



DUNSTALL HILL PRIMARY SCHOOL FEEDBACK AND MARKING POLICY

Document Control Table

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Feedback and Marking Policy

At Dunstall Hill Primary School, 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.

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 children 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.

Notably, the Department for 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 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 at its core a number of principles:

- The sole focus of feedback should be to **further children's learning**;
- **Assessment for learning** is used as a vehicle for checking children's understanding;
- Feedback should **empower** children to **self-scaffold** and take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the child. We actively encourage children to go through the self-checking process prior to seeking adult feedback.
- **Tailored feedback** will be given during learning time or through written or verbal pre or post teaching.
- Feedback is **responsive** to the assessment process which aims to provide an appropriate level of challenge, allowing good progress to be made and for pupils' knowledge to be stored in their **long-term memory-supporting future learning**.
- New learning can be fragile and can be forgotten unless explicit steps are taken over time to and refresh learning.
- Feedback strategies will be **reflective** of the child's developmental stage and encompass **correcting, modelling, clueing and prompting**.

The foundations of our principles are evidence and research informed. Our aim is to make use of the good practice approaches outlined by the EEF toolkit alongside Ofsted recommendations (meaningful, motivating and manageable) 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 enables them to adapt teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate and assess the learning taking place in lessons, and use information obtained from checking pupil understanding to inform subsequent planning and teaching. Feedback occurs at one of four common stages in the learning process:

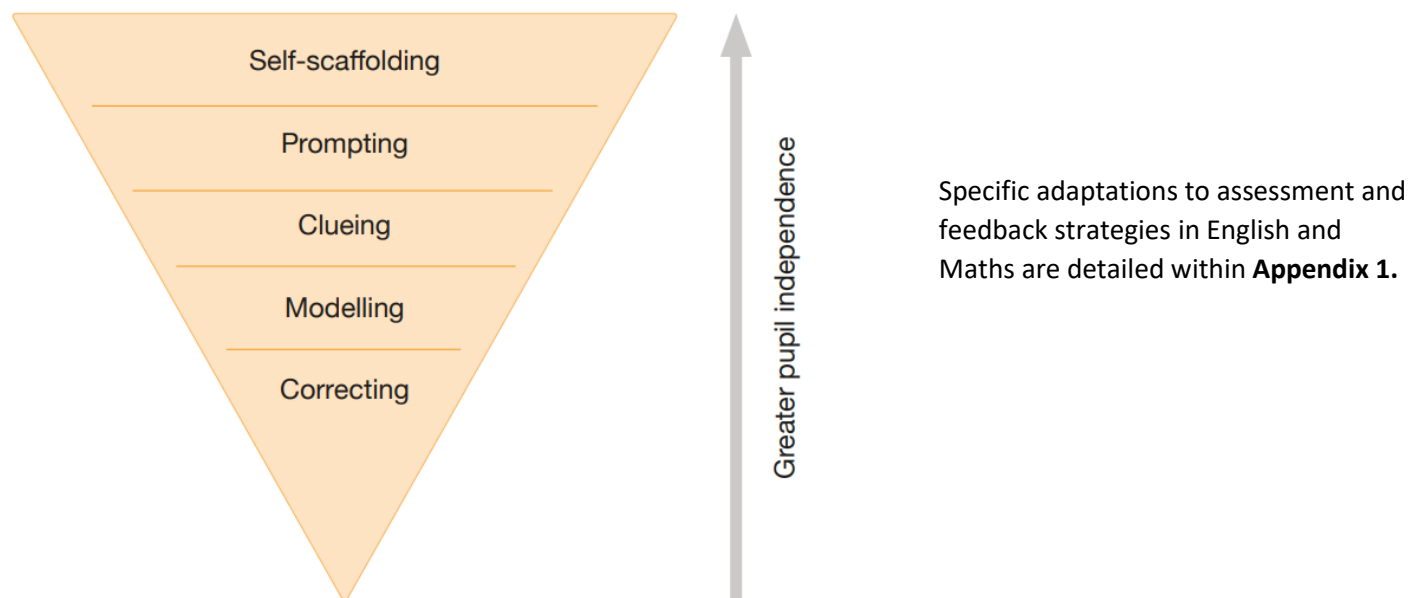
1. Immediate feedback – at the point of teaching (see marking symbols appendix 1)
2. Summary feedback - at the end of a lesson/task
3. Intervention – pre-teach and overlearn interventions can also be used for children who are making mistakes, errors or have developed misconceptions.

The teacher should identify the area of learning or skill that the child needs support with and this should then be reinforced in an intervention after the lesson. The aim of this is to allow the child to 'keep up' with the learning in the classroom. Alternatively, if there are a sequence of lessons and the child is shown to have errors in their learning, then the teacher can carry out a pre-teaching activity based on their assessment of the child's learning, providing feedback and strategies to support before the next lesson.

Further details of how this is put into practice can be seen in **Appendix 1**

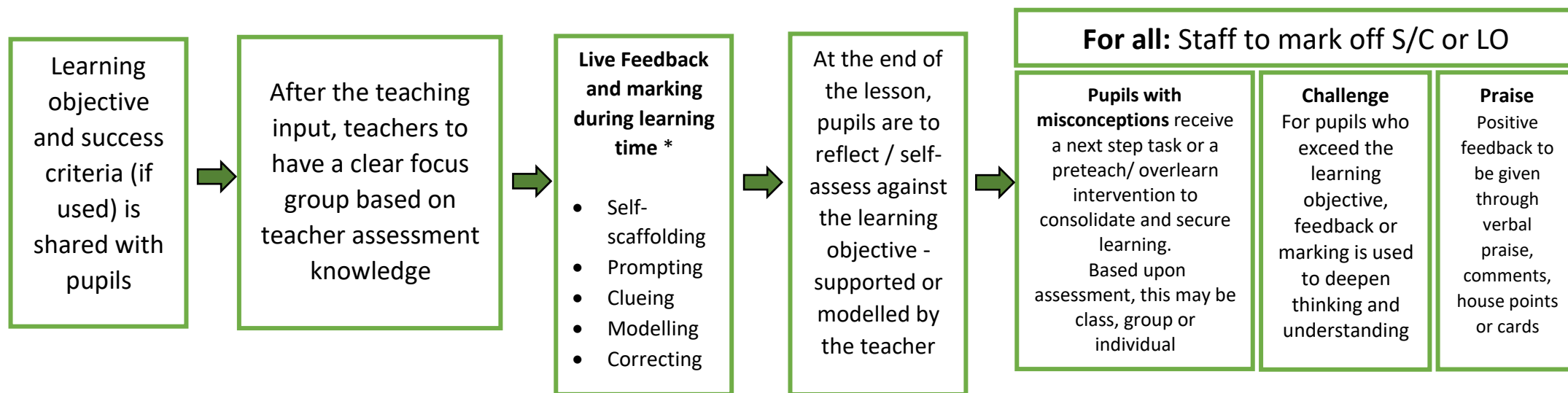
Where live or written feedback is provided to pupils, staff may use key symbols. Details can be found in **Appendix 2**.

The model below underpins our key principles for feedback and provides guidance for teachers.



Appendix 1

Marking and Feedback Flow Chart



*Live feedback and marking is collective responsibility and can be facilitated by both teacher and additional adults supporting learning

Writing:

In Year One, to establish an accurate starting point, based upon children's prior application of knowledge and skills, a written task is undertaken to allow staff to provide diagnostic feedback at the start of a Talk for Writing unit. This feedback informs planning and next steps, to ensure that teaching and feedback is responsive to children's needs.

In both Key Stage One and Key Stage Two, to recognise achievement at the end of a writing unit, the children are given the opportunity to demonstrate a culmination of knowledge and skills that have been built upon from their starting point. Teachers will in depth mark and provide written feedback on the drafting process that pupils undertake in their English books. When pupils complete their final piece of writing in their Extended Writing books, teachers will celebrate progress and success against the Talk for Writing Toolkit or PAFI.

Mathematics:

Within Mathematics lessons, most marking will be completed in the moment (live marking) within the lesson, so that immediate feedback can be given. This may be done by staff, other pupils or the pupil themselves; giving pupils the opportunity to share and explain their thought-process.


Pupils should be provided with the opportunity to identify their own errors. This should be modelled by teachers, for example by:

- displaying a calculation on the board and working through it to check that it is correct
- breaking down a problem-solving question into steps, identifying the key vocabulary and using this to check whether the correct steps have been taken
- encouraging children to use the inverse operation or using their jottings or concrete resources to check their work.

Within and/or following a Mathematics lesson:

- the teacher or a support member of staff must assess the child against the learning objective. A tick shows a child has achieved the LO, a half ($\frac{1}{2}$) shows a child is working towards the LO and a dot (.) shows the child has not met LO
- marking answers with a purple tick shows correct answers and a purple dot indicates incorrect ones
- where misconceptions are identified, pupils should receive a pre-teach or overlearn intervention before the next lesson in the sequence to ensure these concepts are understood before the next small step is taught. This should be facilitated following every identified misconception
- pupils who have exceeded the learning objective should receive questions to further deepen their understanding and link to other domains of mathematics.
- number formation errors should be identified, and formation should be remodelled to the children through MTYT following Ten Town (KS1/Year 3) or Kinetic Letters (KS2). Where this becomes a constant error, intervention should be put in place.

Appendix 2

Feedback Symbols	
Adults to mark in purple	
<p><u>Incorrectly</u> spelt words underlined</p> <p>SP</p>	<p>Spelling corrections of words the children should already know how to spell</p> <p>Written in the margin to scaffold children to find their own error</p>
<p>Staff initials inside a speech bubble</p> 	<p>This will identify at what point during the lesson a pupil has received immediate feedback and from whom. You would expect a difference to be visible in the following work (Teaching staff and support staff)</p>
<p>Think Pink</p>	<p>Highlighting learning that is incorrect but should be secure in long term memory</p>
<p>✓</p>	<p>Correct answer</p>
<p>.</p>	<p>Incorrect answer to be revisited</p>
<p>I</p>	<p>Independent</p>
<p>GT</p>	<p>Guided Teach</p>
<p>Date – Absent</p>	<p>Pupil absent from lesson</p>
<p>Preteach – Date</p> <p>Overlearn – Date</p>	<p>When a preteach or overlearn intervention has taken place and when</p>
<u>Peer/Self Assessment - All self and peer assessment in green</u>	
<p>Edit and improve</p>	<p>Corrected answer/ edit and improve work in green</p>
<p>✓</p>	<p>Self-marked correct answer</p>
<p>P</p>	<p>Peer feedback/ marking</p>