Academy at St James Marking and Feedback Policy

"In Visible Learning, Feedback is amongst the top activity that ensures that learning is deeply embedded – but has to be good quality – not all feedback is effective" Learners need 'just in time, just for me' intervention" (John Hattie)

Introduction

What students want:

- **How to improve their work so they can do better next time**
- **To be future focused rather than dwell on the past (i.e. not feedback but feedforward!) Want mistakes corrected so they don't make the same mistakes again, but they don't want lots of criticism**
- **Their efforts to be treated with respect**
- **To be treated fairly against their peers**

(Visible Learning and the Science of How we Learn) (Hattie and Yates 2014)

At St James, 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 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.

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;

- • 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.

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 (Rosenshine 10 principles)** 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.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit 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 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 practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from teaching within the course of the lesson, including miniwhiteboards, bookwork, etc. • 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 of further challenge • May re-direct the focus of teaching or the task	• Lesson observations/learning walks
Summary	• Takes place at the end of a lesson of activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer- assessment against an agreed set of criteria	• • Lesson observations/learning walks • • Some evidence of self – and peer-assessment • • Quiz and test results may be recorded in books or logged separately by the teacher

	• 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	

Guidance for teachers

- **In Maths feedback will be provided during the lesson, during the SDI worship and in the session after this. All feedback will given in the lesson.**

- 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 to help them identify and address their own weaknesses.

- In Whole class reading feedback will be given in the lesson and about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses.

- All lessons will start with 'FIT' Further Improvement Time, where pupils will have the opportunity to look at, discuss and edit their work to improve it.

Teachers will have looked at pupils' work soon after 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.

Feedback in English and other subjects:

How do I mark cold and hot writing?
Writing- Cold Writing and Hot writing must be deep marked with next steps and successes identified. These are the only pieces of writing that should be marked in so much depth but it is important to really understand the issues (grammatical, sentence structure, spelling and handwriting) the children have.

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 longer and at times a lot of the lesson. Proof reading and editing are key aspects of formative assessment and are crucial in establishing a 'can do' culture and help pupils take responsibility for their own learning.

Effective strategies teachers can us:

The teacher will share extracts from pupils' work, using either the **Ipad** or by typing out a couple of lines and displaying them on the interactive whiteboard, 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 purple pen to help the teacher see what changes the child has made.

Feedback in maths:

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from the daily 'do now' sessions at the start of lessons in ks1 and lower ks2. This information should be used to revisit areas where learning is not secure within maths meetings.

In terms of day to day maths learning, in ks2, teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves. That way, if they have got the wrong end of the stick and misunderstood something, they can alert the teacher immediately. Another benefit is that less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level. Another strategy teachers can use is to get children to compare answers in a group and where answers do not agree, challenge each other and try and find where the other person has gone wrong.

Where children are more confident, and finish their work slightly earlier than others, they can consolidate their learning by 'marking' other children's books. When they do this, the crucial step is that they should not take their own book with them and just read off the correct answer. They should do the calculations again – faster and possibly mentally – so in effect doing the work twice thus getting the sort of over-learning that leads to solid long-term retention.

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt. When you think deeply about something, it is much more likely to get stored in your long term memory, available to be recalled at will. As **Daniel Willingham says 'memory is the residue of thought**.' So as an alternative to providing the answers, teachers should sometimes use the visualiser to model ways of checking and then expect children to do the same, in effect '**proof reading' maths**.

With 2 or 3 part word problems, a classic error is to give the answer as the first part of the problem and forget about following through to the second (or third) part of the question. Often, word problems are written with each instruction on a different line, a bit like success criteria. Again, using a visualiser, teachers should show children how to check work as we go, returning to the question and ticking off each line –writing each answer alongside, being really clear we are answering the final question, having done all of the previous steps.

(15) Adult cinema tickets cost £7.25. ×3 =£21.75
Children's cinema tickets cost £5. ×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

£7·25 × 3 = £21 + 75p = £21·75

£5 × 6 = £30

£21·75
£30·00
£51·75

17·25
3)5²1·7⁵5

£17·25

Where children have made mistakes, and are finding it hard to identify where they have gone wrong, a prompt sheet, shared with the class at the start of the lesson, can help. In effect, this is just a process success criteria, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed.

This is an example that you could use:

Find my mistake (column addition)
- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help

It is important that the children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long term memory, which they are able to retrieve at will. Giving children work to 'mark' from fictitious other children, which includes all the common misconceptions, is a really good way of helping them develop this.

The strategical minimal marking triangle

can work independently after teacher input

needs a prompt - brief hint as to what needs work

needs some clues - narrow down where problems lie without being too specific

needs modelling showing how to correct errors before working indendently

tell them exactly what to correct and where
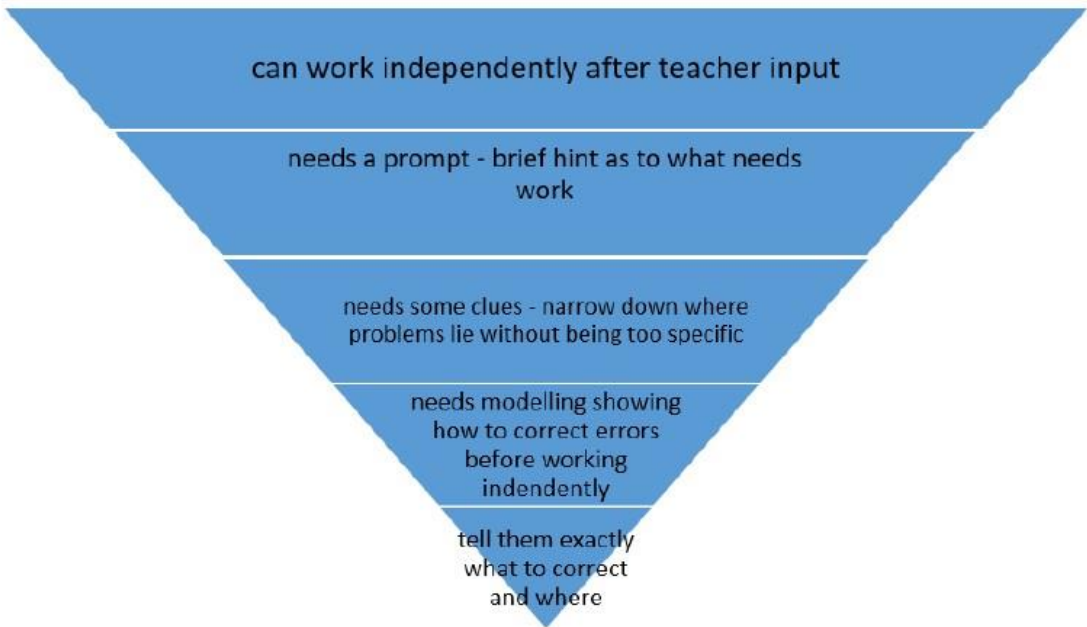
Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work; not you.

Sometimes it is 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.

Set group or individual challenges, "before you've finished editing, you need to have... Use their work in modelling and then expect them to do the same.

Teachers/ TA's will need to decide whether it is most appropriate to give written or verbal feedback and a mixture of both should be seen in books.
Teaching Assistants are expected to give feedback and follow the policy which is set up.
They are expected to:
- use the key for feedback
- Initial the marking
- Give constructive feedback linked to the work.

The most effective feedback is verbal so teachers and support staff must support each other and if feedback isn't specific this must be challenged in a supportive manner.
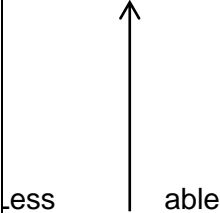
Feedback to be avoided:
- **"Develop these ideas further"**.................Yes, but how?
- **"More detail needed"** .... Yes, but I'd thought it had all the details it needed, so now I'm not clear
- **"You must try harder"**.............................. !!!!!!!!!!
- **"Ask"** .... About what?
- **"A lovely story"** .... So is it perfect, then?
- **"Good work"** .... How good? In what way?
- **"Spellings"** .... Which?
- **"Use paragraphs"** .... Yes, but I don't know how, which is why I didn't in the first place

The feedback above does address the key principles of our marking and feedback policy and children cannot respond to this marking so therefore it is ineffective.		

Other guidance for verbal and written feedback:

Sometimes when we are giving verbal or written feedback it is very easy to write the same thing and get stuck on what to say. Here are some examples to guide you:

Ability (More able ↑ / Less able)	**Challenge** **Reminder** **Steps (instructions)** **Example**	Later ↑ Earlier

When feeding back to children it is important to consider at what stage they are at in relation to the LO/SS you have set.
In all of these instances children would be expected to respond to what you have written and need to be given time to do this.
At St James the most important type of feedback is verbal and feedback in books will be with purple pen and will address the LO/SS specifically

Challenge	This would be used for children who have understood the work and need moving on. E.G I like the way you chose powerful words from your word bank. *Now: Can you tell me more about what you think the company should do to appease you?* *Or Now: Can you change your final sentence into a question?*
Reminder	This would be used when a child has **forgotten** to use a nonnegotiable within a piece of work. *Now: Can you recall what all good introductions need? Can you think about this and add another sentence?*
Steps	These could be linked to Steps to Success or could be separate. They are suitable for children who are beginning to understand what is expected of them. ***Now:*** ***First*** *go and check you have told the reader why you are writing.* ***Then:*** *See if you could select a more powerful word to replace 'rubbish' in your first sentence.*
Example	Examples are best used for children at the start of their learning journey. *Now: Replace the words marked with a * with these words to improve the power of your work.*

Verbal Feedback	
• When used effectively, verbal feedback is one of the most powerful tools available to us. • Verbal feedback should follow the I like.. Now… structure outlined above. • In addition to feedback at the end of the lesson verbal feedback should be used throughout the lesson. This should be accompanied by key word marking	
Key word marking	Key word marking should be used when verbal feedback is given throughout the lesson, it summarises what you have said to the child in one or two words so both you and the child can remember what you told them to do. *E.G for a comment of "Are you using words from your word bank?" the words 'word bank' would be written in the margin with the v symbol.*

What to correct and how to correct it	
Spellings	In all subjects the following spelling mistakes should be corrected: ☐ Errors in the LO/SS
	• Errors in the date • Errors in key words • Errors in given topic words Opportunities to rewrite key corrected spellings will be given. (No more than 3 words per piece of work)
Grammar	In all subjects the following grammatical errors should be corrected: • Capital letters missing from Proper Nouns. • Missing basic sentence punctuation (full stops and capital letters). • Missing other punctuation according to child's ability
Knowledge	Where children have made errors in knowledge these should always be corrected.
How to correct.	Errors should be circled with the error corrected above or next to it where relevant.

Peer Assessment	
What should it look like?	Peer assessment is encouraged and teachers should provide some opportunities for this to happen throughout the lesson. This could be: 1. Verbal 2. Written 3. Pupils marking each other's work linked to the LO and SS.

General points	
Who should correct?	Any adult who notices a success or an area for improvement should give written or verbal feedback. This feedback should be initialled if it has not been given by the class teacher.
What colour?	Work should be marked in green pen. Hi lighters can be used by teacher's discretion as long as respect for the value of children's work is shown.
Starring LO/SS	The following colours should be used for LO/SS Green- achieved Orange- some evidence/ almost there Red- not achieved/ no evidence/ behaviour had a negative effect on progress.
Dates	Maths- numerical date All other subjects long date. Dates should be underlined

Pen/ Pencil	Pencil will always be used for mathematical work.
	Pen can be used for other subjects from Y3 onwards at the teachers discretion
	All diagrams must be drawn with pencil
	Any work which is crossed out must be done with a pencil and one straight line.

What good feedback looks like:

At the Academy St James we have established some effective practice around feedback:

Example 1:

Here the LO and SS have been ticked to let the child know that they have been successful. The pupil can check this is in the proof reading and editing stage.

Example 2

In this example feedback happened in the WCR lesson and the pupil then answered the question in purple pen. The purple pen is the feedback and shows that it has taken place.

Example 3

In this example the pupil has been asked a question in maths- this is a challenge and the pupil has completed this in purple pen. This feedback was done at the start of the next lesson.
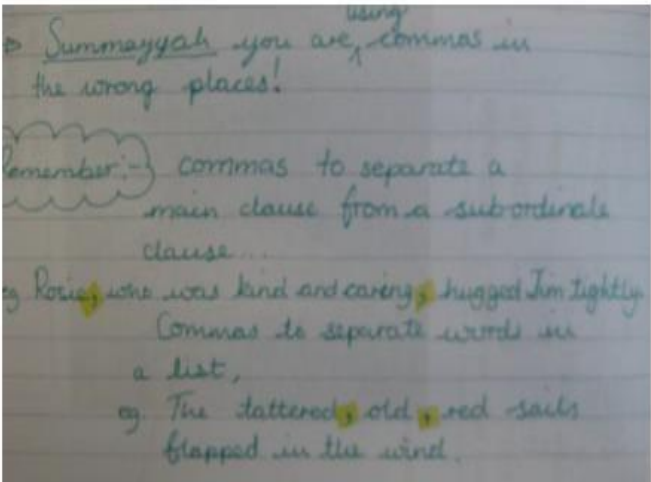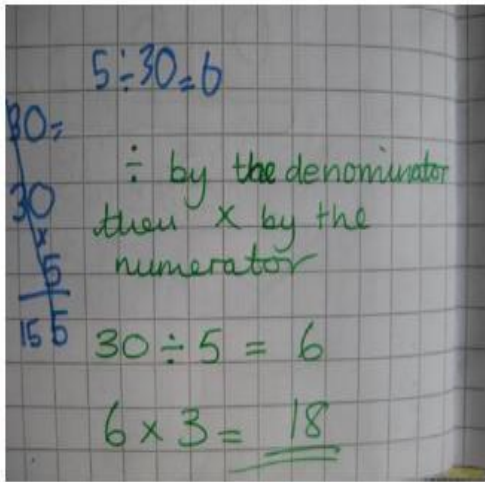

Example 4

In this example the pupil has been writing a story in English and has edited as they have been writing. You can also see that this has happened over more than one lesson. We always try to proof read, edit and redraft in the same lesson.
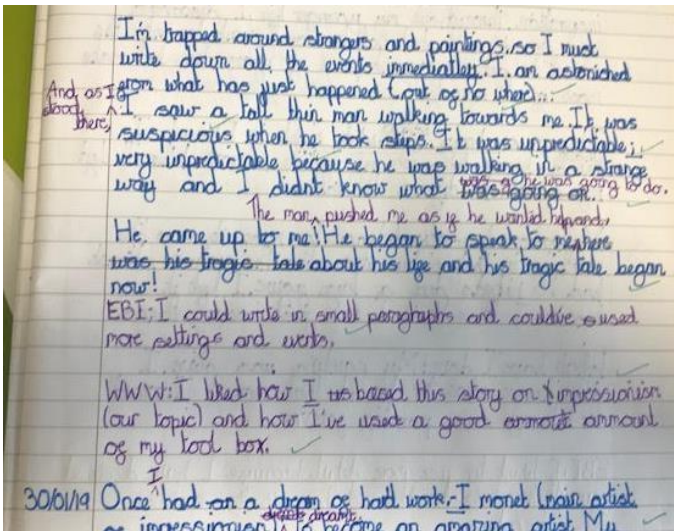
Appendix 1

Examples of the different kind of feedback:

Reminder

Here the teacher has reminded the pupil about how to set out their work and about a key piece of knowledge which they have not applied

Example

Here the teacher has given the pupil a question to think about with a very clear question to scaffold their learning.

Challenge

Here the teacher is asking the pupil a question to challenge their thinking.

Steps:

Here you would clear steps on how a piece of work could be improved.

Peer marking and self assessment

Children should be involved with self assessment: marking their own work and peer marking as much as possible, whether by proof reading their own work, checking it with a partner or reacting regularly to structured comments made on their work by their teacher. Children need to be shown how to assess their own and each other's work in relation to success criteria ('remember points'). They also need to have training and modelling in giving effective feedback. One useful strategy for peer marking is for children to write comments on post-it notes.

Reviewed by Mr Tolson

Governing Body

Agreed: January 2022

Review: January 2024