



Feedback and Marking Policy

At Moor Green Primary, 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 are also mindful of the research surrounding effective feedback and the workload implications of written marking.

Our policy is underpinned by research evidence from the Education Endowment Foundation and John Hattie's research into the principles of Visible Learning.

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
- 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.

John Hattie Visible Learning principles state that effective feedback should:

- Always close the gap in a child's learning
- Be just in time, just for me (the child) information delivered when and where it can do the most good
- Be targeted at the child's instructional level – the level they are at in their learning – so they can understand it and use it.

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 alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, Visible Learning 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.

Key Principles

Our feedback policy 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; it should not take away from this responsibility by adults doing the hard-thinking for the child.
- We prioritise verbal feedback. Written comments should only be used as a memory aid for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher. Verbal feedback is always indicated with **VF** at the point of intervention.

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- Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The ‘next step’ is usually the next lesson.
- 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 strong progress.
- Feedback is the responsibility of all members of the teaching team.
- Work is always clearly signalled as being independent ‘I’ or supported ‘S’ or a combination of the two.

Within these principles, our aim is 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.

Feedback and marking in practice

It is vital that teachers and teaching assistants evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adapt their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching and during independent / guided work
2. Summary feedback - at the end of a lesson/learning activity
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 has finished
4. Summative feedback – planned assessments to give teachers definitive feedback about whether a child has securely mastered the material they have been studying

These four common stages can be seen in the following practices:

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Pupil Book Study • Children’s workbooks show improvement after adult intervention • Children’s workbooks evidence of re-shaping of tasks
Summary	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Pupil Book Study • Children’s workbooks show evidence of self and peer-assessment
Feedforward: ‘the next step is the next lesson’	<ul style="list-style-type: none"> • Within the next lesson, planned time to feedback to the groups and individuals about strengths and areas for development, and giving time for development areas to be 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Pupil Book Study

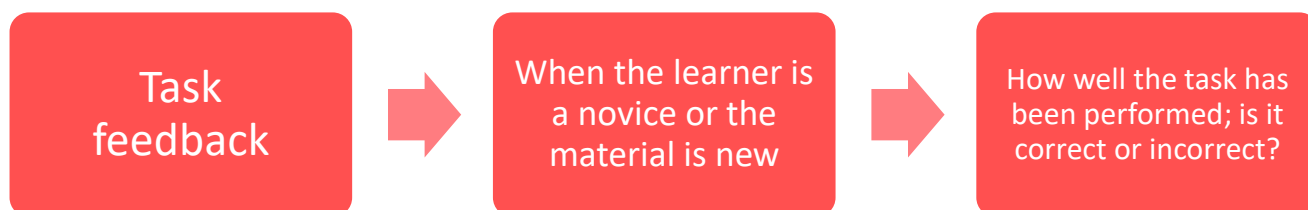
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	worked on and improved - Dedicated Improvement and Response Time (DIRT)	<ul style="list-style-type: none"> Children’s workbooks show improvement after adult intervention
Summative	<ul style="list-style-type: none"> Revisiting PKAs in maths Standardised assessments in reading and maths The final draft in writing 	<ul style="list-style-type: none"> PKA analysis Standardised assessment reports Writing moderation documentation

Feedback fit

The principles of Visible Learning state that children have the best chance of understanding the feedback they get when it is targeted at their instructional level – the level they are at in their learning. We consider three aspects when deciding on this level.

1. Is the learner a novice? Is the activity they are doing new to them?

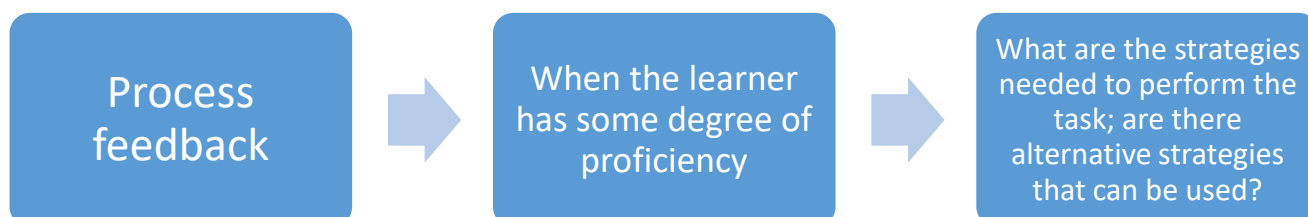


If the learner is a novice or learning something new for first time, the feedback should tell them how well the task has been performed. Is it correct or incorrect? What do they need to do to correct it or improve it?

What scaffolds are required for this learner?

It might be a set of instructions that provide some specific information about what to do next. If the learner is new to an activity or a novice, the feedback needs to be very clear and specific.

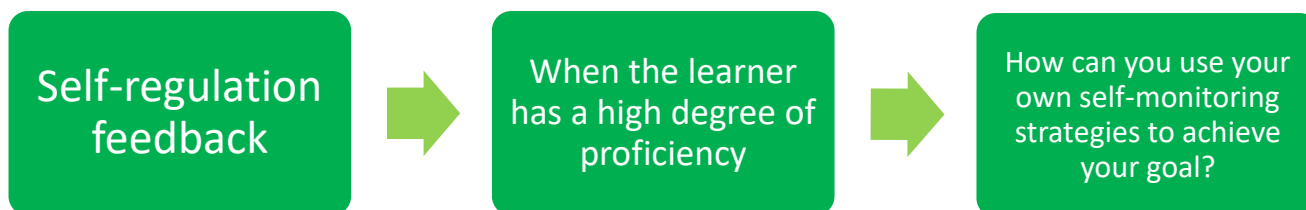
2. Does the learner have some expertise? Have they done this activity before and have some basic understanding of what they are doing?



If the learner has some expertise or level of proficiency in a task, their feedback should prompt them to look for strategies for improvement. “Where could you find more information?” “How could you check if your answer is correct?”

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3. Does the learner have a high degree of proficiency or experience in the task?



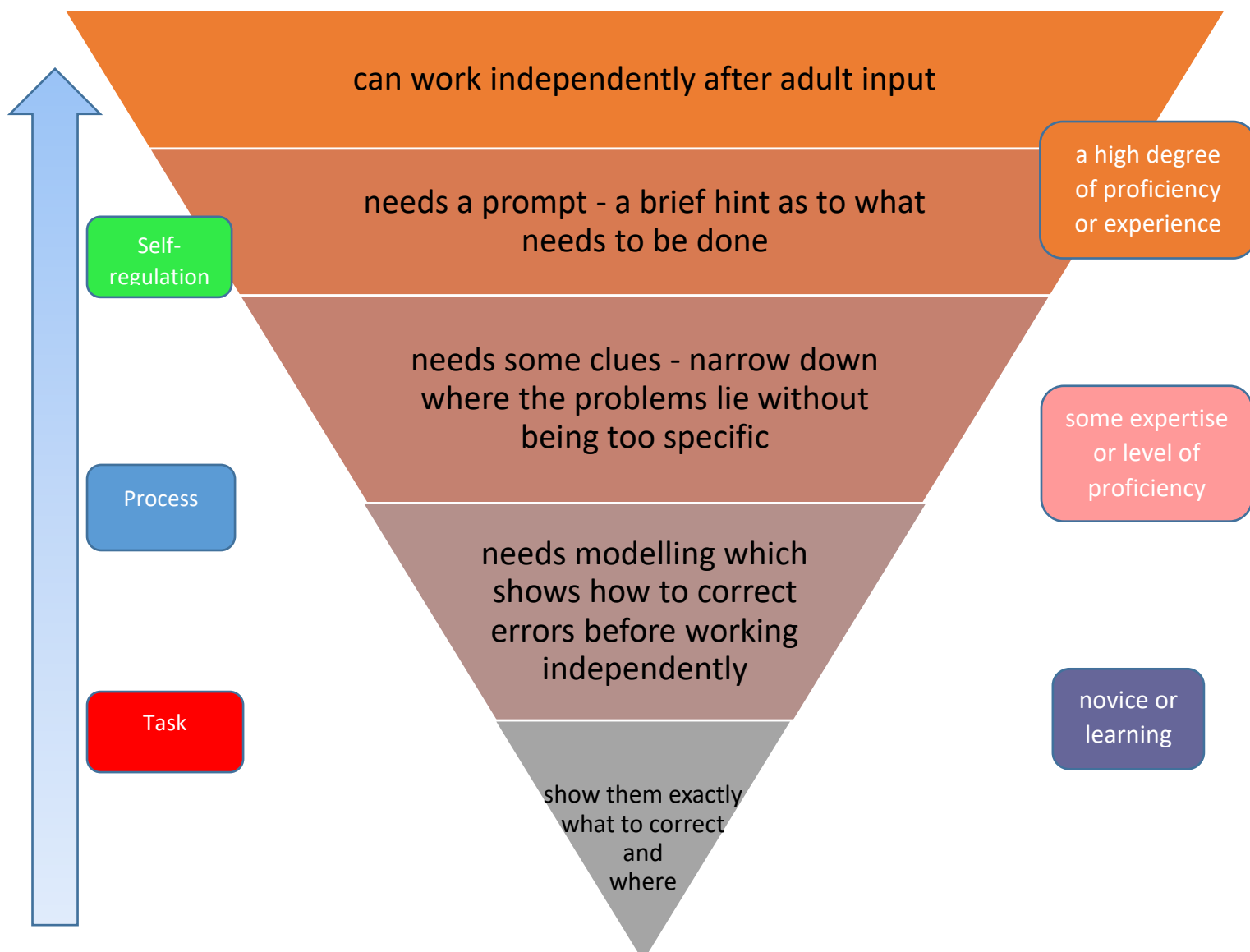
If the learner has a lot of experience in the task, the feedback should prompt them to be self-regulating. They should be able to use their own strategies to work out what to do next and how to improve.

Feedback summary chart

Task	Process	Self-regulation
What is task level feedback?	What is process level feedback?	What is self-regulation feedback?
The focus is on: <ul style="list-style-type: none"> distinguishing correct from incorrect answers acquiring more or different information building more surface knowledge – reteach and provide multiple opportunities to learn 	The focus is on: <ul style="list-style-type: none"> relationships between ideas children’s strategies for error detection explicitly learning from errors directing the child to use different strategies to detect errors 	The focus is on: <ul style="list-style-type: none"> the ability to create internal feedback and to self-assess the willingness to invest effort into seeking and dealing with feedback information being able to review work to decide if an answer is correct seeking help to seek further information and/or to confirm a response
What prompts and scaffolds might be used to offer task level feedback?	What prompts and scaffolds might be used to offer process level feedback?	What prompts and scaffolds might be used to offer self-regulation level feedback?
<ul style="list-style-type: none"> Have you followed the steps to success to get your answer? Is your answer correct / incorrect? How can you elaborate on the answer? What did you do well? Where did you go wrong? What is the correct answer? 	<ul style="list-style-type: none"> What is incorrect and why? What strategies did you use to detect errors? What is the explanation for the correct answer? What other questions can you ask about the task? What are the relationships with other parts of the task? 	<ul style="list-style-type: none"> How can you monitor your own work? How can you carry out self-checking? How can you evaluate the information provided? How can you reflect on your own learning? What did you do to..? What might you do differently next time? How could you improve this work?

The strategic marking and feedback triangle

- We want to ensure that feedback and marking are as effective as possible. This triangle supports us in focusing on ensuring that marking and feedback is targeted at the child’s instructional level – the level they are at in their learning – so they can understand it and use it. It also shows how, over time, we can use feedback to empower children to take more and more responsibility for improving their own work.



Feedback and marking in writing

After looking at children's work, during and after the previous lesson, strengths and weaknesses will be identified by looking at both the technical accuracy of the writing, spelling errors, punctuation omissions and suitability for audience and purpose. Where individual children or groups have done particularly well or badly at something, the teacher will make a note on the planning for the next lesson and use the information gained as teaching points.

Using the models and guidance above, teachers decide on the level of marking they need to apply to a child's work if marking alongside the child in the lesson or at the end of the school day.

The following marking symbols should be used **according to the child's instructional level**:



spelling mistake to correct



punctuation mistake to correct



letter needs to be changed for capital or lower case



finger space needed



omission of a word



start new line



new paragraph needed

Pink highlighters can be used to draw children's attention to errors and can be used in lieu of symbols according to the child's instructional level.

Green highlighters should be used to identify the aspects of the writing that the child should be most proud of. This may be a personal target, a sustained improvement following **VF** or an aspect of the steps to success.

It is important to remember that the onus should always be on the learner to check their work. 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.

Children should respond to feedback in **purple pen**.



Feedback and marking in maths

The onus should always be on the child checking their work and, if they have got an answer wrong, trying to identify their own errors. Children need to be taught different strategies so they are confident in doing this. Where children have made mistakes and are finding it hard to identify where they have gone wrong, they should always refer to the steps to success before asking for assistance. Again, the process of using the steps to success for checking will need to be modelled to some children.

We expect children to be receive appropriate challenge and opportunities for reasoning in every lesson. If there has been appropriate challenge and opportunity for reasoning then there is no need to provide a 'gap task' to provide further challenge - the 'next step' is the next lesson.

Wherever possible marking and feedback should take place in the lesson, alongside the child.

- Use a dot to indicate an incorrect answer.
- Any time a child has a dot it is expected that they will be given time to correct the mistake.
- Corrections must be completed with a **purple pen**.
- The child's instructional level will dictate how adult-led the marking is
- Incorrect spelling of key mathematical vocabulary must be identified and corrected.
- **Always** address incorrect work. This must be done through: corrections with a scaffolding prompt, verbal feedback or repetition of the learning objective to address misconceptions.
- Where a child has shown secure understanding of the learning objective, the teacher will intervene during the lesson, using assessment for learning to identify which children need to move on to more challenging work.



Pens etc.

- Teachers will mark in green pen
- Teaching assistants will mark blue pen
- Trainee and supply teachers will mark in black pen
- Children will correct errors, self-mark and respond to teacher comments in purple pen
- Children will peer mark in purple pen and initial when they have done so
- Stickers may be used to celebrate good work in books
- Do not use stamps.
- Do not indicate learning objectives as 'achieved'. In a mastery curriculum, learning is not achieved in one lesson!

Self-marking.

From Year 2 onwards, children should be given regular opportunities to self-evaluate. Children identify and comment on their successes and development points in purple pen.

Peer-marking.

From Year 2 onwards, children should be taught to mark and feedback in pairs. Depending on their instructional level, children may need to be trained, through teacher modelling, to identify and comment on the successes and development points of their peers.