FAIRFIELD ENDOWED CE (C) JUNIOR SCHOOL

<u>MARKING AND FEEDBACK POLICY 2019</u>

<u>INTRODUCTION</u>

We believe feedback is an integral part of the teaching and learning cycle and we aim to maximise the effectiveness of its use in practise to enable children to become reflective learners and helping them to close the gap between current and desired performance. We are also mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the importance of timely feedback to support new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. 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
- 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 alternatives to 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.

Key Principles
Our policy on feedback has at its core a number of principles:
- Effective feedback should aim to further children's learning;
- Feedback should be an opportunity to offer praise and raise children's self esteem.
- Feedback should show that we value children's work, and encourage them to do the same;
- 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 work for the pupil.
- Feedback should promote self and peer assessment, whereby children recognise progress and are encouraged to accept guidance from others;
- 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 good progress and give a clear picture of what the next steps are.
- 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 lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in each lesson, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four 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. 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 had finished

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

Type	What it looks like	Evidence (for observers)
Immediate	- 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 involve use of a teaching assistant to provide support of further challenge - May re-direct the focus of teaching or the task	Lesson observations/learning walks
Summary	- Takes place at the end of a lesson of 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 - May take the form of a quiz, test or score on a game - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	- Lesson observations/learning walks - Some evidence of self – and peer-assessment - Quiz and test results may be recorded in books or logged separately by the teacher
Feedforward:**'the next step is the next lesson'**	- For writing in particular, often a large part of the next lesson 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 proof reading and editing their work. - The marking code will be used to highlight any corrections which need to be made immediately and these will be addressed daily. **LOWER SCHOOL** Teachers may write short comments to direct improvement tasks where appropriate **UPPER SCHOOL** Teachers aim to move away from written next steps and provide verbal feedback either whole class or individually as appropriate.	- Lesson observations/learning walks - Evidence in books of pupils editing and redrafting their work in green pen

Summative	• Cold and hot tasks particularly in Maths and writing. • End of unit or term tests or quizzes. • Development level assessments such as SPAR spelling and PR Bench Marking	Quiz and test results recorded in books and in teacher record book. Data recorded in data tracking spread sheets.

Guidance for Teachers

General Principles
- Give immediate verbal feedback where appropriate to address misconceptions and move the child on there and then.
- Children will receive feedback in one form or another before the next lesson where possible.

LOWER SCHOOL STRATEGIES

Children may self-mark their work or mark each other's or the work will be marked as a class or as a group.

Emphasis in marking will be on success criteria and improvement needs – Work will be marked in a red or work will be highlighted.

Time will be planned for the children to read and act upon comments.

UPPER SCHOOL STRATEGIES
Use of whole class feedback sheet where there is a need for whole class feedback as part of a next lesson allowing the sharing of work via the interactive whiteboard to provide models and ensure clear and shared expectations.

Use of whole class feedback sheet to identify children who need individual feedback where immediate feedback has not been given within the lesson.

Use of whole class feedback sheet to form the basis of AfL creating feed forward lessons and allowing teachers to respond in a timely fashion.

Put the focus of checking and correction firmly on the child with support from the teacher with the aim to create learners who independently check and correct their own work.

Spelling feedback
- Incorrect spelling of high frequency words and key topic words will always be identified by the teacher using an underlining of the relevant word and sp in the margin.
- Children will then be given an opportunity to practise these spellings in any way deemed appropriate by the teacher. This may be via independent correction via a dictionary or scaffolded by the teacher providing the correct spelling where necessary for some children.

Literacy feedback

Apply general principles above.

Blue dot = Cold writing task (Observe children as writers)

- No teacher support given, except a brief outline of the task required. Children to be given time to plan the task beforehand.
- Correction of high frequency or topic words. (see spelling feedback)
- Outcome used to establish and adapt focus of unit/planning

Red dot = Hot writing task (Assessment of child's ability to apply writing toolkit taught)

- Limited teacher support given with actual process of writing, class recap on planning process and the 'tools' to be remembered and an outline of the task required.
- Correction of high frequency or topic words. (see spelling feedback).

UPPER SCHOOL
- Whole class feedback sheet completed as required to feedback on presentation and content of writing.

(Comparison of the above tasks, to be used for evaluation/assessment/progress/future targets and planning.)

In addition to this, for innovation stage writing lessons.
During this lesson there are three key tasks

1. Basic skills checks e.g. Use of capital letters and full stops. Done by children but scaffolded by teachers as appropriate.
   Corrections done in green pen.
   Different children will need a different level of support to make these corrections moving towards increased independence. The existing marking code can be used to support this.
   - Teacher circles where exact error is
   - Teacher indicates which line there is an error in
   - Teacher indicates total to find e.g. 3 FS 2 missing CL 4 CL which shouldn't be there
   - Independent corrections or correction with a peer against a checklist as appropriate.
2. Check against Writing Toolbox
   LOWER SCHOOL
   Children check their work against the Writing Toolbox and tick what they think they have achieved. The teacher then repeats this process.

   UPPER SCHOOL
   - Colour coded Writing Toolbox to be developed with children as part of a Talk for Writing Process as currently
   - Children to independently or with a peer (as appropriate) colour code their writing to indicate where they have used the Writing Toolbox as part of both the innovation step and the hot task.
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3. Independent improvement based on checking tasks
   - Children to use green pen to improve their work, adding a missing component, improving a component, completing an extension activity as appropriate.

Maths feedback

Apply general principles above.

Aim to provide timely, ongoing feedback throughout the lesson. This may be through:
- Offering immediate feedback and intervention throughout the lesson from the teacher verbally.
- Providing the ability for children to mark as they go and self-correct.
- Providing the ability for children to mark at the end of the lesson.
- Providing the ability for children to self-correct or correct with a peer.

UPPER SCHOOL
Where appropriate use whole class feedback sheet to indicate where AFL has led to a feed forward lesson to address a misconception or gap.

Humanities and Science feedback

Apply general principles above.

Aim where possible to provide ongoing feedback throughout the lesson.

UPPER SCHOOL
Where appropriate use whole class feedback sheet to indicate good work to share and to identify individual children or groups (could be whole class) who need verbal feedback to address a misconception.

MARKING CODE

Red pen = teacher (Teacher feedback initialled)

Highlight = strengths (Tickled Pink)

Green pen = green for growth and/or improvements

√   correct

X   incorrect

^   omission

Wiggly line or a bracket = does not make sense.

Sp = spelling mistake and underlined (children must correct these themselves where appropriate)

TS = teacher support e.g. working with a group/individually

TA = teaching assistant support e.g. working with a group/individually

I = Independent

PL = Peer learning

PA = Peer Assessment

VF = verbal feedback

Child self-evaluation (can be used within lesson-specific success criteria)

'I understand and I'm ready for the next step'

'I'm getting there and may need some more practice'

'I need more help with this'

Book Colour Coding

Red = Children working below the Year Group expectation

Yellow = Children working within the Year Group expectation but not yet at ARE

Green = Children working at the expected level within the Year Group expectation

Blue = Children working at greater depth within the Year Group expectation

Red dot = Pupil Premium