



# Feedback and Marking Policy

2020-23

A handwritten signature in black ink, appearing to be "A. J. ...", is written over a horizontal line.

CEO SIGNATURE

n/a - operational policy

CHAIR OF TRUST BOARD SIGNATURE

14.9.20

DATE

every 3 years or on updates

NEXT REVIEW DATE



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## Aims and Principles

At St Bartholomew's CE MAT we recognise and value the importance of effective feedback as an essential and integral part of the teaching and learning cycle. Feedback can be provided in many forms, and our aim is to maximise the effectiveness of its use in practice.

The sole focus of any feedback provided should be to further children's learning and thus consolidate understanding and maximise progress. Feedback is intrinsically linked to teachers' accurate assessment of their pupils understanding to help identify next steps in learning and therefore inform the teaching sequence. Furthermore, it relies on the providing discrete opportunities for children to edit their work; learning and understanding are more meaningful when children identify their own errors and improve their work following effective modelling and input.

## Key principles

The following core principles are at the heart of our approach to feedback:

- Feedback is based on the accurate assessments of pupil needs which informs next steps in the teaching and learning cycle.
- Assessment informs the type of feedback that is necessary and can include, addressing misconceptions; reinforcing a skill or key piece of information; and extending a child's ability to do something by deepening their thinking.
- The purpose of feedback is to further children's learning; effective feedback helps to consolidate knowledge and understanding and enhance progress.
- Feedback should be **meaningful, manageable and motivating**.
- Feedback can take many forms and can be relevant for the whole class, small groups or individuals.
- Feedback should empower children to take responsibility for improving their own work. The ability to do this is achieved through highly effective modelling both to whole class groups and individuals.
- Feedback should encourage and support further effort.
- Feedback should be accurate, clear and specific. It will vary by age group, subject and type of lesson.
- Children should receive feedback either within the lesson itself or as close as possible to the learning activity taking place. New learning is fragile; therefore teachers will need to revisit concepts and principles in order to assess the security of acquired knowledge and skills.



## Feedback in practice

It is vital that teachers evaluate the work that children undertake in lessons and use this information to adjust their teaching and feedback. Feedback can take place at different stages in the learning process:

1. Immediate feedback - at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson - further teaching/modelling which enables children to identify and improve for themselves the areas of development identified by the teacher upon review of the work completed.
4. Summative feedback - tasks planned to give teachers definitive feedback about whether a child has securely retained knowledge or mastered new skills and concepts.

The following strategies suggest ways in which this feedback may be observed.

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> <li>• Responding to children's responses during whole class teaching, including addressing errors and misconceptions or deepening thinking.</li> <li>• Includes 'in the minute marking' where teachers and support staff provide in lesson intervention based on identified need.</li> <li>• Can include verbal feedback or written modelling of a concept, process or skill</li> <li>• May identify particular success either to an individual or whole class to motivate and encourage, with specific reasoning given to how/why it is successful</li> </ul>	<p>IMPACT ON PROGRESS</p> <p>Lesson observations/learning walks</p> <p>Book scrutinies</p>



<p>Summary</p>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity.</li> <li>• Often involves whole groups or classes</li> <li>• May take the form of self/peer assessment against an agreed set of criteria</li> <li>• Can include the use of whole class feedback sheets.</li> <li>• May identify next steps for individuals which children respond to</li> </ul>	<p>IMPACT ON PROGRESS</p> <p>Lesson observations/learning walks</p> <p>Use of challenge cards which have then been used for self/peer/teacher assessment</p> <p>Whole class feedback sheets</p>
<p>Next Lesson</p>	<ul style="list-style-type: none"> <li>• Teaching adapted based on the evaluation and assessment of learning that has taken place.</li> <li>• Opportunities to respond to next steps and gap tasks.</li> <li>• Targeted interventions and support based on assessment</li> <li>• Plentiful opportunities for children to edit and refine their work.</li> <li>• Children using whole class feedback sheets which they may annotate</li> <li>• Quizzing activities to consolidate learning and correct misconceptions</li> </ul>	<p>IMPACT ON PROGRESS</p> <p>Evidence in books of pupils editing/redrafting their work in purple pens.</p> <p>Annotation of teacher feedback sheets</p> <p>Targeted interventions to help consolidate learning, identify and correct misconceptions and deepen thinking.</p>
<p>Summative</p>	<ul style="list-style-type: none"> <li>• End of unit/topic quizzes and tests.</li> <li>• Assessment of long term acquisition of knowledge and skills</li> </ul>	<p>IMPACT ON PROGRESS</p> <p>Quizzes in books</p> <p>Assessment results</p>



## Summary

Feedback takes place in many forms and is only effective when it has an impact on children's learning, outcomes and progress. It relies upon accurate assessment within lessons and upon the review and evaluation of children's work following learning activities and tasks. This then informs the teaching and learning sequence and intervention needs. Effective feedback motivates and empowers children to be active participants in their learning, equipping them with the skills needed to refine and improve their own work, enhance progress and maximise potential.



## **Appendix 1 - Guidance for Teachers**

### **Feedback in writing lessons**

In order to secure improvements in writing, it is usually necessary to complete an extended piece of writing over a number of days. It is essential that children receive feedback throughout the writing journey to ensure progress is made. This is likely to include the following:

1. Whole class feedback which identifies strengths and weaknesses
2. Direct teaching/modelling based on assessment to help children to identify and address their own weaknesses or areas for improvement
3. In the moment feedback during lessons to individuals and small groups
4. Self and peer assessment against challenge cards

Most writing lessons will be followed up with an editing lesson where children work on the feedback they have received. Sections of work to be edited may be identified in the following ways.

1. Highlighting parts of work that need correcting or could be improved.
2. Providing next steps
3. The use of editing/support stations identified in marking
4. Sharing examples of children's work that has been particularly effective or successful
5. Demonstrating common errors/misconceptions
6. Using challenge cards to model during whole class teaching.

Children should edit in two different ways and should understand the difference between these.

### **Proofreading**

This addresses technical accuracy of the writing; spelling and grammar errors, punctuation omissions or incorrect use of punctuation and transcription errors.

### **Improving quality**

Enhancing the composition of work to improve its sophistication and better meet the purpose to achieve the desired purpose and impact.



Staff may use whole class feedback sheets, challenge cards, editing and support stations and individual next steps to provide feedback to inform editing. The most powerful tool is quality teaching based on accurate assessment. To become effective and active editors, children will need regular experience of the process. It is likely that editing will take a whole lesson. It is not necessary for children to redraft an entire piece of writing regularly, although it would be useful if they have opportunities to do this. If children redraft an earlier piece of work at the end of a half term, it would provide teachers with the opportunity to establish how secure children are with different areas of the writing curriculum. Children should edit using purple pens so that progress and understanding can be monitored.

### **Feedback in reading**

Feedback to reading responses is most effective when provided immediately or in the next lesson. Children will offer responses which can be discussed, challenged and refined.

When teaching reading domains discretely, it is useful to have similar style questions throughout, so that children can learn the different skills they use in comprehension and decoding. If the first questions are completed as a whole class, effective techniques can be modelled and discussed, therefore providing immediate feedback. Children may attempt questions more independently following whole class discussion and feedback with the teacher and support staff providing immediate verbal feedback or written models and questioning based on their observations and assessment to help children to comprehend more successfully.

Following summary assessment, further modelling of skills/concepts and processes in the following lesson can help to address misconceptions, extend and deepen thinking and thus enhance progress.

Written feedback should be direct and minimal to be effective.

Examples to help children improve responses might include the following:

Why?

Give more evidence.

Which word shows this?

Break the word down

What is the root word?

Explain this



## Feedback in maths

In the moment marking by teachers, support staff and children themselves is powerful in ensuring that errors and misconceptions are immediately identified and addressed through feedback as quickly as possible. Feedback may include modelling the process, a discussion of the concepts, drawing visual concepts (such as box diagrams) to aid understanding and questioning to deepen thinking.

It is important in mathematics that children gain security in the understanding of concepts to help them to complete processes with fluency and understanding. This will, in turn, help them to tackle more complex reasoning problems with increased confidence. Skilled assessment during the lesson will help identify where children require further support or where their learning needs moving forward to different concepts and processes.

Summary marking will help to identify where the learning needs to move to next for all children and those that require further support and consolidation. This may take the form of pre-teaching or post teaching interventions.

If in summary or in the moment marking, teachers identify of errors, children should be encouraged to use steps to success to identify any part of a problem or process that they may have not completed which has led to an incorrect answer being obtained.

Children can (and should) be taught different strategies to 'proof-read' their work in maths. Strategies include, repeating some questions again to check they get the same answer (in a different coloured pen). They may add numbers in a different order or use the inverse to check their answers. This will also help children to retain strategies in their long term memory. For word problems, children could be encouraged to tick off each line of a problem to ensure they have followed it through to its conclusion. Alternatively, they may be asked to just read the sentence that contains the question and then check this is reflected in the answer. These strategies for checking provide the children with immediate feedback about how they have accessed their work and why certain errors may have been made.

Gap tasks may be provided to establish whether children are able to apply their understanding of a new concept in a different way, encouraging them to deepen their thinking.

Work in maths should be revisited regularly to establish whether knowledge and skills have been retained in long term memory.



## **Feedback in wider curriculum subjects**

Most wider curriculum subjects are not taught on a daily basis, and it can therefore be difficult to provide feedback in the next lesson that helps correct misconceptions or errors. Whole class feedback during discussion and revisiting of knowledge and skills is therefore essential to promote understanding and progress. This can be achieved by regular 'quizzing' and activities which help to establish and promote retention of knowledge. Written feedback should always focus on the subject specific knowledge and skills whilst marking should identify errors in spelling and grammar that are age-appropriate.

Feedback in foundation subjects may incorporate methods used in English and maths but should always be appropriate to the discrete knowledge and skills being taught. Feedback will influence the sequence and content of lessons to ensure children build upon knowledge and skills, often through over learning.