Ampney Crucis
C of E Primary School

Feedback & Marking Policy

"Together we live, learn and flourish"

Approved by **The Governing Body:**	**Date:** September 2023
Next review due by:	**Date:** September 2024

This policy is in line with Keeping Children Safe in Education Updated September 2023

Everything we do in our school is centered around the children working together and flourishing.

This policy starts from key evidence drawn from the Education Endowment Foundation and other expert organisations, including the work by Michael Tidd, Ross McGill - @teachertoolkit and Mark.Plan.Teach and UCL – Verbal Feedback Toolkit.

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, clear and accurate
- 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

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. We at Ampney Crucis C of E Primary School long with the DfE's expert group believe 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

How we have set about creating a Feedback Policy

For us, feedback approaches differ across subjects and Key Stages within the school. For example, what might work for Key Stage Two Maths would not be the same in EYFS.

We have worked over 2 terms, developing and refining our feedback and marking, working out what works for us in our school and in our classrooms.

What follows are some of the principles that underpin our Feedback policy and how these principles work in practice.

Key Principles of our Feedback Policy

- 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
- 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 pupil.
- Written comments should only be used when 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 written at a later date. This means the next step is normally the next lesson.
- Feedback is provided both to teachers and pupils as part of the assessment processes in the classroom and takes many forms other than written comments.
- Feedback is 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 opportunity so that it might impact on future learning.

Feedback can take the form in 3 different ways:

Immediate
Summary
Review

What might these types look like?

Type	What it looks like	Evidence
Immediate	Includes teacher gathering feedback from teaching Takes place in the lesson with individuals or small groups Often given verbally for immediate action May involve the use of a teaching assistant to provide support or further challenge May re-direct the focus or the task May include highlighting or annotating.	Lesson observations/learning walks Some evidence in books Improvements evident in books, through editing or further work
Summary	Takes place at the end of the lesson or activity Often involves whole groups or classes Provides an opportunity for evaluation or learning May take form of self or peer marking against agreed set of criteria In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	Lesson observations/learning walks Timetabled pre and post teaching based on assessment Some evidence of self and peer assessment May be reflected in selected focus review feedback (marking)
Review	Takes place away from the point of teaching May involve written comments/annotations for pupils to read/respond to Provides teachers with assessment of understanding Leads to adaptation of future lessons May lead to targets being set for pupils' future attention or immediate action.	Acknowledgement of work completed Written comments and appropriate responses Adaptations to teaching sequences Use of annotations

Approaches for Maths, these may include:

1. **Pupils self-check their work**
   Self-checking means mistakes are realized any point in the lesson, rather than at the end. It also means pupils can see when they have the first few calculations correct so giving them confidence and willingness to move on.
2. **Teach pupils the skill of self-checking**
   Teaching self-checking involves teaching pupils to think deeply about the work they have just learnt. Otherwise, they might just scan through their work, not really thinking.
   For example, Pupils might repeat a calculation and check they have the same answer.
3. **Pre-teaching and Intervention** at the time of teaching or after the session
   Staff identify groups or individuals who need intervention to move onto the next teaching step or who need to deepen their understanding. These children receive adult input before and after the lesson.
4. **Whole Class Feedback** may be used by the teacher to address misconceptions made by the majority of the class; fluency sessions may also follow this to practice a teaching point.

Approaches for English, especially Writing may include:

5. **Using a redrafting approach to model writing**
   When looking at the books after a lesson, the teacher makes a note of what went well and what still needs work. This might include technical accuracy of the writing as well as content. These can be used a teaching point.
6. **Showcase good writing**
   The teacher will share extracts from pupil's work and share what has been good. Pupils can then look at their own work and rewrite something shown, for example, handwriting or character description.
7. **The Use of Tinkle Pink** to highlight an excellent example of a sentence or parapgrah.
8. **Using a redraft approach for mistakes in writing tasks**
   For mistakes, the teacher might share an example and the children would then suggest how this might be improved. They might spend time with a partner, discussing ideas, looking at their own work, making improvements. The pupils use a different coloured pen to show improvements, alterations and refinements. Children need to be shown the difference between proof reading (error spotting) and editing (improving content), with the expectation that everybody works hard on redrafting their content. Redrafting a piece of work is an active part of the lesson and skills to do this need to be taught.

How else are we providing feedback?

We are developing a Code to Marking in English with the children so the technical errors can be quickly corrected.

C	Capital Letters
P	Punctuation
G	Grammar
?	Read again to check it makes sense
Sp	Check spelling
T	Check tense
//	New paragraph
/	New line
^	Missing words

Together with our focus on **Oracy** (and based on the research of the UCL toolkit), we are developing a common vernacular across the school based on our vision, values, behaviour and learning policies. This may include some of the following key phrases:

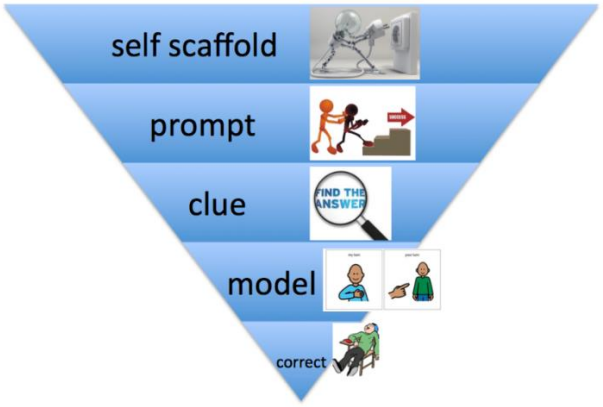
You have flourished in…..
You have gone above and beyond in……
You have not yet developed in…..
You have done this…. really well and you need to ……

We will use with the children what worked really well and even better if and they will also use these in their own marking.

The children also have a prompt sheet at the start of their English work which Teachers can indicate on what children may have missed.

What we need to consider for the road ahead for marking/feedback in our school.
We need to strike a balance between providing scaffolding for children and not spoon feeding them, leaving them with little thinking of their own to do.

The MITA, Maximising the Impact of Teaching Assistants materials, as shown on the next page, are a good guide to follow.



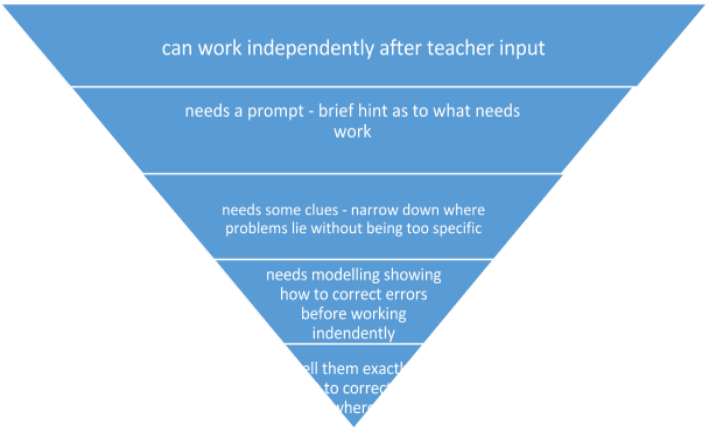
Some pupils still need extra support
The triangle above can help to remind us that some pupils will need a gentle prompt to narrow down their focus when hunting for mistakes. We can provide scaffolding through a quick comment alerting them of errors or even a simple pointer in the right direction.

Others might need more support. For example, the teacher might need to draw a yellow box around a section of text to narrow down the search area for the pupil, alongside a comment that there are speech marks missing or tenses jumped or the same sentences structure over-used.

SEND children for example, might require their own toolkits which contain; scaffolds, sentence starters and a range of vocabulary to help them be successful when writing.

Where mistakes are deeply entrenched, the teacher may do some direct work modelling how to overcome these.

However, with all of this, it is in addition to (and not instead of) the teacher modelling editing for pupils before the independent section of the lesson.



We will do less, but better!

This policy is based on our own thoughts but also those of:

Clare Sealy – HT of St Matthias School, Bethnal Green
Michael Tidd, @ MichaelT1979.wordpress
Andrew Percival @primarypercival
Mark. Plan. Teach. by Ross *Morrison McGill*