the Teacher/TA as required

Maths Specific: Rather than the LO, highlight the Do It, Twist It, Solve It subheadings green/pink if a child has/hasn't achieved success for the sections they attempted

..... Spelling Clues:

Specific parts of words spelled incorrectly should be dotted underlined (rather than the entire word). Only priority words should be identified depending on children's age/stage