Draft Feedback and Marking policy 2020

At Elmhurst, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Marking is only worth doing if it improves students' 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 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.

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 and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- 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.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

At Elmhurst, we expect children to edit before final feedback is given. Editing is a vital skill and is

recognised by both the National Curriculum and end of KS2 writing standards. Editing should be taught as a part of the writing process, and children should edit in red pen. In maths, children should respond to marking with a red pen.

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 them 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 three 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. Distance feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Elmhurst, feedback 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 mini-whiteboards, 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 • 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	• 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

Marking Approaches

All work will be acknowledged in some form by class teachers.

Written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning.

Learning intentions should be made clear at the start of a unit of work. This should be done through the use of cover sheets, which need to contain the relevant objectives.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

General marking

Next steps may be used **when** it is appropriate to do so.

Written feedback should refocus or redirect children to improve outcomes, or celebrate great work.

In text:

^ Omission

// Start new paragraph

P used in the margin Punctuation error - errors may be identified in text or margin as to which mark is missing as appropriate to child's stage of development.

SP used in the margin spelling error - errors may be identified in text or margin as to which spelling needs checking as appropriate to child's stage of development..

√ Correct

√√ Really good point

? and wavy line under or next to the appropriate section - Tense mistake/This doesn't make sense.

.... Children to use if they are unsure of a spelling

General shorthand that should be used at the top of a page, where appropriate in both written and in maths work:

I Work has been completed independently

VF or verbal feedback stamp If the teacher has talked to the child about their work.

T Teacher worked with this child

TA Teaching assistant worked with this child

ST Supply teacher worked on this activity

During extended writing activities, a toolkit may be used in order for children to focus on certain features within their own writing.

Feedback in maths

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from the daily sessions at the start of lessons. This information should be used to revisit areas where learning is not secure. 'Check its' given at least 3 weeks after teaching a unit and end of unit tests also provide vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through an intervention.

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 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. So as an alternative to providing the answers, teachers should sometimes use the visualiser or paper flip chart to model ways of checking and then expect children to do the same, in effect '**proof reading' maths**. So for example, children might repeat a calculation in a different coloured pen and check they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should model how children can use the inverse operation to go and check they get back to where they started.

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 or flip chart, 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.

General marking in Maths

The above codes for literacy apply to maths,l with the addition of the following:

Children correct any mistakes with a red pen.

They may mark their own work in pencil or red pen.

√ - correct

▪ - incorrect answer

Teachers use a green pen to mark.

COVID 19 update: Feedback for distance learning

During a local lockdown or in the case of children who are isolating, teachers will use Google classroom to provide distance learning.

When teaching remotely, it's easy to forget all of the ways you'd give feedback to pupils if you were in a classroom. It is important that teachers think about the differences between how and when types of feedback would be given:

- 1-to-1 feedback at a pupil's desk
- Whole-class verbal feedback
- Individual written feedback

During distance learning, is it important that children receive feedback on their work handed in, either through Google classroom or from paper entries.

Google classroom allows teachers to mark work.

The Elmhurst expectation is that

- All teachers will start the week with verbal whole-class feedback - via a Google meets session.

- Individual written feedback throughout the week - to all children on work handed in.
- Wrapping the week up with some video feedback to celebrate individual work and/ or read a class story.

Agreed: November 2020