



Feedback and Marking Policy

Introduction

At Nether Kellet Community Primary, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking as well as research from cognitive science regarding the fragility of new learning. We aim to maximise the effectiveness of feedback in our practice. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Meta-analysis by the Education Endowment Foundation 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 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.

Purpose of feedback: The sole focus of feedback is to further a child's learning. Feedback must empower a child 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 (e.g., making corrections to spellings, punctuation or elements of grammar).

Our feedback cycle: Our feedback cycle aims to make use of good practice approaches (EEF toolkit; DfE 2016) to ensure that children are provided with timely and purposeful feedback that furthers their learning. Our cycle enables teachers to gather assessments that enable them to adjust their teaching both within and across a sequence of lessons. 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.

Feedback occurs at one of three common stages in the learning process:

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Progression of feedback: While the purpose of feedback remains consistent across all years at Nether Kellet Community Primary, the type of feedback given will vary depending on the age of the children. In particular, feedback given in EYFS and year 1 is predominantly immediate, verbal feedback. When working with very young children, feedback given later in time or in writing has little or no impact.

The importance of editing in our feedback cycle: “Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils’ responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age-appropriate way, so that they complete work to the highest standard.” (DfE, 2016). It is vital that opportunities for editing are planned within a unit. Such opportunities allow children to reflect on their own knowledge and make corrections or improvements when cognitive load is reduced e.g., number formation is the sole focus. For editing to be successful it must be focused by success criteria or knowledge organisers.

How we give feedback:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Takes place during a lesson with individuals, groups or the whole class. • Includes the teacher and/or teaching assistant gathering assessments from their teaching e.g., whiteboard work, book work, verbal answers. • Often given verbally to pupils for immediate actions. • Praises effort and contributions. • May involve the 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.
Responsive (catch-up)	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Re-addresses knowledge from the lesson or activity or addresses missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Will usually be delivered by a teaching assistant based on guidance from the teacher. • An element of the child’s responses to catch-up are recorded in their workbooks to show progress over time. 	Learning walks; catch-up observations; feedback grids; book looks.
Summary (feed-forward)	<ul style="list-style-type: none"> • Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the whole class or sub-groups. • Takes place during the following lesson. 	Planning looks; lesson observations; learning

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	<ul style="list-style-type: none"> • Addresses over-arching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Involves allocating time for editing based on the feedback given or rehearsal of the knowledge. Editing is done in pink pen/pencil. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant. 	walks; book looks.
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Why we don't mark for the sake of marking: The Department for Education review paper: Eliminating unnecessary workload around marking, has highlighted "that marking had become a burden that simply must be addressed" (DfE, 2016). Written evidence of the feedback given is incidental to the process; we do not provide additional evidence for external verification. We do, however, acknowledge children's work with a star or triangle denoting whether they have or haven't met the learning intention or a tick or single word comment.

Guidance for teachers: The following details suggestions for giving feedback linked to English and Maths. It is worth noting that feedback will look different across the 7 years of primary education. In particular in EYFS and Year 1, where the majority of feedback is immediate, the structured approach outlined below may not be suitable. The skills of proof reading and editing a piece of work retrospectively are taught, as per the National Curriculum, during Year 1.

Feedback linked to English and all written tasks

A fundamental part of the writing process is checking (proof-reading and editing). Our aim is that this becomes an automatic process for the children to carry out as they take responsibility for ensuring that their writing is as good as it can be both in secretarial skills and content. The children will need to be taught these skills systematically as they move up through school and the emphasis on doing this incidentally and as a longer session following extended writing will be reinforced throughout so that the process becomes second-nature eventually. Writing sessions will include or be followed up with editing time. During this time, children will receive whole class feedback about strengths and areas for development and direct teaching about how to identify and address individual weaknesses. Teachers will have looked at pupils' work during or soon after the writing sessions and identified strengths and weaknesses. These will be linked to both the technical accuracy of writing: spelling errors, punctuation omissions and other transcription mishaps and things to do with the sophistication of the writing: the actual content. Where individual children have done particularly well or badly at something, teachers will make note of these areas and use these as future teaching points. The editing process is made up of two aspects:

Proof reading:

- Changing punctuation
- Checking and changing spellings
- Correcting letter formation and handwriting

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- Changing grammatical errors - tense agreement, verb agreement, sentence structure etc

Editing:

Improving the composition (and effect on the reader) by:

- improving vocabulary and word choices
- adding further clarity (e.g., description, action, speech)
- experimenting with word order and sentence structure
- Where children are using the Jane Considine approach to writing, the focus will also be on ensuring they have sufficiently and effectively addressed the specific lenses for each section of writing and adjusting accordingly.

Non-negotiables: Part of our approach to developing the children's responsibility for the quality of their own writing and the care they take with it is our Non-Negotiables. These outline the basics that are expected within a particular year group as a given. The idea being that children absolutely take responsibility for these things as they are very capable of doing so and don't require teacher assistance to do so. These are spelling, punctuation and grammar aspects that have been taught earlier and should now be embedded. They are always aspects that the child can correct unaided when prompted to do so. Teacher time should not be spent on marking and addressing these issues and books should be handed back to children to check and correct if they haven't already done so. The ultimate aim is that children check these aspects automatically and without prompting.

Teaching proof reading: The teacher may share extracts from pupils' work using a visualiser or by typing out a couple of lines and displaying them on the interactive board to show good examples and examples which need adjustment and exemplify misconceptions or errors. Children look at their own work in light of this to adjust.

Peer support: Children work with partners to support each other in the identification and correction of mistakes and peer checking is a key part of the editing process. A few children may need more support than this in order to be successful in improving their own work. Younger children, in EYFS and KS1 in particular, may need more support as they learn to become more independent, although many young children are able to edit and proof read independently after teacher modelling. As with all intervention, teachers will teach to the top and add in support where needed. Some children may need a gentle prompt to narrow down their focus when looking for mistakes. To support in this, marking may be used by KS1 teachers to signal missing full stops, capital letters and finger spaces. In KS2, the non-negotiables will be used to prompt children to look for certain mistakes until these basic skills are securely in place for most of the class. Certain individuals may need to carry on referring to these longer until the checklist is thoroughly internalised.

Self-assessing: children assess themselves against the learning intention and the lenses in the Jane C approach. They use green pen to tick whether they judge that they have met the criteria/ lens. This improves their focus on achieving the aims of the session and develops their sense of responsibility in doing this to a high standard. It is also useful for the teacher to assess both the child's achievement of the intentions of the lesson and the child's ability to self-assess. Actively developing this approach

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means that children are more likely to have met the expectations of the lesson and this will minimise any post lesson intervention or marking needed.

Spellings: Whilst commonly misspelt words will be re-taught during whole class feedback, there may at times be a need to identify specific mistakes for individual pupils. These errors will be signalled to the children through the use of underlining the word. To ensure feedback is appropriate and timely, a maximum of a few key spellings will be identified per piece of writing. This is entirely at the professional discretion of the teacher. 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. An adult might then support the group or individual in identifying where the error is through conference marking. This may be done instead of editing their own work or as a prelude to it, depending upon their learning needs. What the teacher must not do is use a marking code which does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

Feedback linked to Maths

Teachers gain valuable feedback about how much maths teaching is being retained in the long term from periodic assessments. In terms of day to day maths learning, in KS2, teachers will be checking understanding throughout the lesson giving instant feedback. Mini plenaries are used to address widespread errors or misconceptions that are spotted by teachers or TAs. Children may also work together having completed a task to compare answers and figure out collectively which answers are correct and any errors they may have made individually. This develops their sense of responsibility as well as their mathematical ability to track back through a process and identify errors further strengthening their understanding. Teaching staff support children where needed and where they aren't able to self-correct, either during the lesson, individually after the lesson when issues are seen during marking or in a subsequent lesson.

The onus is always on the learner initially checking their work and, if they've got an answer wrong, trying to identify their own errors. Children must be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not thinking. Checking involves the child thinking deeply about the knowledge they have just learnt. When you think deeply about something, it is much more likely to be moved from working memory into your long- term memory – making it available to be recalled at will: “memory is the residue of thought.” (Willingham, 2009). As an alternative to providing answers, teachers may sometimes use the visualiser to model ways of checking and then ask children to do the same, in effect ‘proof reading’ calculations or other mathematical processes.

As with English, giving children work to ‘mark’ from fictitious other children, which includes common misconceptions, is a good way of helping to develop this.

Checking work post-lesson:

While children checking their own work and improving it is essential in developing them as active learners, they will sometimes be unable to fully correct and identify misconceptions or areas for improvement. It is for this reason that teacher marking of books during or after the lesson, ideally with the child, is still a key element of moving

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children's learning on. Any marking of books must however be both Meaningful and Manageable.

Meaningful (have a clear purpose):

- Be used for formative or summative assessment to inform future teaching for the class or individuals.
- To further develop individual children's skills through next step comments and specific guidance or challenge.
- To check any issues/misconceptions that were not evident during the lesson itself.
- To acknowledge and value the effort a child has put into their work - this may be simply a stamper/ tick/ star/ housepoints without comment.

Manageable:

- Be limited to in-depth marking only once every few pieces of work and when necessary and meaningful.
- Be done during the lesson or with the child where possible (this is also more meaningful for the children and more likely to effect improvement).
- Be limited to acknowledging work done where this is all that is needed.

What books will look like:

The main thing that will be evident in books is green pen editing done by the child during a task and following tasks. This may also have red pen near it where a TA or teacher has worked 1:1 with the child but may not if the editing was done independently or as a group or whole class process. Where TAs work with children within a lesson, this is noted to communicate with the teacher the level of support required to complete the task.

Written work across all curriculum areas should show evidence of the child paying attention both to the success criteria /top tips/ writing lenses for the lesson and also to the non-negotiables for their year group and this will be evident, either through their original work being of a high standard or through editing in green pen.

Maths work may be marked by children themselves as part of the checking and picking up on misconceptions within the lesson. This will be done in green pen and corrections also done in green pen.

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