



Lenham Primary School

Take Pride; Be Proud

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Feedback and Marking Policy

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1. Introduction

At Lenham Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking as well as research from cognitive science regarding the fragility of new learning. We aim to maximise the effectiveness of feedback in our practice.

Feedback

Very high impact for very low cost based on extensive evidence.



Education Endowment Foundation, teaching and learning toolkit

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Meta-analysis by the Education Endowment Foundation shows that effective feedback should:

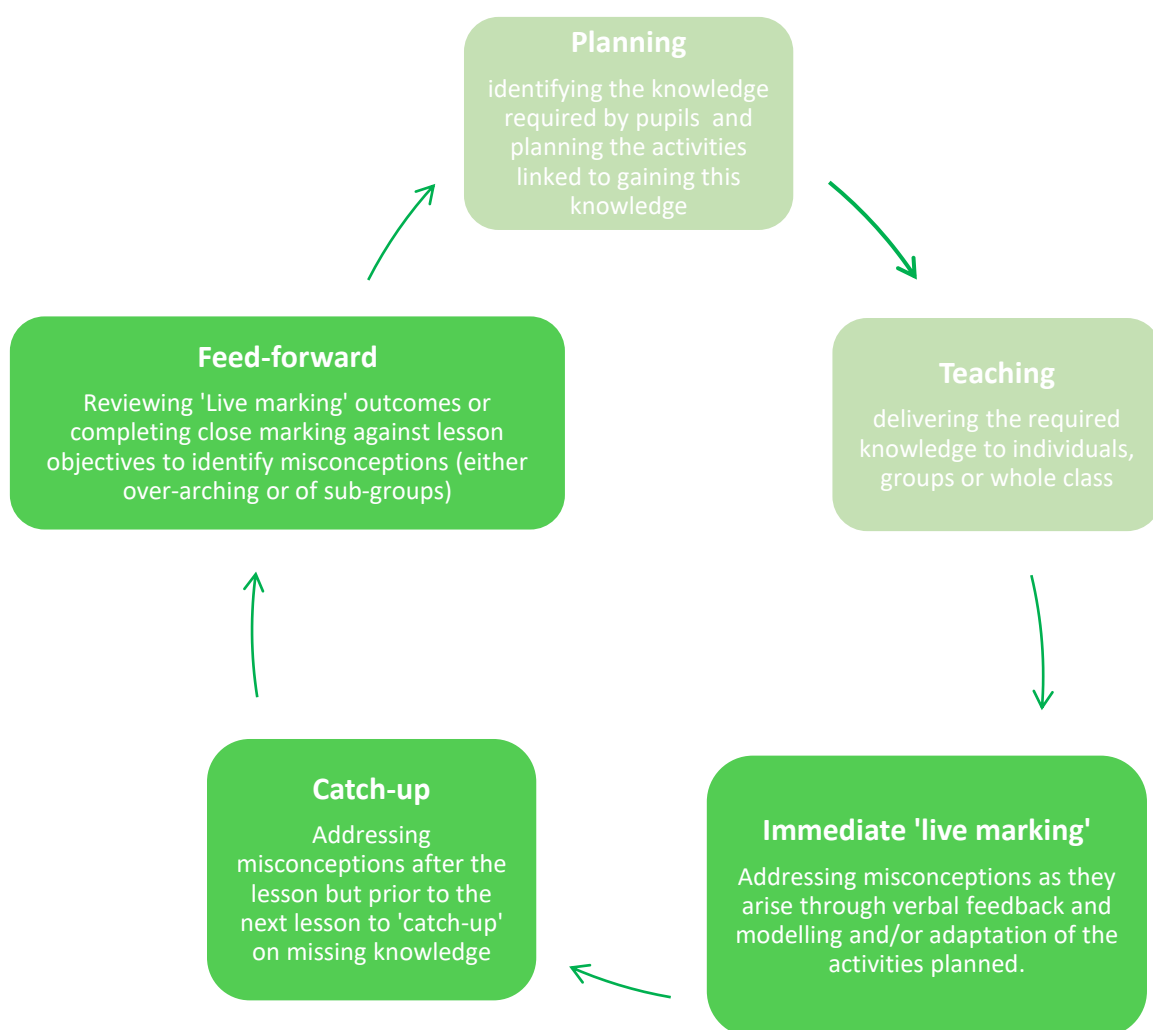
- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Put the onus on the students to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

2. Purpose of feedback

The sole focus of feedback is to further a child's learning. Feedback, of any form (verbal or written) must empower a child 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 (e.g., making corrections to spellings, punctuation or elements of grammar).

2.1 Our feedback cycle:

Our feedback cycle aims to make use of good practice approaches (EEF toolkit; June 2021) to ensure that children are provided with timely and purposeful feedback that furthers their learning. Our cycle enables teachers to gather assessments that enable them to adjust their teaching both within and across a sequence of lessons. 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 three common stages in the learning process:



As a school, we encourage staff to use their professional judgement to decide when is the right time to provide the types of feedback outlined in the cycle. The judgment made needs to be based on what will most positively impact that child's progress.

2.2 Frequency of feedback

While the purpose of feedback remains consistent across all years at Lenham Primary school, the frequency and type of feedback given will vary depending on the age of the children. The table below provides guidance in relation to the frequency of each type of feedback found within our Feedback Cycle

Type of feedback	What does it look like?	Frequency	How is it evidenced?
Immediate	<ul style="list-style-type: none"> Occurs with individual pupils, small groups or whole class. Includes all staff Information gathered from teaching (eg. whiteboard work, book work, verbal answers) Often given verbally to pupils Praises effort and contributions May involve the use of any staff member to provide support or further challenge May lead to teaching focus being redirected or task being adapted. 	Ideally this is completed during each teaching session	Lesson observations; learning walks
Catch-up	<ul style="list-style-type: none"> Takes place preferably before (pre-teaching the lesson or task with individuals or groups Re-addresses knowledge from the lesson or activity or addresses missing prior knowledge Often given verbally with time to rehearse knowledge immediately Delivered by any staff member, but if not the teacher then guidance should be sought An element of the pupil's responses are recorded in their books to show progress over time. 	As required, but could be daily for specific pupils	Learning walks; observations; monitoring report; pupil book study;
Feed Forward (Reviewing)	<ul style="list-style-type: none"> Reviewing 'Live marking' outcomes or completing close marking against lesson objectives to identify misconceptions (either over-arching or of sub-groups) Identifies key strengths and misconceptions for the whole class or groups. May involve some peer to peer support or support from a member of staff. Is used to inform future planning 	As required but could be daily or at the end of an extended piece of writing in English	Planning review; lesson observations; subject leader monitoring; general monitoring; learning walks; pupil book study

3. Feedback format

When providing feedback (immediate/catch-up/feed forward) in response to a teaching input, specific abbreviations and working practices must be adopted by staff to ensure a consistent approach across the school that the pupils are able to interpret and respond to effectively.

The format used at Lenham Primary School is detailed in the Feedback and Marking Method Statement.

3.1 Feedback linked to English

When writing the children are active participants in their own learning. Checklists are used to support children to recognize their successes according to expected criteria and to identify areas for improvement. The aim of this approach is to enable each child to pinpoint their individual next step rather than be given a generic target.

Writing checklists, to support self/peer assessment, are present in the children's' exercise for all subject areas where writing is required.

Most writing sessions will include or be followed up with editing time. Teacher's will have reviewed the pupil's work, most likely as outlined in the feed-forward approach and identified strengths and weaknesses. These will be linked to both the technical accuracy of writing; spelling errors; punctuation omissions and other transcription errors.

Editing time will be divided into two sections but these do not necessarily have to be delivered within the same lesson:

Proof Reading

(about 10 minutes)

What will the teacher do?	What will the pupils do?
<ul style="list-style-type: none">• <i>Share a good extract from a pupils' work</i>• <i>Instructs children to look at their own work and rewrite a short section or make changes in response to the extract shown</i>• <i>Share an extract which shows misconceptions or weaknesses</i>• <i>Staff uses extract to reteach knowledge</i>• <i>Staff may then highlight some spelling errors seen across whole class or small groups</i>• <i>Pupils given time to proof read their own work – working in mixed ability is encouraged.</i>• <i>Ensure the 'Working Wall' provides clear examples that pupils can refer to</i>	<ul style="list-style-type: none">• <i>Record any alterations, improvements, refinements in purple pen</i>• <i>Changing punctuation</i>• <i>Checking and changing spellings</i>• <i>Correcting letter formation and handwriting</i>• <i>Changing grammatical errors – tense agreement, verb agreement, sentence structure etc.</i>• <i>Use the Working Wall as a point of reference when responding to feedback</i>

Editing

(majority of English lesson)

What will the teacher do?	What will the pupils do?
<ul style="list-style-type: none">• <i>Share a good extract from a pupils' work focusing on composition, explaining successes</i>• <i>Share an extract (anonymous or fictional) which shows misconceptions or weaknesses.</i>• <i>Pupils suggest together how this can be improved</i>• <i>Pupils then work in pairs or small groups read together each other's work and suggest improvements, refinements and alterations.</i>• <i>Staff may need to support a small group of children to be successful in improving their own work.</i>• <i>Staff may need to complete some direct teaching/modelling to support entrenched errors or misconceptions</i>• <i>Ensure the 'Working Wall' provides clear examples that pupils can refer to</i>	<ul style="list-style-type: none">• <i>Record any alterations, improvements, refinements in purple pen</i>• <i>Improve the composition (and effect on the reader)</i>• <i>Improve vocabulary and word choices</i>• <i>Adding further clarity (e.g. description, action, speech).</i>• <i>Experimenting with word order and sentence structure</i>• <i>Use the Working Wall as a point of reference when responding to feedback</i>

3.2 Feedback linked to Maths

Teachers gain valuable feedback about how much maths teaching is being retained through the use of White Rose pre and post unit assessments and the seasonal assessments of both arithmetic and reasoning skills.

In terms of day-to-day learning in maths the following approach is applied to providing effective feedback to the pupils:

EYFS/KS1

What will the teacher do?	What will the pupils do?
<ul style="list-style-type: none">• <i>Staff will check through calculations for the pupils and address any misconceptions either via immediate or feed forward feedback.</i>• <i>Whilst secure number formation is developing, incorrect formation must be identified and challenged</i>	<ul style="list-style-type: none">• <i>Record any alterations, improvements, refinements, where appropriate, in purple pen</i>• <i>Make any necessary improvements to number formation</i>• <i>Use the Working Wall as a point of reference when responding to feedback</i>

- Begin to teach and embed the approaches as outlined for KS2

KS2

What will the teacher do?

- Share the answers to questions in small batches and address any misconceptions using immediate feedback.
- Teach 'proof reading' strategies for calculations. This will involve identifying the inverse operation
- Ensure children are moved to a more challenging level of work once accuracy and confidence in understanding have been identified.
- Teach and model how to complete multi-step problems using a clear and logical method of presentation at each step (see example below)

15 Adult cinema tickets cost $£7.25 \times 3 = £21.75$
 Children's cinema tickets cost $£5 \times 6 = £30$
 A family buys 3 adult tickets and 6 children's tickets = $£51.75$
 They split the cost equally between the 3 adults = $£17.25$
 ? How much does each adult spend on cinema tickets?

Show your working

$$\begin{array}{r}
 £7.25 \times 3 = £21.75 \\
 £5 \times 6 = £30 \\
 \hline
 £21.75 \\
 £30.00 \\
 \hline
 £51.75
 \end{array}$$

$$\begin{array}{r}
 17.25 \\
 3 \overline{)51.75} \\
 \underline{30} \\
 21 \\
 \underline{21} \\
 00 \\
 \underline{00} \\
 00
 \end{array}$$

£17.25

- Ensure the 'Working Wall' provides clear examples of worked methods that pupils can refer to.
- Share an example (anonymous or fictional) which shows misconceptions or weaknesses.
- Pupils suggest together how this can be improved

What will the pupils do?

- Record any alterations, improvements, refinements or self-marking in purple pen
- When directed, mark their own work from the answers given
- Attempt to identify their own errors to a calculation
- 'Proof read' their work and complete an inverse operation as part of the process.
- Use the Working Wall as a point of reference when responding to feedback

4. Feedback linked to writing in other subjects.

The quality of writing in subjects other than English is important. To ensure that the quality of writing is consistent the proof reading and editing approach used to feedback in English is also used in other subjects across the curriculum

5. Support for staff

If we follow the logic that the sole focus of any feedback is to further a pupil's learning, we will recognize that sometimes lots of children would benefit from a written comment; other times, no one will. As a school, we encourage staff to use their professional judgment to decide when is the right time to provide verbal feedback, to add a written comment, when it needs highlighting, or when a next step comment is the right approach. It goes without saying that this judgment needs to be based on what will most positively impact that child's progress.

SLT will work to ensure feedback to staff reflects this and, if there are queries, will have professional dialogues with staff members to understand why they have made certain choices and to offer further support and guidance where it might be required. Whilst this level of professional decision making is the ultimate goal, we understand that these judgments are difficult and, often, it can take time to develop a real understanding of when to use most effectively a particular type of feedback. If you are ever unsure, please speak to another member of staff or member of SLT, who will be more than happy to offer advice and support.