St Agnes Academy
Feedback and Marking Policy

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St Agnes Academy Feedback and Marking Policy

This policy has been written to reflect the best practice research finding of the Education Endowment Foundation. It also underpins the school's Teaching and Learning policy and curriculum subject policies.

Rationale

The sole purpose of feedback is to move children's learning forward. Effective feedback supports pupil progress by addressing misconceptions and gaps in knowledge and skills, and building learning. This means that teachers are able to close the gap between a pupil's current position and where they need to be. When feedback is effectively embedded in the learning cycle and done well by teachers it can raise standards and develop pupil's self-regulation strategies, leading to greater independence and motivation.

Policy Aims

To set out the conditions needed to lay the foundations for effective feedback

To set out the principles of effective feedback

To outline some of the methods used to give feedback

Foundations for Effective Feedback

Effective feedback can only take place when teachers provide high quality instruction and use formative assessment strategies in order to accurately identify any gaps in learning or misconceptions. The classroom environment must be one of openness and trust and where the teacher is focused on 'learning' and not 'doing'. The pupils must welcome feedback and be willing to act on it in order for effective feedback to take place; the teacher is responsible for creating the climate where this is possible.

In delivering high quality instruction teachers:

Build on children's prior knowledge and experience

Avoid overloading children's working memory by breaking down complex material into smaller steps

Encourage the retention of learning by using repetition, practice and retrieval activities

Use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations

Are aware of common misconceptions and prepare strategies to counter them

Plan effective lessons, making use of modelling, explanations, and scaffold to support learning

Adapt teaching in a responsive way to support both struggling and excelling learners

Provide children with tools and strategies to plan, monitor and evaluate their own learning

Teachers will use the following formative assessment strategies:

Share clear learning intentions

Share success criteria

Elicit evidence of learning using different strategies

Provide feedback based on the elicitation of learning that will move the learning forward

Activate children as instructional resources for each other

Activate learners as owners of their own learning

Classroom Environment

In order for feedback to be effective, teachers must create a classroom climate in which children are receptive to feedback and motivated to act on it.

Teachers should:

- Build trust and openness within the classroom
- Explain the purpose of feedback
- Model the use of feedback
- Establish peer feedback within the class
- Explain that everyone can improve and that this is not linked to ability
- Provide clear, concise and focused feedback that does not overload working memory
- Ensure that children understand the feedback given to them by considering the use of language and, if feedback is written, that it can be read by the child.
- Provide enough time for children to respond to feedback and to practice

Principles of Effective Feedback

The implementation of effective feedback is reliant on knowing how and when to use it and understanding the principles behind it.

In order to maximise the impact of feedback we aim to:

- Provide a consistent and manageable approach to feedback and marking across the whole school
- Provide feedback that moves learning forward, targeting learning gaps and misconceptions that will affect future learning
- Provide feedback that is specific and actionable
- Carefully consider the most effective feedback method to move learning forward
- Ensure that time is given to act on feedback and for practice
- Offer feedback in a classroom climate of trust, where pupils are receptive to feedback
- Consider whether to give immediate or delayed feedback depending on the task, child and class
- Ensure that all adults working with children are trained in providing effective feedback
- Use assessments to inform future planning and target setting

- Provide feedback that is focused on either the task, subject or self-regulation strategies
- To consider children's working memory when giving feedback so as not to overload

Feedback and Marking-Whole School Practices

There is no particular way or time to provide feedback. Effective feedback is based on the teacher's knowledge of the curriculum, the individual pupils and the tasks. However, in order to create a consistent approach, we have some agreed whole school practices as set out below.

- Time should be spent at the beginning of the year to share the marking code with children and model its use. This should be revisited regularly throughout the year to build children's independence and accuracy in self-assessment
- Adults mark in green, children mark in purple
- Use of the agreed marking code to highlight transcription errors **(Appendix 1)**
- Use of letters to indicate whether work has been supported by an adult (S), completed during guided group work (G) or done independently (I). This helps when making summative judgements. **(Appendix 1)**
- Use of a Distance Marking Sheet (DM sheet) to record issues to address – either through one to one conferencing, group work or whole class feedback **(Appendix 2)**
- An emphasis on 'live' marking and whole class feedback to reduce workload and respond quicker to gaps and misconceptions
- Gaps Analysis sheets for target setting in writing for each Talk for Writing unit
- Whole class marking of maths worksheets where appropriate
- A focus on self-regulation strategies when giving feedback so that children increase their independence
- Feedback should help children to become independent so errors may be identified, but not corrected by the teacher where appropriate

Methods of Feedback

It is the up to the teacher's professional judgement to decide how and when it is most effective to offer feedback, so long as they adhere to the principles of effective feedback.

However, the main methods that we use across the school are detailed below.

- Live marking
- Guided group work
- One to one conferencing
- Whole class feedback
- Self and peer assessment
- Distance marking

Live Marking

Live marking provides immediate feedback within a lesson which can be actioned quickly. It helps teachers to address misconceptions, identify and correct small errors and, where

necessary, provide challenge. Live marking aims to keep learning 'on-track' by constantly monitoring the gap between the desired outcome and pupil responses.

Live marking is an effective use of TA time whether when working with a group or across the rest of the class when the teacher is engaged with a group

Live marking within the classroom is our preferred method of feedback as it significantly reduces teacher's workload, freeing up time to plan and adjust subsequent lessons in response to marking.

Live Marking should:

- Use the marking code to identify any transcription errors
- Use VF on a child's work to indicate that feedback has been given verbally
- Use S on a child's work to indicate that support has been given to address an issue or make a correction
- Use G on a child's work to indicate that the work has been guided

Guided Group Work

Guided group draws on knowledge of what a child can do and knowledge of curriculum expectations. Guided work is a small group activity which leads children towards increased competence, understanding and independence. It should be carefully planned to take account of where children need to go next in their learning and should contain a level of challenge that requires a teacher to 'guide' them.

Guided work should:

- Be teacher led
- Address targets set in subject areas
- Move children's learning forward by using information about either gaps in learning or next steps (challenge)
- Be marked with a G to indicate that the work is teacher-led and scaffolded (useful when making summative judgements)
- Be used to group children together with similar needs
- Provide specific and personalised feedback that can be acted on either immediately or in subsequent lessons
- Be used to share, explain and exemplify targets set in English at the beginning of a unit

One to One Conferencing

Conferencing is an opportunity to have a conversation with a child about their work from a previous lesson and before the next to address any misconceptions or gaps or to address any issues with presentation or quantity. These conversations are designed to ensure that gaps do not widen and expectations remain high.

Conferencing should:

- Happen after a lesson and before the next lesson to ensure gaps or issues with effort do not persist
- Provide precise actionable feedback
- Be monitored to ensure success e.g. checking back in during or at the end of a lesson to ensure improvement
- VF is written in book to indicate that feedback has been given verbally

Whole Class Feedback

Whole class feedback focuses on issues or next steps which are applicable to the whole class. Whole class feedback can take many forms including re-teaching a lesson in a different way, addressing an issue at the beginning of lesson before continuing and/or modelling a necessary next-step. It can also be useful to model the feedback process by using examples of children's work under a visualiser to identify areas of strength and those requiring improvement.

Whole Class feedback should:

- Address issues or model next steps applicable to the whole class
- Respond to either assessment made during previous classroom learning or distance marking
- Be an opportunity to model the feedback process using children's work
- Scaffold conversations about learning (What went well here? Where have we gone wrong? How could we approach this differently? What resources could we use to help ourselves?)

Self and Peer Assessment

Self and peer assessment helps children to know themselves as learners and move them towards independence. It is an opportunity for children to identify their successes and where they need to improve or need help.

Self and Peer Assessment should:

- Be marked in purple pen
- Be taught and modelled regularly so that children can do it successfully
- Be supported by given answers, success criteria or marking ladders
- Be followed up by the class teacher to ensure accuracy and help the teacher to identify next steps in learning
- Involve discussion and reflection
- Help children to identify where they need additional help, consolidation time or challenge

Distance Marking

Distance marking is written feedback done after a lesson or series of lessons. How much written feedback is given will be dependent on the age and/or needs of the child, the

subject and the task. Written feedback may use the marking code to identify errors or to highlight an area requiring improvement.

There is no requirement for lengthy written feedback.

Distance marking should:

- Be completed in green pen
- Highlight areas to correct or improve with simple guidance on how to do so
- Be clear and focused on moving learning forward
- Be given allocated time to give children the opportunity to respond
- Be accessible to those receiving it i.e. the child can read it, understand it and act on it
- Followed up by the class teacher to ensure it has been correctly actioned

Subject specific feedback

English

- Marking code used by teachers in Imitation and Innovation stage and by children during Independent stage
- Unit targets should be recorded on or by Cold Task writing and on English weekly planning
- Writing Toolkit should be on display on the Washing Line for children to use when self or peer assessing
- Marking Ladders should be used at the end of the Innovation piece to help teachers and children to assess progress against writing targets, toolkit and focused SPaG work
- Teachers should use the Innovation writing piece to identify areas for improvement and consolidation, and next steps and plan a teaching sequence to address them in the Independent writing stage
- During the Independent stage, children should engage mainly in self and peer marking after modelling from the teacher
- Feedback on published independent work should be specific and positive e.g. 'I really liked your variety of sentence openers to add interest. Well done on a fantastic piece of writing.'
- Issues identified from Independent writing stage should inform the planning of the next unit. These findings can be recorded on the Distance Marking Sheet for future reference.

Maths

- Whole class self-marking is preferred if and when it is appropriate for the age and ability of the child
- Ticks are used for correct answers and dots for incorrect answers
- STAR questions should be marked daily when completed and opportunity given for children to revisit and correct if necessary. A written comment may be used as a prompt to support this.

- Children should be encouraged to assess themselves through using an H, P or U on each worksheet to indicate whether they need more help (H), more practice (P) or have understood the lesson objectives (U)

Foundation Subjects

- Marking and feedback should focus mainly on the subject specific content (either written or verbal)
- Basic transcription errors should be identified using the marking code (spelling, punctuation etc)
- Ongoing retrieval quizzes should be used to help teachers to identify and address gaps in knowledge
- Live marking within the lesson should be the preferred option for immediate and specific feedback

Roles and Responsibilities

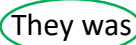### Senior Leadership Team

It is the responsibility of the SLT to:

- Provide a coherent, evidence-informed policy
- Ensure that all staff are trained and confident in both the underlying principles and methods of effective feedback
- Ensure that the implementation of the policy is having a positive impact on pupil progress
- Provide time and training for staff who require additional guidance and support in providing effective feedback
- Keep up-to-date with current research around feedback and marking

Teaching Staff

It is the responsibility of teaching staff to:

- Create the conditions in which effective feedback can place including high-quality teaching and the use of formative assessment strategies, and an open and trusting classroom environment
- Know their children well, through regular group work and one-to-one conferencing
- Know the whole school curriculum well so that they understand where children have come from and where they going to
- Use feedback to move learning forward
- Adhere to the whole school practices set out in this policy
- Seek guidance and support when and if necessary
- Carefully plan for feedback in the short, medium and long term
- Ensure that feedback leads to progress
- Ensure that support staff are well deployed in giving feedback and use the agreed marking code

Marking Code

Symbol	Description	Guidance
_____	Incorrect spelling	No more than 5 spellings. Focus only on taught spelling patterns, rules or exception words. Once corrected, children need to record in their personal spelling log.
◯	Missing or incorrect punctuation	Focus on expectations from previous years first and then taught punctuation from current year group.
//	New paragraph needed	From Y2 upwards when using 5-part story structure. Better to do this verbally so children can identify why there needs to be a paragraph change.
★	Target to improve	A star beside a highlighted area to show that this part needs to be improved. The suggested improvement may be written or verbal.
∼∼∼	Check for sense	Encourage children to read aloud the underlined section to see if they can 'hear' why it doesn't make sense, for example a change in tense.
GR	Grammar	This may be a word, phrase, clause or sentence which is circled with GR above to indicate that the grammar is incorrect e.g. GR They was walking down the road.
^	Missing word/s	Use this symbol to show where a word is missing. Encourage children to proof read the whole sentence before correcting.
⬭	Wrong word	A word that is spelt correctly but used in the wrong context e.g. There coats were on the floor.
………………	Unsure of spelling (for use by children)	So that the writing flow is not broken, children should put a dotted line under a spelling that they are unsure of and will need to check during the proof-reading stage.

The Marking Code

Appendix 1 continued

Symbol	Purpose
G	**<u>Guided Group Work</u>** Work has been completed as part of a guided session with teacher
S	**<u>Supported Work</u>** Work has been supported by an adult e.g. errors identified by teacher
VF	**<u>Verbal Feedback</u>** Feedback has been given verbally through conferencing, live marking and/or group work

If there is no symbol it is assumed that the learning was completed independently.

Child's Feedback Code

H	I need further help with this
P	I need to practice this
U	I understood this and feel confident

Appendix 2

Distance Marking Sheet

Day	English	Maths	Other
Mon			
Tues			
Wed			
Thurs			

Fri		

Main points for feedback and future planning