ST.ANNE'S COPP CHURCH OF ENGLAND PRIMARY SCHOOL, GREAT ECCLESTON

FEEDBACK and MARKING POLICY



"Let us love, not in word, but in truth and action." (1 John 3:18)

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Research taken from EEF 'Teacher Feedback to Improve Pupil Learning'

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in compassion and understanding, promote justice and possess commitment and aspire to make a positive difference. We offer an ambitious curriculum that ignites curiosity along with high personal expectations that fosters resilience and which enables them to flourish. Our children are easily distinguished by the courage they show when making brave choices and understand the importance of becoming the very best versions of themselves.

Purpose of Policy

This policy aims to define a consistent approach to feedback and marking throughout the school. It will outline the purpose, nature and management of feedback and marking in our school and will inform staff of expectations. This feedback and marking policy takes account of research findings to help create an effective, sustainable and time-efficient feedback and marking policy.

Why give feedback?

Feedback and marking are essential parts of the education process. Research suggests that providing feedback is one of the most effective ways of improving pupils' learning. An evidence synthesis by the Education Endowment Foundation (EEF), Sutton Trust and Durham University showed that the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of year. Feedback can focus on content, can be delivered in different methods, be directed to different people and be delivered at different times.

What is feedback?

Feedback is information given to the pupil about the pupil's performance relative to learning objectives. It should aim to, and be capable of, producing improvement in pupils' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the pupils' management of their learning or self-regulation, or them as individuals. Feedback can come from members of staff, parents or from peers.

When feedback is written, it is called marking.

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How we apply key findings on effective feedback to our setting

At Great Eccleston Copp School, we believe providing timely feedback is of paramount importance. Evidence suggests that feedback given this way has a high impact on learning outcomes. Effective feedback will focus on the objective of the individual lesson; it provides specific information on how to improve. High quality teaching will reduce the work that feedback needs to do. Teachers will judge whether feedback should be more immediate or whether delayed feedback is the correct approach considering the characteristics of the pupil and the collective understanding of the class. The feedback we provide will focus on moving learning forward and target specific gaps that pupils exhibit.

The feedback we give to our children is predominantly delivered to enable high impact on learning outcomes. Where possible, teachers at Great Eccleston Copp School will undertake verbal feedback; here, careful thought and consideration is given when this is delivered. Studies of verbal feedback show slightly higher impacts to pupil performance overall (an academic gain of +7 months (EEF Research)). Teachers may choose to provide written marking if this will impact directly on pupil outcomes, but it will always be crucial to monitor impacts on staff workload given that it has a particularly problematic impact on teacher wellbeing.

EEF Research suggests that the effect of written feedback can vary. To enable a predominantly verbal feedback approach, our feedback follows the same pattern in the majority of our subjects (maths, writing, double page spreads and PE may have slight alterations to this approach – these are exemplified on page 4). Teachers have a class assessment system that notes individual progression against the learning objective and that notes common feedback points, to target specific positive examples in work and to exemplify common errors. Our feedback follows the strategy below:

- Each teacher has a class assessment system which is broadly similar from class to class; within this system good examples of work and common errors will be noted for the class to learn from
- Time is given to share notes from the class assessment system at the beginning of every lesson and sometimes within the lesson itself

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- Children's work is read by the teacher and exemplar work is noted as well as common misconceptions ready to feedback to the class at the next lesson
- At the start of a lesson, teachers frequently use a visualiser to showcase good work or a misconception
- A video or audio recording may be used to facilitate teaching points
- Teachers may adjust verbal feedback to 'action points' as we recognise that some pupils may find it challenging to process detailed feedback. As such, asking children to write down the actions or goals from a detailed conversation limits the often transitionary nature of verbal feedback
- During plenaries, teachers re-visit the common misconceptions in a different way to ensure the children have secured the teaching points from the feedback session
- Children's work is acknowledged by the teacher with a tick
- Depending on the format of the lesson, some work may be collected in a class floorbook (eg. Practical lessons or lessons outdoors)
- Feedback for work on double page spreads may vary slightly from day-to-day classwork; in this case, children will always receive teacher comments as well as complete an enjoyment scale
- In our Early Years class, feedback will be collected through a floorbook throughout the year. From Spring term, staff may collect more formal assessments depending on the lesson being taught

Feedback may also come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average). It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.

Our feedback is meaningful and motivating when it gives pupils the chance to improve. We ensure that pupils understand why feedback is given by teachers and what to do with the feedback afterwards. Any feedback that doesn't lead to a behaviour change is redundant – there must be a point to it. The more detailed and specific the verbal action points, the better. Research suggests that pupils benefit from feedback on learning which is challenging. This can come from peers as well as adults. Peer feedback is an effective technique and can provide increased learning and engagement. Pupils can assess their peers' work and give effective feedback to each other; we will ensure we first teach them how to do this.

Staff are supported with effective professional development. Pupil books and marking books are regularly scrutinised by SLT and curriculum leaders. In addition, drop in sessions at the start and end of lessons are commonplace to ensure essential feedback is given to the class. Curriculum leaders analyse and evaluate marking in their monitoring.

Some subjects, by their very nature, need to be handled differently. We appreciate that one style of feedback and marking model may not always suit each subject. As such, we approach the feedback and marking of the following subjects slightly differently – although we do still apply oral feedback as described above:

<u>Mathematics</u>
Exemplar work and common misconceptions are still addressed through the teachers class assessment system as outlined above. Children will receive a tick or a cross to indicate success. Children will be given time to correct errors throughout the week. In addition, children may be given a further challenge to extend understanding and application of successful learning.

<u>Writing</u>
Pieces of writing require a greater depth of mark. In these instances, a teacher may decide to deep mark a piece of writing. When this happens, a teacher will ensure that they :

- Provide constructive feedback.

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- Motivate and encourage children.
- Check effort and application.

In writing, we use coded marking to ensure efficiency. The codes will be placed in the margin of the corresponding line where the attention needs to be drawn. These are as follows :

P	Punctuation missing or incorrect on the line (this covers the breadth of punctuation)
G	Grammatical error including syntax
//	New paragraph needed
A	Capital letter required
PR	Proofread needed
^	Missing letter, word, punctuation, unfinished sentence
Sp.	Spelling error
?	Unclear meaning
Ⓣ	Teacher/TA discussed with pupil or teacher/TA support (placed next to the learning objective)
©	Correction

Spelling

Teachers will provide opportunities for children to recognise incorrect spellings by making use of working walls, success criteria, peer discussions or knowledge organisers when these are used. We will not correct spellings for children, but underline key spelling errors that are either essential to high quality writing or applicable to the subject being taught. Here, teachers will underline the incorrect word. Children will then be given time to correct these errors using a dictionary or a source that will help them correct. Children will write out corrected spellings three times in order to build up muscle memory. Teachers will prioritise which spellings the child needs to correct but will prioritise high frequency words, subject-specific words and any spellings that have been taught in class.

Double Page Spreads

The introduction of double page spreads across the curriculum in January 2022 is a new approach to knowledge learning at Great Eccleston Copp school. Feedback and marking for these pieces of work has an opportunity for the teacher to give constructive feedback based on the knowledge that has been acquired within the unit. Feedback will ensure that any misconceptions are addressed, acknowledge depth of learning and target personal areas for development as well as take into account pupil discussions throughout the learning.

PE

Feedback is given live and focuses on teacher and child modelling of good practice of skills within the lesson. Feedback is noted in our PE Passport app which is used as a live marking tool.

Flexibility

We recognise that some subjects are difficult to measure – such as PSHE. In these subjects, teachers adopt a more flexible approach whereby pupil discussions is sufficient. In these instances, this type of evidence will be triangulated alongside pupil voice, and samples of discussions.

Marking and Feedback Techniques

Marking techniques will vary according to the set task and the age and ability of the child although we follow certain non-negotiables.

- Every piece of work will have at least a tick with comments noted in the teachers marking book separately.

- Work will be marked as soon as possible after the learning - and sometimes when live learning is taking place - to inform planning.
- Teachers will ensure children are capable of using the feedback provided. This will mean discussing the purpose of feedback with the class (instilling that feedback is given not to be critical, but to emphasise that the teacher has high standards and that the children can reach these); teachers will model the use of feedback and ensure the children understand the feedback given.
- Children will have opportunities to be involved in the marking process wherever possible, through editing, self-assessment, peer assessment, discussion with the teacher or teaching assistant and through purposeful response to adult verbal or written feedback.

Our approach to feedback and marking will help the teacher :
- With the preparation and planning of further work.
- In setting individual targets.
- To celebrate the achievements of a child.
- With formative and summative assessments.

<u>Marking and presentation across school</u>

Teachers will mark in green pen. Children will write in blue pen and have the opportunity to correct or edit using a purple pen. Children will complete all maths work in pencil; any errors will be crossed out with the exception of mathematical drawings where rubbers may be used. In addition:

- There will be an expectation of good presentation; exemplars of this will be highlighted through the use of the feedback session and a visualiser at the beginning of a lesson
- Success will be celebrated and shared whenever possible in order to raise self-esteem and encourage all children to work to their full potential
- If a pupil is struggling with a piece of work, an adult will intervene (there should not be a page of incorrect work)
- If pupils have clearly understood the objective and there is no purpose in continuing with a particular piece of work because learning is not progressing, another task will be set or a discussion will take place
- Merits will be used to reward good effort and achievements, eg smiley faces, stars, stickers, team points, Dojo points
- Opportunities will be regularly planned for editing and re-drafting within English and other lessons.

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