

Policy Title: Feedback and Marking Policy

Adopted: September 2019

For review: September 2021

Introduction

At Upton Meadows Primary School, we believe that feedback is an essential part of planning, assessment, teaching and learning. Rosenshine's Principles of Instruction (2012) highlight the need for effective teachers to 'check for student understanding' and to 'provide systematic feedback and correction' - through careful feedback, we are able to assess to support children to extend their learning, and so that children are aware of their strengths and area for development. Responding to pupils' work through constructive verbal or written feedback acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

"Consistency across ...a school is still important, but this can come from consistent high standards, rather than unvarying practice." **Eliminating unnecessary workload around marking (report of the Independent Teacher Workload Review Group - March 2016)**

At Upton Meadows Primary School we do not believe that this policy should be overly prescriptive, feedback and marking in particular will vary by age group, subject, and what works best for the child and the teacher in relation to any particular piece of work. Teachers at Upton Meadows Primary School are expected to have the highest expectations for each child and are therefore, as professionals, encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes from their review of children's work into any subsequent planning and teaching. Lessons should be structured in such a way that allows for review, checking of understanding and questioning that will enable feedback to take place primarily at the point of teaching.

We strongly believe that all feedback 'should cause thinking' (Dylan Wiliam, 2011, 126). It requires 'mindfulness' – time spent thinking (really thinking) about the task (111-112), it should provide a 'recipe for future action' (121), preferably broken down into small actions, and it must be focused on one area or aspect at any one time (130). There will not be a 'one size fits all' approach and the way feedback is given should be relevant, stimulating and varied according to need.

"[teachers] check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches." **The Education Inspection Framework (Ofsted, May 2019)**

Progress over time in the children's books, and the use of Assessment for Learning within lessons, will determine how effective the teacher's feedback strategy is. The Senior Leadership Team (core and extended) and governors will be responsible for monitoring feedback and marking through learning walks, lesson observations and work scrutinies undertaken as part of the monitoring schedule – these may focus explicitly on feedback or it may be included within other areas of attention. It is expected that Phase Leaders and Subject Leaders will be able to clearly identify where practice is strong or where further support may be required.

The Purpose of Feedback

At Upton Meadows Primary School we believe that all feedback should be meaningful and age appropriate – the key purposes of feedback and marking are to:

- inform planning
- provide information for assessment
- encourage, motivate, support and promote positive attitudes
- provide constructive feedback
- recognise achievement, presentation and effort
- show pupils that we value their work
- promote higher standards
- correct errors and clear up misunderstandings
- assist learning
- allow pupils to reflect on their performance and to set new targets together with the teacher

Key Principles

At Upton Meadows Primary School, feedback should:

- be led by verbal comments at the point of teaching
- be constructive, addressing misconceptions and moving learning on
- be related to needs, attainment and ability
- be related to learning outcomes
- ensure that pupils know how well they are doing and what they need to improve to make further progress
- provide pupils with opportunities to assess their own work and that of others

Teachers should identify with children at the beginning of the academic year what their style of feedback is and stick consistently to their preferred style of feedback, so that all children know what to expect.

Guidelines for Feedback

- Feedback is most effective when children are given an opportunity to respond to it immediately. Therefore adults should provide feedback as soon as the opportunity allows, i.e. within a lesson – there is no need to indicate when verbal feedback has been given on a piece of work
- Teaching assistants will naturally provide a lot of verbal feedback to a group or a child who they are working with. It is not necessary for them to produce written feedback as well. They should indicate where they have worked with a group/child with the TAF code (Teaching Assistant Focus)
- Where feedback within a lesson is not carried out, it should be carried out at the beginning of the very next lesson, and children should be given an opportunity to respond appropriately, using purple pen. Again, teachers need to use their professional judgement on how this is best achieved
- All work needs to indicate if a child has received input from either a teacher or a teaching assistant, either by stamps or by using the agreed code (TF (Teacher Focus), TAF (Teaching Assistant Focus)) **Independent pieces of work should be marked**

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- All children at Upton Meadows Primary School write in pencil or black pen. If there is any written feedback by staff, it should be written in green pen. Peer feedback by pupils should be clearly identifiable
- Marking will depend upon what the work is and the input by an adult. For instance, in certain pieces of work, teachers may just tick correct answers
- Secretarial features, such as spellings, letter/number reversals, etc should be picked up on and where appropriate it is expected that the child will practice the correct spelling or formation. It is expected that teachers will use their professional judgement to decide how to identify misspelt words, which spellings to identify and how many should be addressed within a piece of work.

Pupil feedback

Children may, where appropriate, self-mark learning, or peer mark learning. The teacher will review this.

When drafting, errors are left and corrections are made around them, this should be in **purple pen**. This enables children and teachers to see where mistakes or misconceptions have been made and how they have been addressed and rectified.

Supply Teachers

We expect supply teachers to mark work as appropriate and in-line with the feedback policy, and for feedback to be initialled.

Monitoring and review

Class teachers are responsible for monitoring the implementation of the policy and rewarding children according to school policy. The success of the policy will be monitored regularly by the Senior Leadership Team (core and extended) and governors. This ensures that the policy leads to good practice in facilitating effective feedback, teaching and learning. Following this evaluation any necessary development of the policy will take place.