



# New Longton All Saints' C of E Primary School Feedback and Marking Policy



*"Train a child in the way he should go and when he is old, he will not depart from it." Proverbs 22:6*

## Vision

Guided by God's light, we aim to Experience, Enjoy and Excel

At New Longton All Saints', we will be **guided by God's light**, ensuring our Christian values inform our approach to all areas of school life. Our children will **experience** a richly rewarding school life, at the heart of the local community, through a varied curriculum and a range of enriching extracurricular activities. Our children will **enjoy** time at school, becoming socially intelligent, emotionally mature, and mentally resilient. Our children will **excel** in pursuing their passions and deepening their skills, through the provision of excellent and well-resourced and supported teaching.

## Our Christian Values

Love, Forgiveness, Respect, Honesty, Hope, Trust, Joy, Patience, Kindness and Resilience

## Purpose

At New Longton All Saints' (NLAS), we recognise the importance of feedback as an integral part of the teaching and learning cycle and we aim to maximise the effectiveness of its use in practice. The emphasis, therefore, of this policy is on our staff knowing the needs of the pupils in our care and using their professional judgement to choose the most appropriate strategy or method for feedback. We recognise that these strategies will change dependent on both context and need. 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.

For the benefit of succinctness within the policy, teachers will be used to represent all adults (including Teaching Assistants, Governors, Parent Helpers, Volunteers and Students).

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF 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.
- Understand the difference between errors and mistakes, ensuring they are marked appropriately

Notably, the Department for Education's (DfE) 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 several principles at its centre:

- 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 be used appropriately and for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- 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.
- 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. More reference to this is made in the school's Teaching and Learning Policy.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF research to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers can 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 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

These approaches can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support of further challenge</li> <li>• May re-direct the focus of teaching or the task</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Observations/ Learning Walks</li> </ul>
Summary	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson of activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self or peer- assessment against an agreed set of criteria</li> <li>• May take the form of a quiz, test or score on a game</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Observations/ Learning Walks</li> <li>• Self &amp; peer assessment</li> <li>• Quiz or test results may be recorded in books or logged separately by the teacher</li> </ul>
Feedforward 'the next step is the next lesson'	<ul style="list-style-type: none"> <li>• For writing in particular, a large part of the next lesson will often be spent giving feedback to the class about strengths and areas for development and will be giving time for development areas to be worked on and improved through proof reading and editing their work.</li> <li>• Do now's or Next Steps are analysed daily and errors and misconceptions addressed in subsequent lessons or through supported interventions if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Observations/ Learning Walks</li> <li>• Evidence of drafting and editing in purple pen</li> </ul>
Summative	<ul style="list-style-type: none"> <li>• 'Check it' activities</li> <li>• End of unit or term tests or quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Check it activities in books</li> <li>• Quiz &amp; test results</li> </ul>

It is essential that feedback given allows children to do something with it (Nyquist 2003), there is no point in empty comments without meaning, as research shows that children are demotivated by this as it is seen as insincere (Stone & Heen, 2014).

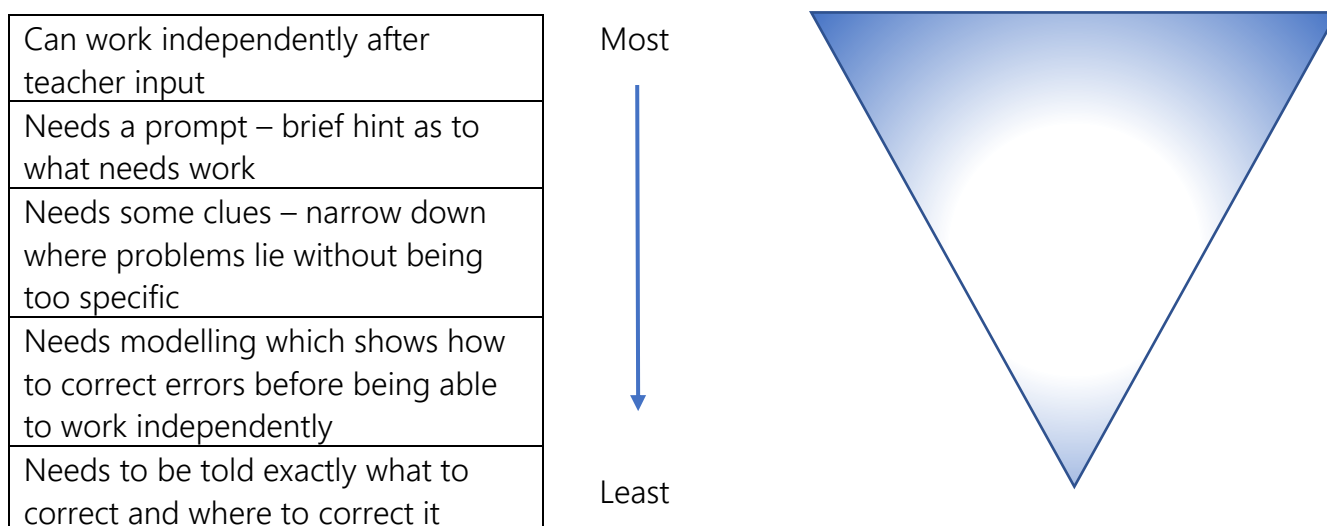
Feedback should be framed in ways that encourage children to develop a positive mindset (Dweck 2000). It is the responsibility of our staff to model this approach in all aspects of school life so that children have models from which to copy. Emotional response is dynamic; it can be changed.

Teachers can support this change (e.g. by saying “this is very challenging, it might take several tries to get it right” which lowers the threat to their well-being).

At New Longton All Saints’ we:

- Are developing how they take into account the potential emotional reactions of the pupils to focus on ‘growth’ rather than ‘wellbeing’ and ‘nurturing a growth mindset’ rather than a ‘fixed mindset’ (including the way praise is given)
- Are developing how we separate feedback from the context of the lesson
- Usually link feedback to learning intentions and success criteria
- Usually focus on what’s next in the pupil’s learning, not what’s past
- Are developing how we balance critical and supportive feedback
- Are developing how we balance prescriptive feedback and vagueness (scaffolding feedback)
- Are developing the use of personal bests, not grades or ranking within a class
- Are developing how we (and our pupils) categorise strengths and weaknesses (e.g. using fix it and find it techniques)



The Strategrical Minimal Marking Triangle



The emphasis on both feedback and marking at NLAS is that it will support children in completing the work themselves.

# Feedback & Marking Code



- ✓ **Objective Achieved**
  - R** **A general reminder for an error**
  - =** **Correction - small, silly mistakes or for comprehension tasks**
  - ➔ **Next Steps – used 2–3 times per week in all books. Children must complete this before the next lesson.**
  - I** **Intervention – used to address issues (either group or 1:1). Completed by TA then initialled & dated in books.**
  - VF** **Verbal Feedback**
  - GW** **Guided Work**
  - SP** **Spelling corrections**
  - P** **Punctuation (used more at KS2)**
- The following codes are more appropriate for younger children
- C** **Capital Letters**
  - .** **Full Stops**
  - CC** **Lead ins & outs/ Handwriting**
  - at* **Letter size**
  -  **All the graphemes in the word**
  -  **Finger Spaces**
  - **Write on the line**