

Feedback and Marking

In constructing this guidance, staff have considered the following factors:

- Why has the work been marked?
- Who is it for?
- Can the child access the feedback given?
- How does it promote learning?
- Is the marking and feedback effective?
- Have children responded appropriately?
- Is this marking necessary?

Key to Feedback:

“Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.” (DFE Eliminating unnecessary workload around marking March 2017)

When scrutinising feedback in school, it has been apparent that teachers may mark because they feel it is expected by Ofsted, parents or Senior Leaders. This is not the case. We know from research and experience, that ‘marking’ can consume most of a teacher’s time outside of lessons; therefore we have considered the effect of workload when drafting this guidance. When thinking about feedback and marking, if it is not useful for the pupils, or for the teacher, then there is no reason to do it – we would question what the ‘purpose’ of it is.

Principles

Feedback and marking should:

- Provide meaningful feedback for the child;
- Highlight areas for development / improvement / corrections, thus enabling the child to identify clear ‘next steps’ and providing motivation for learning;
- Inform future planning of lessons;
- Enable the teacher to record progress related to the Statement of Learning;
- Be manageable for both the child and the teacher;
- Be relevant – sometimes marking is not necessary;
- Be for the sole purpose of improving children’s learning.

Why is feedback so important at our school?

- It gives meaningful messages to the child to drive progress.
- When done correctly, it maximises learning potential.
- The child is at the centre of learning.
- It helps children learn how to be the best learners they can be.
- It informs learning by highlighting areas for development, enabling children to establish clear ‘next steps’.
- It is integral to the planning of future lessons and inform progress assessments (see assessment policy).
- It facilitates and improves communication between job-share teachers, teachers and TAs.

Feedback and marking in practice

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. Review feedback – away from the point of teaching (including written comments)

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including whiteboards, book work, etc. • Takes place in lessons with individuals or small groups. • Often given verbally to pupils for immediate action. • May involve use of a teacher/ teaching assistant to provide support or further challenge. • May re-direct the focus of teaching or the task. 	<ul style="list-style-type: none"> • Lesson observations/learning walks. • Some evidence of annotations from adults and children (green pen from adults and red pens from children).
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. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> • Lesson observations/learning walks. Some evidence of annotations from adults and children (green pen from adults and red pens from children). • Timetabled pre- and post teaching based on assessment. • Some evidence of self- and peer assessment, children to put their name on what they have marked. • May be reflected in selected focus review feedback (marking).
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching. • May involve written comments/annotations for pupils to read / respond to. • Provides teachers with opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. • May lead to targets being set for pupils' future attention, or immediate action. 	<ul style="list-style-type: none"> • Acknowledgement of work completed. • Written comments and appropriate responses/action. • Adaptations to teaching sequences tasks when compared to planning.

Amount of marking

As a working party, we decided that we did not want to dictate to you how many pieces of work needed to be marked each week. Whilst we want to leave marking to professional judgement, we do not expect to see '5' pieces of worked marked 'well done'! We would expect to see evidence of immediate, summary and review marking/ feedback in books when needed. We do not expect that every book will have the same pieces of work marked: it will be based on the individual child's needs.

Positive marking: We also felt that, in order to keep marking personal to you and your class, the way in which you express praise is up to you. Some teachers might use short phrases, smiley faces etc. Positive marking is to be used with caution, as some children will only focus and respond to positive marking and be less likely/willing to focus on their next steps.

Evidence of immediate feedback: With our Learning Journals and Maths books, any immediate feedback should be evident in books. For example, if a group of children have misconceptions about addition in their maths lesson, an intervention run by a TA/Teacher to address the misconception might be carried out that afternoon. The evidence of this should then be in books rather than on whiteboards. There should be some evidence of support throughout the session; this does not have to be marking with a comment and a next step, unless that is deemed necessary, but could be where an adult has corrected/ addressed misconceptions/ modelled with their green pen. It is expected that any adult working with a group/child will follow this guidance.

Next steps/GO APE: Where next steps have been given for a piece of work, the step should be clear to see in children's books.

In year 1 and 2 this will be a challenge stamp or the GO APE stamp



In years 3-6 the GO APE stamp will be used, or the next part of the SOL bar will be highlighted or the children will be directed to complete a next step set by an adult. Next to the next step a box needs drawing so the children can tick when it has been completed.

Response time: Where next steps are used, the children will have a designated time during the morning to respond to this marking. The children will have between 8:40am and 8:55am each morning to respond - over the week, this equates to 50mins. This has come from feedback children have given, saying that they wanted time to respond to their marking.

What should feedback look like in the classroom? (Hidden feedback)

- Checking answers (where appropriate) and moving on
- Asking children, "Can you use some of the mathematical/scientific/geographical vocabulary that we have been looking at in class?"
- When the children tell you something, ask them, "Are you asking me or are you telling me?"
- Ask the children to read back to you exactly what they have written
- Using higher order questioning throughout the lesson
- Stopping the children and looking again at something together as a class or a small group
- Can you find a better word for.....what could you use?
- Going around the class and giving instant feedback
- During lessons sharing ideas, sentences, etc and asking, "How can this be made better?" or "What is good about this?"

Literacy feedback

From Year 2, children are to write on every other line to make immediate feedback more effective.

Spelling: Each Learning Journal will have a list of the national curriculum spellings for each year group. There will also be space for you/children to write key spellings that are consistently misspelt. This will aid feedback around spelling as the children should be encouraged to check their writing against these lists.

GPS: Some GPS work can be self-marked, if appropriate. This will depend on the activity and your professional judgement.

Written next steps/GO APE: These should focus around vocabulary use (make sure adventurous vocabulary is used appropriately), suffix challenge (changing nouns to adjectives, adverbs, etc) punctuation, moving clauses within sentences (see Sentence Progression for Rainbow Grammar), changing determiners, moving the reported clause in direct speech to indirect (or reported) speech, etc. Make sure that you check against the National Curriculum.

KS2 only

Cold tasks: To be self-assessed or peer-assessed and revisited to look for improvements. There is no expectation that teachers should mark this task unless they want to or feel the need to.

Warm tasks: Here, there is a direct link to immediate feedback. Also, this work can be self-assessed or peer-assessed. Teachers could also write next steps to offer written suggestions for improvements.

Hot tasks: These should be written feedback within the recommendations in the immediate and summary sections of this document. There should also be evidence of self-assessment. Comments should not link back to the SOL but should help move the children on.

Maths feedback

- Both short and thorough marking should be seen in books, based on teacher judgement.
- Work that is wrong should be marked with a cross and correct work should be marked with a tick.
- In KS2 children can use calculators for peer and self-marking.
- Next steps should move children on. Here Focus Maths/White Rose/etc can be used to help aid questions from the next level. Next steps should not just be more of the same questions. Next steps can also be moving the children on to the next task on the SOL bar, this needs highlighting.
- Children should be encouraged to GO APE when they feel that they are ready
- Feedback in maths books should also include open ended questions and asking for opinions.
- The thinking stems and questions on working walls should be used to help the children write their own feedback
- Evidence of maths interventions/immediate feedback should be evident throughout pupil's maths books.
- When photos have been used to capture practical lessons they do not need to be commented on to explain what the pupils have been doing.

Other subjects

- Both short and thorough marking should be seen in books, based on teacher judgement.
- Again, when photos have been used to capture practical lessons, they do not need to be commented on to explain what the pupils have been doing.

- Misconceptions should be addressed through the immediate and summary section of this document.
- Next steps – these questions should encourage the children to think of their own opinion on a topic. They should be more open ended. For example: in history, 'Would you have liked to live during this time? Why?' The next steps should also include real life applications. The next steps could encourage children to carry out further research or think about what else they would like to find out about. Next steps should help children move on with their learning, not just encourage children to repeat more of the same task.
- Pupils should also be encouraged to create questions for their friends to answer: this is an effective way of checking pupils understanding of a topic.

GO APE and corrections

When the children have reached the GO APE part of their learning this it to be indicated by highlighting the relevant skill on the SOL bar and the GO APE stamp is to be used.

In years 1 and 2 the GO APE is to be completed in red pen to highlight the challenge.

In years 3 to 6 the GO APE is to be completed in pencil.

When corrections/misconception/or editing skills are required the children are to complete these in red pen.