

Marking and Feedback Policy

Introduction:

Feedback is an essential part of the teaching & learning cycle and research shows that feedback given closest to the point of teaching and learning has a greater impact on pupil achievement (Dylan Wiliam, 2018). We therefore aim for children to receive timely and purposeful feedback that furthers their learning, and for teachers to use assessment for learning to adjust their teaching both within and across a sequence of lessons.

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, manageable and motivating

• provide specific guidance on how to improve in the longer term

The DFE Teacher Workload Review (2016) that marking should be, ‘meaningful, manageable and motivating’. Therefore, consideration has been given to the most effective approach to marking and feedback and the best ways to provide opportunities for pupils’ to respond.

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

* The purpose of feedback and marking is to further children’s learning and therefore there must be planned time for pupils to reflect and respond; ensuring maximum impact.
* The main focus of feedback should be against the WALT and the Success Criteria where appropriate.
* Feedback should take place at the earliest opportunity to have the greatest impact.
* The impact of feedback should be evident longer term and not only on the piece of work that has received feedback.
* Feedback takes many forms other than written comments such as: verbal feedback and modelling (including the use of technology), questioning strategies, use of talk partners, peer assessment and/or self - assessment.
* Feedback aims to provide an appropriate level of challenge to pupils to maximise their progress
* Written marking should be clear to pupils according to age and ability and should use the agreed marking symbols.

Types of feedback:

Good or better teaching will demonstrate a range of feedback types some are highlighted below.

|  |  |
| --- | --- |
| Type of feedback | What it might look like |
| Live - In the moment feedback | Adults working with guided groups, pupil conferencing or circulating the room addressing misconceptions, scaffolding and modelling tasks and challenging thinking with higher level questioning. Pupils will have the opportunity to review and edit their work immediately based on the verbal feedback given.  May involve further support, challenge or a change of task  May re-direct the focus of teaching or the task.  Teacher stops pupils periodically and marks a pupil’s work with input from the class or verbalises their thought process.  Teachers may also use this as an opportunity for peer assessment. |
| Summary feedback | Plenaries during the lessons provide an opportunity to offer feedback during the lesson or task, supporting pupils thinking or moving them on.  This may be done as a group or whole class  Teacher stops pupils periodically and reviews the success criteria, models, or verbalises their thought process and directs pupils to check their own work.  Pupils should be regularly involved in marking their own work and checking and then correcting mistakes throughout the lesson. This can be achieved through questions that allow pupils to explain or reason or using peer and self - assessment with specific criteria.  Teachers use the AfL information gathered and adapt the current lesson or future lessons to support children to best progress. |
| Distance Feedback – Assess the learning after the lesson | Usually takes the form of written responses and after the lesson has taken place. Allowing teachers to assess pupils learning and adjust planning or grouping accordingly.  Written marking can be **surface marking** that checks learners progress against the WALT or Success Criteria or **Deep Marking** that provides more detailed feedbackspecific to the learner. Providing pupils with guidance on how to improve their learning and opportunities to apply this within their learning. |

Peer and self- assessment:

Teachers should plan opportunities for pupils to peer and self – assess as this allows pupils to take ownership of their learning with the guidance of the teachers. Children should be encouraged to identify their own errors and think about what they need to do to improve their own learning.

WALTs and Success Criteria:

The WALT should be the main objective of the lesson or sequence of lessons, it should be clearly linked to the National Curriculum for the subject being taught. The WALT should be child friendly and shared with pupils during the lesson. Success Criteria should be used to show the steps needed to achieve the WALT and are usually skills based. Success Criteria should be shared or designed with pupils so they clearly understand and are part of their learning journey.

Written Marking:

The purpose of written feedback is to assess the learning that has taken place, challenge thinking and provide feedback to move learning forward. Marking is for the pupils and therefore needs to be accessible to them and adequate time needs to planned for them to respond. Key spelling errors and mistakes should be addressed particularly where it is a current or prior year group objective but it should not take away from the focus of the learning. To differentiate feedback adults will mark in red pen and pupils will respond in green pen. All recorded work should receive feedback before the next lesson and there should be evidence of both surface and deep marking. Comments should be meaningful and positive with the aim of encouraging pupils to develop their learning further.

Next Step tasks:

Next step tasks are specific and can be an effective way of supporting pupils to improve their work but should be used selectively and when appropriate. Pupils should be given allocated time to respond to next steps using a green pen.

There are four main types of next step task:

1) Scaffolding- A child has a misconception or error and the teacher provides a scaffolded response to get them unstuck and to make progress.

2) Find and Fix- Signposting work to improve with a clear focus. E.g Question 5 has an error in place value or can you think of a powerful verb to develop your sentence.

3) Consolidation- A child needs more practise, or the teacher wants to assess if they are able to demonstrate a skill independently

4) Further Challenge / Stretch- A child has demonstrated secure understanding during the lesson and so is offered challenge, explain or reasoning question.

**Examples of written feedback and next steps:**

|  |  |
| --- | --- |
| *How do you know that….?* | *Can you make up your own calculation using only even numbers?* |
| *Great beginning, what do you think makes it so good?* | *Can you correct the mistake and explain what went wrong?* |
| *Why do you think that…?* | *Is this always true, can you prove it?* |
| *Can you find 3 synonyms for…?* | *Can you use the same method to solve…?* |
| *Can you rewrite this sentence using a …?* | *Which is the odd one out and why?* |
| *If you were this character would you make the same choice?* | *Is it true or false justify your answer?* |

**Examples of extending feedback**

|  |  |
| --- | --- |
| Well done | This was exciting to because…. |
| Lovely | I am pleased because you persevered… |
| Good work | You have used… |
| Super | You have used\_\_\_\_\_\_ correctly |

|  |  |  |
| --- | --- | --- |
| **SYMBOL** | **MEANING** | |
| √ | WALT met. | Teachers may want to highlight evidence of this within the children’s work. |
| √√ | WALT exceeded. |
| VF | Verbal feedback given to the child – a note of what the focus was i.e VF – vocabulary choices | |
| **ENGLISH AND CURRICULUM** | | |
| Sp | You need to look for a **spelling error** on this line to correct. | |
| P | You need to look for a **punctuation error** on this line to correct. | |
| CL | You need to identify where a **capital letter is needed** on this line. | |
| // | You need to identify where a **new line or paragraph should begin** in this line or section. | |
| [ ] | This **does not make sense**: read your work out loud – either independently or with a partner – and edit it. | |
|  | Work on this suggested next step. | |
| **MATHS** | | |
|  | Check this calculation/ method and correct your answer. | |
|  | Prompt further thinking/ explain, reason or justify an answer | |
| **Please use the following code to show when you have worked with an adult in a guided group in a lesson** | | |
| GW | Shows when a child has been heavily supported to achieve the objective in a Guided Group with an adult | |
| S | Shows when a child has had support to achieve the WALT. | |
| I | Independent learning – this should only be used to indicate independence from a pupil who has received an increased amount of support or has an additional learning need. | |

In KS1 pupils need to be explicitly taught the meaning of the symbols and this should be built on each year so that by KS2 pupils are familiar with marking code and engage with it independently. Children should consolidate their understanding so that they can use it proficiently by year 5 and 6 where they will be expected to use it with a level of mastery.