FEEDBACK AND MARKING POLICY

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Approved by:	LGB	tbc
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Lincolnshire Gateway
Academies Trust

Within the primary academies, 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 have followed research surrounding effective feedback with particular respect to:

- EEF recommendations on the workload implications of written marking – and alternatives to this which ensures marking is meaningful, manageable and motivating;
- The fragility of new learning and how knowledge can enter the long-term memory, as evidenced by Cognitive Scientists – especially The Learning Scientists;
- The January 2019 Early Career Framework guidance on support for new teachers.

Our policy is underpinned by the evidence of best practice highlighted in the Education Endowment Foundation research. This 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 the 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.

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;
- Written comments might be used for the very few children who otherwise are unable to locate their own errors, even after guided modelling and /or verbal feedback by the teacher. This would only be used for children able to read and act on those comments. Therefore, they are unlikely to be present in KS1 books; for example, where a child has been told to correct a capital letter verbally and/or received additional tuition, a written comment might be used as an additional guide;
- 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 academy'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. This will be by means of quizzing, spaced revisits to the topic and interleaved teaching in particular.

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. This can be:

1. **Immediate feedback** – at the point of teaching/during tasks:

    - Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards and work in books;
    - Takes place in lessons with individuals or small groups;
    - Often given verbally to pupils (individuals, groups or whole class) for immediate action;
    - May involve use of a teaching assistant to provide support or further challenge;
    - May re-direct the focus of teaching or the task;
    - Lesson observations/learning walks.

2. **Summary feedback** - at the end of a lesson/task:

    - 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;
    - Lesson observations/learning walks;
    - Some evidence of self – and peer-assessment;
    - Quiz and test results may be recorded in books or logged separately by the teacher.

3. **Next lesson feedforward** – 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:

    - Within the primary academies, our planning process for writing includes in every sequence, edit and improving sessions where children have error identification modelled and adapted. This will also be to improve and extend vocabulary choice and grammatical improvements. Children edit in pink pen, with peer support and are ideally seated in mixed attainment groups to undertake this task;
    - Regular tasks set to revisit prior learning and give teachers a snapshot of what has been remembered and opportunity to uncover misconceptions;
    - Lesson observations/learning walks;
    - Evidence in books of children editing and redrafting their work in pink pen.

4. **Summative feedback** – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study:

- 'Check it' activities;
- End of unit or term tests or quizzes;
- Check it activities in books;
- Quiz and test results.

Guidance for teachers

Proof reading and editing in writing lessons

The sequence of teaching writing includes as part of standard practice, an editing lesson (or sessions), where children receive whole class feedback about strengths and areas for development and direct teaching about how to help them identify and address their own weaknesses. In these lessons, children will edit and improve using pink pen.

Teachers will have looked at children's work during the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point. The teacher has a Marking Code which reduces the need for comments and encourages pupils to spot their own mistakes and self-correct.

Intervening when children find editing hard

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1, in particular, may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling.

The Marking Code gives clear indication to the children as to what they are looking for, to correct and for more support, where to find the error. This support can be reduced as children become more familiar with editing and improving their own work by themselves or with a peer (in which case, they would use a green pen).

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some **direct work, modelling** how to overcome these: for example, to clear up the confusion with apostrophe use.

Sometimes it is the children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an ever-better piece of writing might look like.

- o Set group or individual challenges, 'before you've finished editing, you need to have… '
- o Use their work in modelling and then expect them to do the same.

Feedback in maths

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from the daily arithmetic activities e.g. 'Fluent in Five' sessions, at the start of lessons in Key Stages 1 and 2. This information should be used to revisit areas where learning is not secure. Teachers revisit key learning and knowledge linked to what is needed for that year group as set out in the White Rose Programme of Study.

In terms of day to day maths learning, in Key Stage 2, teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves (unless inappropriate for individuals or groups). For more complex calculations, pupils are guided to the level of task appropriate to their learning and allowed to move forward with confidence once they know they are successful.

A key component of maths lessons is group marking – by means of checking answers with a peer and reworking calculations or parts of, to ensure the steps are understood. A model is always available in class to support processes and maths displays will reflect the current learning.

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt. When you think deeply about something, it is much more likely to get stored in your long-term memory, available to be recalled at will.

As Daniel Willingham says 'memory is the residue of thought.' So as an alternative to providing the answers, teachers should sometimes use the visualiser to model ways of checking and then expect children to do the same, in effect 'proof reading' maths. So, for example, children might repeat a calculation in a different coloured pen and check they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should model how children can use the inverse operation to go and check they get back to where they started.

Often, word problems are written with each instruction on a different line, a bit like success criteria. Again, using a visualiser, teachers should show children how to check work as we go, returning to the question and ticking off each line – writing each answer alongside, being really clear we are answering the final question, having done all of the previous steps.

For all marking

Feedback within lessons as comments to the pupil are the most valuable – and should be visible on any learning walk in the independent work part of a lesson. A teacher will be circulating the room, looking over the shoulder at any work in books and commenting for pupils at the point of writing. In a case where a teacher spots a number of similar errors, they may then be able to halt the room, and talk to all children, model or re-explain, to help avoid further misconceptions. This intervention at the point of the children completing the tasks is the most useful, and helpful. If there are children who are not making errors they are simply further supported in the knowledge they are doing the right thing.

How will you know there has been feedback planned for and executed?

Planning – will include

- Lessons which have editing or self-correcting sessions
- Plans will include quizzes, questions linked to KPI's and previous learning
- Key Outcomes for all learners including ideas for modelling
- Review sessions which are tailored to current learning

Learning walks will show:

- Teachers visibly giving feedback during independent work
- Evidence of modelling during independent work
- Direct group instruction
- Occasionally use of V (Verbal feedback) in books
- Pupils actively editing and checking their work

Book Looks will show:

- Use of pink pen edited improvements
- Use of the marking codes

Pupil Voice will show:

- Pupils in class are familiar with pupil editing
- Pupils know the feedback codes and what they mean
- Children are comfortable making mistakes and know they will do this and can correct them
- They enjoy lessons and know they are learning! Children can tell you what they have learned.

Marking and Feedback in Early Years Foundation Stage

The Early Years team adopt the following practices.

- All marking is done with the child.
- There will be little written feedback on children's work but the use of the picture so that they understand their next steps.
- Each piece of mathematics or writing will have a blue next step icon on it.
- The picture success criteria will be highlighted using a green highlighter.
- From the spring and as appropriate to the child's individual development stage, children will have the opportunity to edit their writing and respond to the teacher's verbal comments using pink pen to support transition into Year 1.
- The work in books will be clearly marked with 'adult assisted' or 'independent work'.

Marking Code

- V = Comment or feedback has been given verbally to the child (typically, this will be during independent sections of lessons, following general modelling and instruction).
- WS = Worked with adult support.
- E = equipment used for additional support.
- Sp (in the margin) = incorrect spelling of a word which has been recently taught or is a statutory word which can be found on a word mat or in reading record. For some children word to be highlighted in yellow.
- Highlighted in green– An example of specific success linked to the learning objective (Green for good) – this should not be excessive but merely highlight examples of good practice and success.
- Highlighted in pink– An example of where improvements could be made (Pink for think) – this alerts the child and is an indicator for the teacher that additional feedback should be given at the next opportunity – this might be on an individual basis or as a group.

- IR – Independent response task. Typically, this would be used for older and/or more able pupils. This would be recorded next to a section highlighted in pink and indicates to the child that they must correct/respond to the identified error. The teacher would set time aside for that individual to respond (this would include where a correction may be needed in maths).
- Pink pen = children responding to feedback and editing their work, where directed by a teacher or another adult working with them.
- Green pen = children self-editing without adult feedback, including peer to peer assessment.
- Written comments - where teachers do feel a written comment is required/useful, they are to be written in blue or black ink.