Feedback & Marking Policy

Date written / reviewed	Jan 2023
Date of next review	Jan 2025
Headteacher	*R Swaby*
Chair of Governors	*J Goodwin*

Rationale

"Feedback should be more work for the pupil than it is for the teacher"

Dylan Williams

The way in which pupils receive feedback about their learning is critical to their understanding of their strengths, knowledge of next steps in learning, and their motivation to succeed. All pupils share responsibility with the adults they work alongside, for their learning and the progress they make.

Effective feedback forms a crucial element of the teaching and learning cycle and should always be used to evaluate progress and inform next steps in learning. For this to happen, teachers need to ensure their pupils know the right answers to these two questions:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

If pupils can answer these questions accurately, in subject specific detail and in an age-appropriate way, they are receiving effective and consistent feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF). The Education Endowment Foundation research (2016) showed 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 ways to 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.***

It is vital that we, as teachers, demonstrate to pupils, how to respond to written comments in their work. **Modelling, at all levels and in all classes, will ensure pupils respond appropriately with sufficient thought and effort to make a difference in their work.** Over time, children's responses will mature but right from the start of school life in EYFS, priority is given to feedback linked to corrections, improvement prompts and additional challenges.

Feedback and marking in practice at Friezland

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. Effective feedback is an important part of the learning process which can be:

1. Immediate feedback – at the point of teaching.

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

3. Next lesson feedforward – further teaching enabling the children to independently identify and improve areas for development as identified by the teacher, or complete an additional challenge.

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

5. Remote learning feedback - for those children learning remotely, guidance and comments will be shared via Google Classroom.

When considering the right approach for giving feedback in order to ensure it is effective and worthwhile, teachers will ask themselves these questions:

- Does it help the pupil make progress?

- It is manageable?

- Is it fit for purpose?

- Does it take the most effective form?

Explicit and constructive feedback hinges on a clear objective which we call WALT (We Are Learning To) and clear success criteria (written or verbal) which is shared with children in all lessons.

The most effective feedback is given during the lesson/activity and 'live' marking and self-assessment are used across several subjects. Across a learning activity, adults will frequently check for the children's understanding and progress in a range of ways. For example, pupils may use mini white boards for responses and teachers may use low-stakes quizzing etc. Any feedback of this sort is a good opportunity for adults to quickly assess groups and individuals, and adjust the lesson content accordingly.

Sharing examples of pupil's work with a group/class is also a common strategy, as this allows the pupils' opportunities to discuss how the success criteria was evidenced, and to work alongside the adult to identify any common misconceptions and ways to make further progress. The adult will often model ways in which to do this.

In EYFS, verbal feedback is given to children to help them know what they are doing well and how they can further improve their work.   When children have finished a piece of writing, the teacher may point

out a misspelt high frequency word, incorrect letter formation or missing punctuation mark in the sentence which will then be written as a MAD (Make A Difference) for the child to practice.   In maths, teachers live-mark as children complete practical activities.   Photos of the work are often taken and annotated to show a child's progress throughout the year.

Where written feedback is used, it is done in a way that is age appropriate for the child.
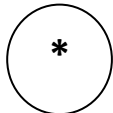
Written comments may include:

- A celebration and example of what the pupil has done well to achieve or work towards the WALT (objective) and achieve the WILF (success criteria).
- Comments related directly to a pupil's individual next step from a previous activity/lesson.
- Something the pupil needs to check, amend or edit. At Friezland, we use MAD to indicate this.
- What a pupil needs to do next in order to secure further progress.
- Where an adult has supported the learning.
- A specific example from the adult to support progress e.g. a correct calculation or a different sentence starter.

When considering the response in relation to feedback that is expected from pupils, staff consider the learning pyramid which summarises how learning is best retained:
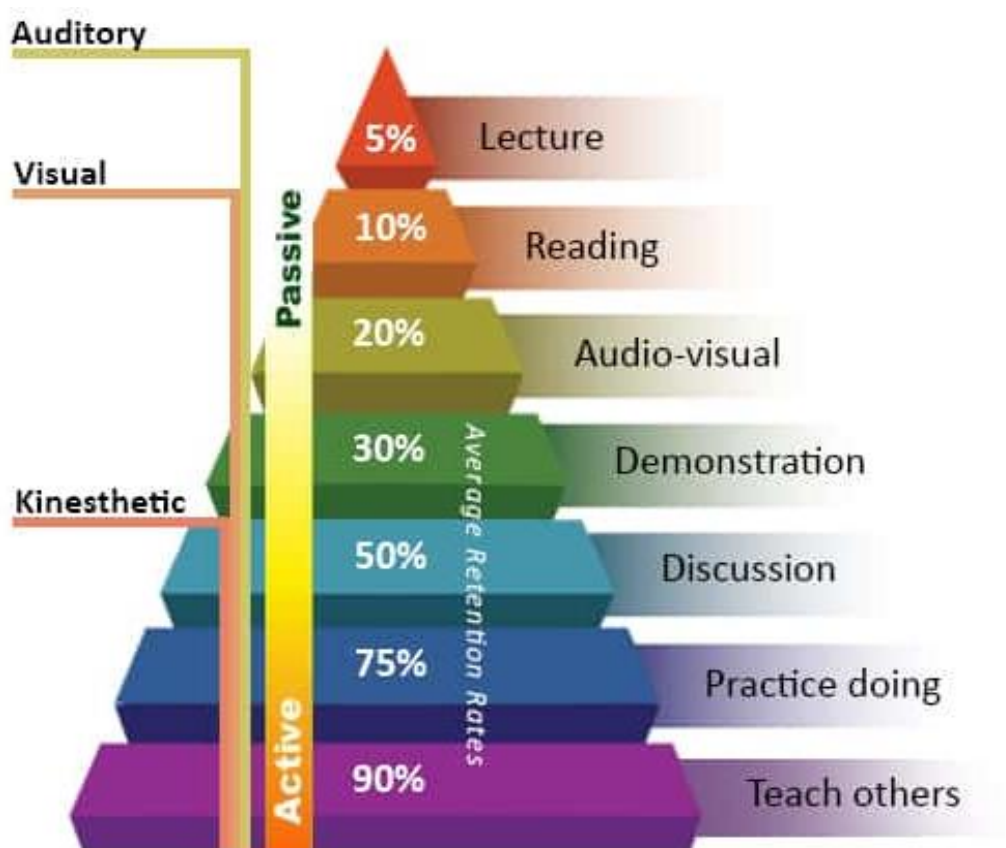
Staff use **PURPLE** ink when responding to pupils' work and may highlight work in **PURPLE** that children need to edit and improve. Pupils self- correct, edit and amend their work using **GREEN** ink (introduced at an age/ability appropriate time).

This key is used by adults and pupils, in order to support any feedback given.

* **Stamp/sticker awarded for effort/achievement**	**MAD** **Make A Difference…**
Pupil / Peer **(Green ink)**	**Teacher/LSA** **(Purple ink)**

Pupil Progress and Targets

Pupils and families are made aware of the learning coverage for the half-term through a class newsletter. End of Year Expectation booklets for Reading, Writing and Maths provide more detailed coverage for each year group, and these booklets are sent home at the start of the school year and are also available on the school website.

Some pupils may have individual targets matched to their particular individual needs. For the majority of pupils, next steps and targets are identified through feedback and teacher-pupil discussions. They will change regularly within a day, week or unit of work.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the Feedback & Marking Policy

What?	Probable Content	Why?	Who?	Where?	When?
Pupil feedback comments	Pupil name / class on exercise books Written comments relating to progress / next steps	Monitor a child's progress and identify next steps	All Staff (as necessary)	Pupil exercise books / written activities	Pupils take exercise books home at the end of academic year. Some books are held in school for monitoring purposes.

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

Monitoring and Evaluation

The Feedback and Marking policy is monitored by senior leaders, Governors and subject leaders during book looks, standardisation sessions and learning observations.

Guidelines specific to the subjects of English and Maths can be found within the respective policies.

This policy is evaluated every three years (or sooner if need or legislation changes) in order to assess impact. Class Teachers are involved in the process in order to ensure that good practice is shared and highlighted.