

Feedback and Marking Policy

Policy approved by Governing Body: 20th September 2022
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Learning Together with Kind Hearts and Determined Minds.

1. Basic Information

- 1.1. At Borough Green, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.
- 1.2. Our policy is underpinned by the evidence of best practice from 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
- 1.3 Notably, the Department of 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 EEP'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.

2. Policy Statement

- 2.1. Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning;

- 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.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher. Although assessment pieces each term should be deep marked.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. Next Step marking is best within the lesson but can also form the basis of the next lesson if a general misconception.
- 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.
- 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.

2.2 Within these principles, our aim is to make use of the good practice approaches 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 them to adjust their teaching both within and across a sequence of lessons.

3 Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons, 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 e.g. an independent writing opportunity in which the pupil plans and writes without support.

3.1 These practices can be seen in the following situations:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher getting feedback from teaching within the course of the lesson • 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 for further challenge • May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> • Lesson observations • Learning walks • A brief note of next steps e.g. sentence openers
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take the 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. • May be written or verbal or on mini whiteboards • May be based on the Knowledge Organiser 	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Some evidence of self/peer assessment • Quiz and test results may be recorded in books or logged separately by the teacher in assessment books/folders
Feed/forward: “the next step is the next lesson”	<ul style="list-style-type: none"> • For writing in particular, often a significant part of the next lesson will be spent giving feedback to the class about strengths and areas for development, in line with the principles of The Write Stuff. This will include giving time for the development areas to be worked on and improved through proof reading and editing their work. • Errors and misconceptions are analysed and addressed in subsequent lessons. 	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Evidence in books of pupils editing and redrafting their work in green pen • Annotated lesson plans or in assessment book/folder

	<ul style="list-style-type: none"> Teachers' whole class assessment points may be on annotated lesson plans, noted in the assessment book/folder or reflected in next lesson tasks chosen to close gaps in understanding or refine skills. 	<ul style="list-style-type: none"> May be noted on working walls Lesson sequence plans
Summative	<ul style="list-style-type: none"> "Check it" activities End of unit or term tests or quizzes 	<ul style="list-style-type: none"> Quiz and test results

4. Writing

Proof reading and editing in writing lessons

4.1 The Write Stuff Approach

Demonstration Writing, a part of every writing lesson, gives the teacher opportunities to include deliberate errors and show the thinking process behind identifying these and correcting them. These errors may be spellings (for example, highlighting common misspellings when changing suffixes), incorrect grammar (for example, the need to ensure verbs and subjects agree), punctuation and sentence flow. The teacher will be demonstrating live proof-reading and editing in every lesson.

Good examples of sentences will always be on display on Working Walls in classrooms; these showcase excellent sentences written by pupils in the most recent writing lessons. They are also a visual display of chronologically or organisationally ordered sentences which link to the next idea – another key aspect of editing for improvement when considering a whole text.

In pupils' books, the teacher or TA will highlight their best sentence or section in yellow to represent 'Pure Gold'. Pupils should aim to match the quality of this sentence/section in the rest of their work. A brief note in the margin may explain why this sentence/section was chosen e.g. effective use of rich vocabulary.

'Deepening the Moment' is an approach used to foster independence and extension. Pupils are restricted to a 'plot point' in narrative or a key idea in non-fiction but are encouraged to write more relevant sentences using different Writing Rainbow lenses. For example, in KS1 if a pupil had written about the sounds in the wood when Little Red Riding Hood walked to Granny's, they might write another sentence about what she saw or what she felt. At first the teacher may suggest which lens to use; later, children will select their own.

4.2 Most writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching about GPS elements to help them identify and address their own weaknesses.

Teachers will have looked at pupils' work during the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content.

Where individual children have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point.

Pupils who have no errors to correct will be given a 'Deepening the Moment' activity designed to help them 'uplevel' another aspect of their work or an editing task based on another author's work.

The editing lesson will be divided into two sections:

- Proofreading - changing punctuation, spelling, handwriting and grammar mistakes.
- Editing - improving their work to improve the composition.

The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

The teacher will frequently share extracts from pupils' work by typing out a couple of lines and displaying them on the interactive whiteboard or live-marking using a visualiser or I-pad, at first showing good examples of work. For example, within the proof reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights.

Then s/he might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof read their work, checking for similar errors and putting them right. Children sit in mixed ability pairs and support each other in the identification and correction of mistakes.

Within the editing section of the lesson, for example, the teacher might show a different couple of pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then in their pairs they read together each other's work, and suggest improvements, alterations and refinements which the author of the piece then adds – in green pen to help the teacher see what changes the child has made.

5. Intervening when children find editing hard

A few children will need more support than this in order to be successful at improving their own work.

Younger children in KS1 in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support.

Some children may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where.

Using a simple pointer – ‘description’ perhaps or ‘ambiguous pronouns’ or ‘figurative language’ or ‘and then’ with a red cross through it. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson.

Others might need even more support and need to be provided with **clues** to help them. 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 the comment that there are speech marks missing or tenses jumped or the same sentence structure over-used.

Success criteria may be used with KS2 classes until these basic skills are securely in place for most of the class. Certain individuals may need to carry on referring to these longer until the checklist is thoroughly internalised.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work **modelling** how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

Starting out with the assumption that all children can work independently given prior input is fundamental; increasing the amount of intervention is only done if the pupil really can't get on without this scaffolding. It is important to give children ‘take-up time’ - let them struggle for a bit, but above all, make sure they are the ones doing the hard work, not the teacher.

Teachers are aware that it may be the children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an ever better piece of writing might look like and the 'Deepening the Moment' is ideal here. Another approach is to show pupils excellent examples of sentences written by published authors; classes could have bespoke collections of these added to when reading class texts. These would be used as model of challenging sentence structures which can be imitated by able writers.

6. Maths

Feedback in maths

6.1 Key Stage 1

Lessons begin with a 'starter' or 'Do Now' task, which aims to check for retention of previous learning. The questions are presented one at a time. This maybe a check of learning from a month ago, a week ago and yesterday, if appropriate. Children write their answers on a white board for example and the class teacher asks for a "show me" on a count of 3. The children are given instant feedback about their answers, misconceptions are tackled and oral feedback given.

During most lessons, teachers should follow a Me-We-You structure with careful small step modelling followed by opportunities for the pupils to practise new skills. During this practice the teacher will circulate and note misconceptions in order to immediately re-teach aspects to the whole class. Pupils will then attempt problems independently with the teacher silent marking as they work or the teacher may make answers available for self-marking on some occasions. The steps of the lesson follow a 'ping pong' format between individuals, whole class and teacher with constant checking for understanding. Children are only asked to do a small number of questions of the same type before the questions are reviewed and marked.

Pupils are also encouraged to work in pairs or table groups to discuss a task and compare answers to find a consensus in approach and answer. The class teacher often reads out word problems to the whole class where the problems are too wordy for a KS1 child to decode. This would include an emphasis on key words and information for the children to focus on. Pupils are also encouraged to try to identify and explain their errors at the end of each small step during the lesson.

Prompts to support avoiding typical errors or misconceptions should be displayed on Maths Working Walls which children are encouraged to refer to independently when working. Class teachers refer to working walls on a regular basis during lessons so children know what will be useful for them. The working walls for each unit of work are developed and added to alongside the children during maths lessons to ensure KS1 children are aware of what is written on the wall. Text is supported by jottings, manipulatives (attached to the working wall) and maths models.

6.2 Lower Key Stage 2 (Y3 and Y4)

Lessons begin with a 'starter' or 'Do Now' task, which aims to check for retention of previous learning or to support learning which will take place in the lesson or to develop times table fluency. Children write their answers on a white board for example and the class teacher asks for a "show me" on a count of 3. The children are given instant feedback about their answers, misconceptions are tackled and oral feedback given.

During most lessons, teachers should follow a Me-We-You structure with careful small step modelling followed by opportunities for the pupils to practise new skills. During this practice the teacher will circulate and note misconceptions in order to immediately re-teach aspects to the whole class. Pupils will then attempt problems independently with the teacher silent marking as they work or the teacher may make answers available for self-marking on some occasions. Children are only asked to do a small number of questions of the same type before the questions are reviewed and marked.

Pupils should try to identify and explain their errors. To support this, when marking the teacher or TA will simply put a dot under the part of the answer where an error has been made. The pupil will then look closely to try to spot the error and correct it.

If appropriate, the class teacher reads out word problems to the whole class where the problems are too wordy to decode. This would include an emphasis on key words and information for the children to focus on.

Prompts to support avoiding typical errors or misconceptions should be displayed on Maths Working Walls which children are encouraged to refer to independently when working. Class teachers refer to working walls on a regular basis during lessons so children know what will be useful for them. The working walls for each unit of work are developed and added to alongside the children during maths lessons to ensure children are aware of what is written on the wall. Text is supported by jottings, manipulatives (attached to the working wall) and maths models.

From time to time, the starter activity could be a 'Spot the error' task where pupils are given a copy of someone's workings and they mark them as if they were the teacher identifying and explaining what has gone wrong. Where children are more confident and competent, greater depth tasks should be available for when they have finished and marked correctly their work. These tasks may apply the same skills to a different mathematical topic e.g. using multiplication skills to calculate the area of a shape. Many of the White Rose reasoning problems are ideal here.

Assessments should be marked close to the time of completion and preferably by the pupils themselves with the teacher modelling correct answers and methods on the IWB or under a visualiser. Pupils should be engaged with both the process of assessment for progress and agreeing a target for the next assessment. Ambitious but achievable target percentages could be shared with pupils to engage their motivation and encourage them when they see themselves working towards an agreed target.

6.3 Upper Key Stage 2

Lessons begin with a 'starter' or 'Do Now' task which aims to check for retention of previous learning. This may be a check of learning from a month ago, a week ago and yesterday, if appropriate. This may be a few questions pupils answer in books in a given time period or may be completed on whiteboards with everyone revealing their answer simultaneously to enable the teacher to quickly evaluate how secure the class as a whole is and which pupils will require extra support or continued intervention.

During most lessons, teachers should follow a Me-We-You structure with careful small step modelling followed by opportunities for the pupils to practise new skills. During this practice the teacher will circulate and note misconceptions in order to immediately re-teach aspects to the whole class. Pupils will then attempt problems independently with the teacher silent marking as they work or the answers available for self-marking should the teacher need to work closely with a small group.

Pupils should try to identify and explain their errors. To support this, when marking the teacher or TA will simply put a dot under the part of the answer where an error has been made. The pupil will then look closely to try to spot the error and correct it. An added benefit of this is that this can be done silently; later in the lesson the teacher can ask pupils to verbally explain their errors and subsequent learning in full sentences to benefit the whole class. From time to time, the starter activity could be a 'Spot the error' task where pupils are given a copy of someone's workings and they mark them as if they were the teacher identifying and explaining what has gone wrong.

Where children are more confident and competent, greater depth tasks should be available for when they have finished and marked correctly their work. These tasks may apply the same skills to a different mathematical topic e.g. using multiplication skills to calculate the area of a shape. Many of the White Rose reasoning or Barvember tasks are ideal here, providing pupils with opportunities to think more widely and to investigate Sometimes, Never, Always true ideas.

Prompts to support avoiding typical errors or misconceptions should be displayed on Maths Working Walls which children are encouraged to refer to independently when working. The aim is for pupils to internalise this knowledge and identify their own errors when working under timed conditions. Prompts will be removed for summative assessment tasks such as the White Rose assessments and past SATs papers. These assessments should be marked close to the time of completion and preferably by the pupils themselves with the teacher modelling correct answers and methods on the IWB or under a visualiser. Older pupils could annotate their scripts / papers with notes about errors and summarise how to be more successful next time on the front cover. Pupils should be engaged with the process of assessment for progress, tracking their % improvement and agreeing a target for the next assessment. Ambitious but achievable target percentages could be shared with pupils to engage their motivation and encourage them when they see themselves working towards an agreed target. We want our pupils to be able to clearly talk about their own progress and what is helping them to improve as mathematicians.