



Effective Marking and Feedback Policy

MISSION STATEMENT

To be the best that we can be.

Our Ethos

The Northstead Community of staff, pupils and their families are committed to providing a nurturing and inspiring environment where everyone is safe, respected, supported and challenged.

Our Aims

We aim to;

- Treat everyone with respect,
 - Build strong partnerships with parents and carers,
 - Provide a welcoming, safe and stimulating school,
- Recognise and celebrate success in all aspects of school life,
- Develop individuals socially, emotionally, mentally and physically,
 - Foster a caring attitude towards our world,
 - Encourage and celebrate creativity,
- Create a school where everyone is happy, resilient, self-confident and encouraged to be, 'The best that they can be.'

| Document Status | | | |
|---------------------------------------|--|---|-----------------------------------|
| Date of policy creation/review | Reasons for review | Date of adoption by the Governing Body | Date of next review |
| 14/09/2020 | Update | Nov 2020 | Nov 2021 |
| Responsible officer | Mr S Hopper | Deputy Headteacher | |
| Signed and dated: | | | |
| Headteacher | <i>Jim Lidgley</i> 3/11/2020 | Chair of Governors | <i>S Ball</i> 3/11/2020 |



At Northstead, we recognise the importance of feedback as an integral part of the teaching and learning process and aim to maximise the effectiveness of its use in practice. We have also taken note of the guidance issued from NCETM that the **most important activity for teachers is the teaching itself, supported by the design and preparation of lessons**. We are also mindful of the research surrounding effective feedback and the workload implications of written feedback as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the EEF (Education Endowment Foundation), other expert organisations as well as from trials of different methods in school during the academic year 2016-2017.

EEF shows that effective feedback should:

- Redirect or refocus either the teacher's or learner's actions to achieve the 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

Notably, the DFE's research into workload highlighted written marking as a contributing factor. As such we have investigated alternatives to this which can provide effective feedback in line with the EEF's recommendations and those of the DFE's expert group which emphasise that marking and feedback should be: Meaningful, manageable and motivating.

Our Key Principles

1. The sole focus of feedback should be to further children's learning;
2. Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
3. Feedback should empower children to take responsibility for improving their own work;
4. Written comments should only be used as a last resort for the very few children who are otherwise unable to locate their own errors, even after guided modelling by the teacher. (See appendix)
5. Children should receive feedback either within the lesson itself or within the next appropriate lesson. The 'next step' is usually the next lesson.
6. Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge for pupils in lessons, allowing them to make good progress.
7. New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.



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 to adjust their teaching both within and across a sequence of learning.

What does this look like in practice?

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

1. Immediate feedback – at the point of teaching to address any misconceptions immediately.
2. Summary feedback – at the end of a lesson/task.
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 learning session had finished.
4. Summative feedback – tasks planned to give teaching definitive feedback about whether a child has securely mastered the material under study.

| Feedback type | What it looks like | Evidence (for observers) |
|---------------|---|---|
| Immediate | <ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork etc. (Formative assessment) • Will usually take place in lessons with individuals or small groups but maybe used as a whole class strategy. • Usually given verbally to pupils for immediate action. • May involve the use of a teaching assistant to provide further challenge and/or support. • May re-direct the focus of teaching and learning. | <p>Lesson observations / learning walks</p> <p>Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.</p> <p>Unless the teacher feels the child needs a visual reminder of the verbal feedback this is not expected to be noted in the children's books.</p> |
| Summary | <ul style="list-style-type: none"> • Takes place at the end of a learning session or activity (Not after the learning!) • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • This will take the form of peer and self-assessment against agreed criteria in independent writing using coloured success criteria. Underlined work will show success not highlighted work. | <p>Lesson observations / learning walks.</p> <p>Evidence of self and peer assessment in writing which highlights the achievement of agreed criteria during independent writing.</p> <p>Evidence of self and peer assessment which shows corrected/edited learning during or at the end of the lesson. (Purple pen)</p> |



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|--|---|---|
| | <ul style="list-style-type: none"> • May take the form of a quiz, test or score on a game and in maths a test question. | Quiz and test results may be recorded in books or logged separately by the teacher. |
| <p>Feedforward 'the next step is the next learning session'.</p> <p>Using formative assessment to change learning session(s) based on the outcomes from children. This should be evident in further learning from the children (in the books!)</p> | <ul style="list-style-type: none"> • For writing in particular, it is the case that a large part of the next session(s) following an 'independent write' will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through editing and proof reading. • Retrieval practice outcomes and discussions are fedforward into the planning for the next day's / week's questions. • Teachers using learning from the previous session to plan the next steps or to replan the learning to ensure children's errors/misconceptions are addressed – enhancing the learning. | <p>Lesson observation / learning walks</p> <p>Evidence of pupil's editing/redrafting/correcting their learning.</p> <p>Evidence in books of misconceptions / errors / being addressed in further learning sessions. E.g. I notice that speech punctuation has been used incorrectly by the majority of my class. Further work in books should show where this has been addressed in subsequent learning sessions.</p> |
| Summative | <ul style="list-style-type: none"> • Checking activities • End of unit or term assessments or quizzes. | <p>Test outcomes</p> <p>Reasoning questions in maths books</p> <p>Unstructured or independent writing opportunities</p> |

Effective Feedback in Writing Sessions

Following 'The Write Stuff' writing approach means we will be using immediate feedback during writing sessions and collecting information about the children's writing attainment regularly. This should be used as often as possible to develop the learning and understanding of pupils during the sessions. This should run alongside summary feedback, especially self and peer assessment (see below) which will in turn lead into feedforward feedback.

It is **vitaly important** that some of our writing sessions are followed up with the opportunity to proof read and/or edit writing where children receive whole class feedback about strengths and areas for development and direct teaching to help them identify and address their own weaknesses.

Teachers must use their professional judgement to plan opportunities for this in their sequence of learning.

At the end of a sequence of 'The Write Stuff', children will take part in an independent write. Feedback from written outcomes will feed into planning of the next sequence of learning before the next independent write takes place.

Marking

Teachers must look at pupils' work during (where possible) or soon after the session(s) and identify strengths and weaknesses. Where individual or a small group of children have done particularly well or not so well at something, he/she will make a note and use these in the subsequent learning session(s) as a teaching point.

Proof reading and editing in writing lessons

(Teachers to use professional judgement on when and how often this takes place).



Proof reading – Changing punctuation, spelling, handwriting and grammar mistakes.

Within the proof reading section, it is expected that extracts from pupils' work are shared using the visualiser to show examples of 'good' writing. Showcasing what has been done well and why it has been done well and to also share an extract with errors in it, to use as a teaching tool to correct punctuation or spelling etc. Children will then have time to proof read their work, checking for similar errors and putting them right using a purple pen. Children should support each other in learning partners or groups in the identification and correction of mistakes (if able to do so).

It may be the case, if looking at longer pieces of writing, that the focus for this is narrowed to one part of the writing.

Editing – Improving their work to improve the composition (using summary or feedforward feedback)

When carrying out an editing session, the teacher will show some different pieces of writing (either from the children or from the teacher themselves, or from a book/text) pointing out why it is so effective. The teacher may also share a less effective piece of writing and edit this with the class to improve it demonstrating effective editing skills. Children can then work in learning partners or groups to read each other's writing to suggest improvements, alterations and refinements which the author of the piece then **adds in purple pen** to help the teacher see that changes the child has made.

Some children (especially in KS1) may need more support in both these areas in order to develop these skills. Teachers should aim to use the minimal amount of intervention where possible, only escalating this if the child(ren) need(s) support. Some summary feedback to narrow down their focus, for example a comment alerting them to missing full stops or a simple pointer e.g. add some adjectives would be **in addition to** and not instead of teacher modelling.

Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work, not you.

Sometimes it is the children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an ever better piece of writing might look like. E.g. Set group or individual challenges, "before you've finished editing, you need to have..." or use their work in modelling and then expect them to do the same.

Developing self assessment and peer assessment in writing.

- Teachers should identify between one and four key criteria that children should self (or peer) assess against – this will usually be the steps to success used in The Write Stuff approach. Children are asked to pick out examples within their independent work where they feel they have met the key criteria and **underline** this with a coloured pencil. Purple pens are used for the process of editing. These can be used to edit work independently, guided by an adult or in response feedback
- Redrafting should be completed in pen or pencil as usually used by the child.
- NB The use of peer and self assessment as outlined above will of course need to be explicitly taught to children of all ages, through the use of 'WAGOLLS', the visualizer and other guided practice.

Spelling



In KS1, any misspelt common exception words or given topic words must be addressed. Phonetically plausible attempts at other words are encouraged but if a word is spelt completely wrong e.g. key sounds missed out, then it should also be addressed.

In KS2, any misspelt common exception words or previously taught must be addressed. Phonetically plausible attempts at unknown words are encouraged but if a word is spelt completely wrong e.g. key sounds missed out, then it should also be addressed.

Misspelt words are underlined in pen by the adult (either part or whole word) and children given the opportunity to correct them using word mats/ display/dictionary. For greater support, some words may be corrected by an adult. For greater challenge, sometimes a teacher may write 'sp' in the margin or at the end of a paragraph rather than underlining the specific word that is misspelt.

Teachers should use professional judgement when supporting children working significantly below ARE or with specific barrier to learning.

Effective Feedback in Maths sessions

- 1) Immediate feedback – at the point of teaching to address any misconceptions immediately.
 - 2) Summary feedback – at the end of a lesson/task.
 - 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 learning session had finished.
 - 4) Summative feedback – tasks planned to give teaching definitive feedback about whether a child has securely mastered the material under study.
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- 1- Immediate feedback to address misconceptions as they arise in maths sessions is essential to ensure learning moves forward as often and as quickly as possible. Immediate feedback can be done by 'roving' around the room to check on understanding, and/or by working with focus groups on specific aspects of the learning. Immediate feedback could lead to a group of children being asked to work with the teacher or TA and/or the teacher intervening with the whole class to address the misconception.
 - 2- Summary feedback – this may take the form of a quiz, a test question for the children to solve, or another challenge question for them to complete. Could also be a series of multiple choice questions to check on understanding. (This is done during the lesson where possible).
 - 3- 'Next lesson feedforward' - Teachers using learning from the previous session to plan the next steps – enhancing the learning. Ensuring **all** children know and understand how their learning needs to improve. Evidence of this in books will show how teachers are using feedback to plan subsequent learning sessions which address the majority of the class's needs.
 - 4- Summative feedback – Quizzes / questions used to identify whether a child has securely mastered the objectives covered. This does not take place immediately after the teaching of the objective and should then be used to plan further learning for the whole class or if needed for groups of children.

Teachers gain valuable feedback about how much maths learning is being retained in the longer term from daily 'Retrieval Practice Grids'. This information should be used to revisit areas where learning is not secure within maths



and to consolidate previous learning. In KS1, retrieval grids should contain up to 6 questions, with LKS2 up to 9 questions and UKS2 up to 12 questions. Questions should be well thought out to ensure 'Retrieval of procedures or facts are taking place'. Further information on this aspect of maths is in the maths policy.

Marking – The colour of the pen does not matter – but we aim to use green.

Marking symbols

- Ticks within work – teacher has identified evidence of success within the work.
- Underline or (SP) – check spelling or have correct spelling given (age/spelling ability dependent) – see notes above.
- Punctuation errors – either circle the error/missing punctuation within the text or write a 'P' in the margin to prompt children to identify punctuation error and correct (with adult support when needed).
- Maths – ticks (correct) dots (incorrect – prompting the children to 'have another try')
- A tick to indicate work has been looked at / read must be evident at the end of every piece of work.
- Stickers/Stampers – These are used at the discretion of the class teacher but are not compulsory. They should be used to acknowledge effort not achievement on the majority of occasions.
- An 'S' in the margin or at the side of the work will indicate where the child has received additional support.
- If the class is taken by a person other than the class teacher and work is completed, their initials should be on the piece of work to indicate the work has been looked at / read.

COVID-19 Procedures for Marking and Feedback

- Do not take any books home with you for marking or any other purposes.
- When marking books or other work, it is important that staff sanitise their hands before and after marking.
- When doing on the spot marking, it is important that staff regularly sanitise their hands in the classroom.
- When giving feedback, always do this in a safe way. E.g. Stay above the child's eyeline, stay at a distance where possible.