



Brampton Abbots CE Primary School



Bridstow CE Primary School



Oak Meadow Federation

## Feedback and Marking Policy

This policy will be reviewed and updated by the Governing Body at least every three years. All references to 'the school' imply both Brampton Abbots and Bridstow Primary Schools.

Policy approved by Governing Body on 13<sup>th</sup> July 2020

Signed Daniel Brearey, Headteacher

Handwritten signature of Daniel Brearey in black ink.

Paul Mason, GB Chair

Handwritten signature of Paul Mason in black ink.

Policy due for review July 2023

## FEEDBACK & MARKING POLICY

- 1.1 At our school, we recognise the importance of feedback as part of the teaching & learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.
- 1.2 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
  - provide specific guidance on how to improve and not just tell students when they are wrong
- 1.3 Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, a working party of teachers at Edgewood has investigated alternatives to onerous 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, supported by the design and preparation of lessons.

## 2. Key Principles

- 2.1 Our policy on feedback has at its core a number of principles:
  - the sole focus of feedback and marking should be to further children's learning.
  - evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
  - written comments should only be used where they are accessible to students according to age and ability.
  - feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
  - feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments.
  - feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
  - All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.
- 2.2 Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

### 3 Feedback and marking in practice

3.1 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:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task

3.2 The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

3.3 In school, these practices can be seen in the following approaches:

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking code/highlighting</li> </ul>
<b>Summary</b>	<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>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self- or peer- assessment against an agreed set of criteria</li> <li>• In some cases, may guide a teacher’s further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations / learning walks</li> <li>• Scheduled catch-up teaching based on assessment</li> <li>• Some evidence of self- and peer-assessment</li> <li>• May be reflected in selected focus review feedback (marking)</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read / respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils’ future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses/action</li> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations to indicate future groupings</li> </ul>

#### **4. Marking Approaches**

4.1 When appropriate (at the teacher's discretion) notes on general misconceptions and next steps will be made to inform future planning for each group of children. This may be part of a feedback book or similar note taking facility.

#### 4.2 Maths –

- Generally, feedback happens in lessons. Some rudimentary marking when appropriate but not every lesson or any specific number of times.
- Books aren't always looked at each lesson.
- Children mark or self-assess as often as possible.
- Tests are a means to identify gaps in learning and to make plans for these gaps.

#### 4.2 English - Writing

- Close marking or similar happens during the Talk-4-Writing process at the innovation stage
- Conferencing (talking to individuals/groups) happens as often as is needed to support individuals to recognise areas of strength and areas for development.
- Where and when appropriate, the teacher will respond to writing and highlight errors, mistakes or similar for children to respond to.
- Use of whiteboards and short lesson phases help to support getting regular formative feedback.

#### 4.3 Other subjects

- Where appropriate, conferencing, feedback and written marking will be used to feedback to children about their learning in other subjects.