



Feedback (including marking) Policy

Reviewed by	Curriculum Committee
Revised on	25.5.23
Signed	

Our Vision: **Be Well**; **Learn Well**; **Live Well**: Offwell!

Our Core Values: **Honesty, Loyalty, Caring, Sharing, Forgiveness and Compassion**



Rationale

In devising this policy, we are mindful 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. Our policy is underpinned by the evidence of best practice from 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.

Feedback

Feedback is one of the most important tools in the teaching and learning toolkit that promotes positive learning outcomes. Often, feedback is translated as 'marking', which can provide valuable feedback to pupils whilst supporting teachers in identifying misconceptions in the learning. Providing and receiving feedback requires a high level of skill by both pupils and teachers. For this reason, teachers engage in professional learning that develops their knowledge and skill in providing high-quality feedback so that they can also engage pupils in the feedback process effectively.

High-quality feedback can be written or verbal; it is timely, accurate and clear, encourages further effort and provides specific guidance on how to improve. Careful consideration is given to the type of feedback used, ensuring that it is purposeful and time efficient. Both written and verbal feedback plays a fundamental role in enabling pupils to make progress, however, teachers must be highly skilled in knowing which type of feedback will be the most effective in moving learning forward.

To enable learning to move forward teachers will use professional judgement to decide which specific type of feedback should be used for a task, pupil (or group of pupils), topic or area of the curriculum. The following strategies have been suggested as the most useful methods of feedback that find the balance between moving learning forward whilst mitigating the risk on becoming burdensome on teacher workload (EEF,2021):

Written Feedback:



Offwell C of E Primary School

- Live marking: This includes providing written feedback to individuals or small groups or modelled to the whole class using tools such as visualiser.
- Coded marking: This includes the teacher using commonly agreed codes (see below) that each have specific meaning to help students to improve the quality of their work. This is highly effective in reducing the amount of time that teachers take to provide the feedback, whilst maintaining the quality of the feedback given
- 'Thinking like the teacher': This involves pupils, who are already au fait with a specific style of task, self-marking and editing the work before the teacher advances this feedback and a final draft is produced.
- Written feedback: In the more traditional sense, written feedback can be useful in providing task, subject and self-regulation feedback. However, it is crucial to carefully consider the frequency of written work, ensuring that pupils can be given enough time to use and act upon the feedback provided.

Verbal Feedback:

- Targeting verbal feedback at learning intentions: Making use of success criteria and checklists that are explicitly aligned with the learning intentions
- 'Action Points': This involves pupils writing down and summarising the action points that have arisen because of the verbal feedback provided by the teacher. Pupils should then be provided with time to act upon this feedback to achieve the goals
- Verbal feedback using modelled answers: Offering feedback whilst modelling examples on the board or through a visualiser enables teachers to maintain focused feedback on the specific task, enabling pupils to deepen their understanding of the feedback being given

Effective Feedback will enable the pupil to answer three important questions when aiming to move their learning forward:

Where am I going? (goals/next step)

How am I doing? (progress)

How will I get there? (actions)

The three questions above will be shared with children as a regular strategy from year 2 onwards and will feature as part of classroom display.

Fostering self-regulation:

Effective feedback that helps to move learning forward will focus on providing pupils with strategies so that, over time, they are better equipped to monitor and regulate their own learning. This means that, as pupils become more competent and confident in receiving and using feedback effectively, they are better placed to plan, monitor and evaluate their own progress (EEF, 2021). Teachers will focus feedback on self-regulation by:

- Supporting students to set themselves goals that are focused on the learning intentions so that they feel more in control of their own learning
- Engaging pupils in tasks that will enable them to reliably monitor their own learning, for example, self-testing/quizzing



When giving feedback (written or verbal), teachers will consider the following principles recommended in 'Teacher Feedback to Improve Pupil Learning' (EEF 2021):

Principles

1

Lay the foundations for effective feedback



- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

2

Deliver appropriately timed feedback that focuses on moving learning forward



- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the *task set*, the individual *pupil*, and the collective understanding of the *class*.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

3

Plan for how pupils will receive and use feedback



- Careful thought should be given to how pupils *receive* feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.



<p><u>Feedback should:</u></p> <ul style="list-style-type: none"> ● Be specific and clear ● Be focused on the task, not the pupil ● Be targeted to increase task commitment ● Be explanatory, focused on improvement ● Link outcomes to effort ● Support a positive/growth mindset in pupils ● Generate a realistic, achievable response from pupils that is link to the task. 	<p><u>Specifically, Marking should be:</u></p> <p>Selective – mark specific pieces of work</p> <p>Effective – all marking must generate pupil responses</p> <p>Formative – marking moves pupils forward</p> <p>Reflective – marking gives teachers information about pupils and their own teaching</p> <hr/> <p><i><u>The primary purpose of marking is always to move learning forward. Sometimes there may be an additional audience (such as parents), but this is always secondary to the above and will never be the reason for marking pupils' work.</u></i></p>
---	--

In addition to the strategies highlighted above, following strategies may also be used by teachers:

Whole-class Feedback

Instead of marking every student’s book, the teacher will:

Take in the books.

Same day, read through all the books taking notes:

- Students producing excellent work
- Students of concern
- Common misconceptions/ errors
- Spellings and other details
- Concepts to re-teach or reinforce

NEXT LESSON: Give back books with instructions for improvement work based on feedback. This could be in the form of a whole class feedback report that includes the above.

Non-Verbal Feedback

Teachers may devise non-verbal signals as a form of feedback in their classes. The can be particularly effective when wanted to move class/group discussions forward quickly and can be as simple a ‘thumbs-up’.

Peer and Self Assessment

From the Early Years upwards, pupils will be involved in the assessment process.

We expect pupils to take ownership of their learning and have many opportunities to reflect through peer and self-assessment.

- Teachers will share learning objectives (LO) with pupils in all lessons. In most cases, this is what they will assess their work against.
- Teachers will clarify, understand and share clear success criteria for pupils to self or peer assess against as appropriate.



Offwell C of E Primary School

- We encourage pupils to see themselves as the 'first responders' and audience for their learning. Children should be encouraged to find their OWN mistakes and to check and improve their own work individually or with the help of a peer before showing their work to the teacher (see self-regulation above).

- Teachers must plan for feedback to take place and should include a range of assessment types including peer and self-assessment.

In Key Stage 1:

- At the beginning of a unit of work an outline of the objectives that will be covered will be shared with the children. This will enable pupils to answer the question 'Where am I going?' This list of objectives will be referred back to during learning to help answering the question 'How am I doing?' The teaching (including various forms of scaffolding) will enable children to answer the question 'How will I get there?'
- At the end of a unit of work, children will be able to assess their understanding and progress in each objective. For the youngest pupils, this will be a supported process. Children will draw a smiley face if they believe they have achieved each objective.

In Key Stage 2:

- Before each unit of work children will be given a slip with the overarching objective (**Intent**). The slip will detail the itemised steps (**Implementation**) they will take to reach the objective.
- At the end of each unit of work, children will be given a slip with the overarching objective (**Intent**) repeated, the implementation steps will be repeated and (**Impact**)
- Children will tick which steps they feel they have met. The teacher will carry out the same procedure and see if they agree.
- Teachers will detail at the bottom of the slip what next steps will be taken.

Adapting Feedback for EYFS

The most frequently used and most valuable form of feedback in EYFS is the use of immediate **verbal feedback**, particularly with the youngest children. This is always given using language appropriate to the age and stage of the child. Where appropriate, manageable and necessary, staff will make a note of the conversation that they have had with the pupil. There may be a secondary purpose to this – such as to inform parents.

The marking of children's work in EYFS is normally performed on a one to one basis with the children present. This is done in order to teach any areas of difficulty or to give the child immediate opportunity to sort out any misconceptions. In the EYFS teachers often annotate work. This is due to attainment and areas of difficulty not being immediately apparent to parents or other adults.

Part of ongoing feedback in EYFS is to inform children that it is by making mistakes and taking challenging tasks that they will learn and progress.



Coded marking

When marking is used as the form of feedback, coded marking can be used. This can reduce the workload for the teacher by using 'codes' and make it easier for the pupil to see where they might need to correct their work.

Marking Key:

General:

✓ Correct answer

• Incorrect answer

(Highlighted) Good example

(Highlighted) Area to check



Next Step (respond)

Talked to an adult



Completed task.



Good Work = Housepoint

Exceptional Work = Headteacher's Award

Marking Key:

Writing:



Spelling error to correct (in margin, next to highlighted word)



Grammatical error to correct (in margin, next to highlighted word/phrase)



Missing punctuation to add.



Missing letter, word or phrase to add.



New paragraph; new line.



EYFS notes: