

Lickhill Primary School



Feedback and Marking Policy

Date of policy: January 2024

Ratified by the Governing Body on: 19.2.24



Signed :
Governors)

(Chair of

At Lickhill, 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 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 and marking 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. 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.

Feedback and Marking Policy

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 teachers to adjust their teaching both within and across a sequence of lessons.

As a school, we recognise that providing pupils with effective feedback should lead to significant and sustained gains in their learning. Feedback can take a number of forms and is different from marking. This policy is designed to allow teachers to have time to teach well. Providing the kind of feedback listed below is sustainable and renewable.

At Lickhill, teachers will routinely “mark” work only. Assessed work is the formal assessment(s) that contribute to the attainment grades we report formally during parents’ evenings and end of year reports. Individual scores are not necessarily shared, however next steps and general attainment and progress are discussed.

Feedback will be given regularly by staff although how they choose to do this is up to the individual teachers. Teaching staff are trusted experts to provide feedback as we see fit. They will regularly review pupil work and typical feedback strategies include:

- Self/peer assessment of spellings, key vocabulary and definitions
- Peer assessment of pieces of writing using a checklist, and/or modelled examples or knowledge notes and organisers.
- Teacher-led feedback WWW (what went well) and next steps
- Exemplar pupil work shared with the class
- Analysis of whole class performance on multiple choice or other knowledge quizzes to inform future teaching
- Target teacher-led verbal feedback during or after a lesson
- Marking of work to identify success to pupil and indicate where improvements and alterations need to be made to improve standard

Feedback should encourage pupils to take responsibility for their own checking / correcting / editing / redrafting and be guided by teacher input. There is no requirement for teachers to “evidence” this feedback. They will respond by making fewer of the same errors and getting better at the subject in question, although the use of “purple polish” pens to alter and improve from feedback should be clearly seen.

Homework

Feedback may be seen in a variety of ways, depending upon the type of homework set. Much homework is online, spellings tested, creative discussed as a class and celebrated in assemblies, on SeeSaw or on the website.

Feedback and marking in practise

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:

Feedback and Marking Policy

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 ways:

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 an achievement 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 or 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 - Individual assessment of lesson outcome will be green or pinked from the lesson objective, thus identifying which areas individuals need additional support with to reinforce this learning and address misconceptions.	- 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 - Teachers can see the green or pink LO to assess units and areas of need for individuals as well as groups of pupils.
Feedforward: 'the next step is the next lesson'	- For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. - Fix Its, E1,E2, E3s 9 Jane Considine Approach)are analysed daily and errors and misconceptions addressed in subsequent lessons.	- Lesson observations/learning walks - Evidence in books of pupils editing and redrafting their work in purple pen from marking by teacher
Summative	- retrieval, memory and mindset activities - End of unit or term tests or quizzes	- recall activities in books - Quiz and test results

Appendix 1 - Guidance for teachers

Proof reading and editing in writing lessons

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.

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.

The editing lesson is likely to 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, especially after a longer writing task.

In higher years groups, Lickhill is adopting the Jane Considine approach of The Write Stuff. This uses simple checks for the pupil to find their own errors.

E1	Simple spelling, grammar, punctuation + presentation
E2	Rewrite – e.g. phrase / sentence
E3	Re-imagine by deepening the moment

Good examples may be modelled to demonstrate the quality expected. 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 may 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.

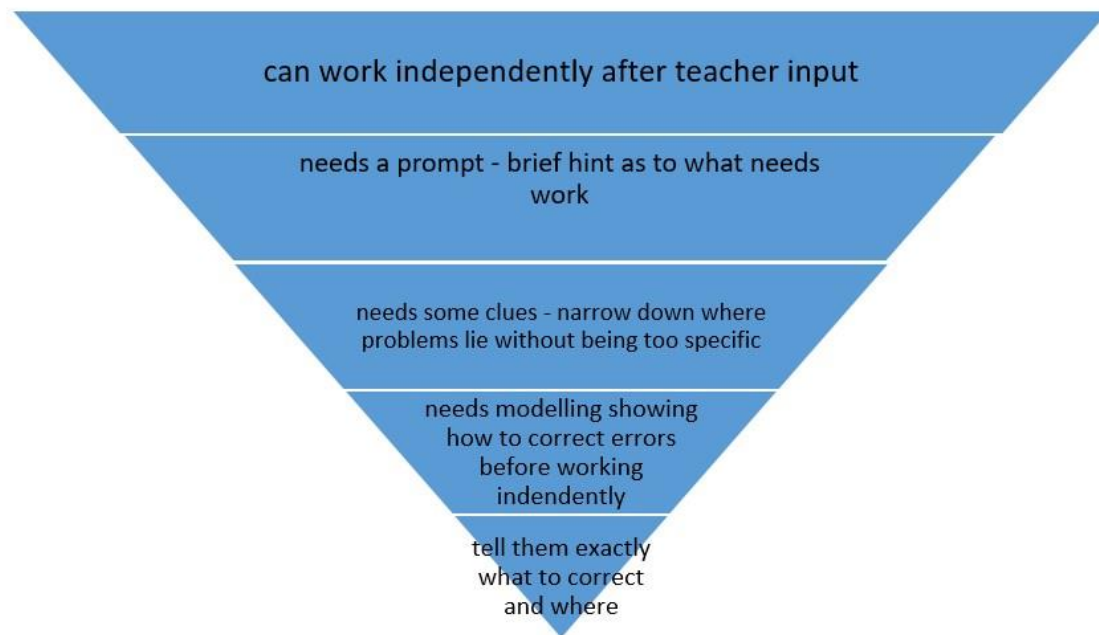
Intervening when children find editing hard

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling.

Practise will need careful monitoring to add more support for some individuals, however as the term progresses, the children will begin to improve and interventions or additional structures to locate errors will then only be required for a few.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work **modelling** how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve. In later years simple E1, 2 or 3 should pinpoint the type of errors requiring correction.

The strategic minimal marking triangle



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 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 even 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.

Feedback in maths

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from their daily recall sessions (e.g. Fluent in 4) 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 sessions. Recall / recapping is often 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.

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 may 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 the nature of their own errors. Children need to be taught how to do this purposefully; 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 model ways of checking and then expect children to do the same, in effect '**proof reading**' maths. 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 to 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, 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. $\times 3 = £21.75$
 ✓ 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

$£7.25 \times 3 =$	$£21 + 75p = £21.75$
$£5 \times 6 = £30$	$3 \overline{) 51.75}$
$£21.75$	
$£30.00$	
$£51.75$	

£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.

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
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- If you are still stuck, is there another child who looks like they are confident with this you could ask?
 - If none of this works, ask an adult for help.

Find my mistake (identifying fractions of shapes)

Did I check all the parts were equal?

Did I count how many parts the shape had been divided into?

Did I write that number underneath the vinculum (remember denominator → down)

Did I count how many parts were shaded in?

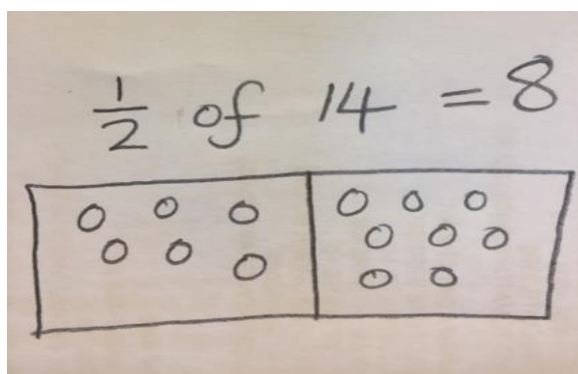
Did I write that number on top of the vinculum (remember numerator → on top)

If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help

If you are still stuck, is there another child who looks like they are confident with this you could ask?

If none of this works, ask an adult for 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.



Appendix 2 - Feedback and Marking Non-Negotiables

- Teachers in Year R-2 to provide date, title and LO written on strip of paper/on top of worksheet/knowledge note. LO then highlighted in green if children have demonstrated secure understanding.
- **LO underlined in pink** to show learning has not currently been met – these children should remain in at 10am assembly slot/targeted children need 10 minute session before lesson to pre learn/vocab/to support higher success. LO to be later on **highlighted green** to show progress.
- AAs (Achievement Assistants) to actively scan room for children with misconceptions and to support in additional explanation/modelling of lesson and learning with teacher support.
- Y3-Y6 children to write short date for maths and long date English & foundation subjects with underlined “Child speak” title. LO on a strip of paper or on top of knowledge note/maths sheet.
- **Knowledge notes (including Maths)** children tick off as they work through learning. CUSP etc notes ticked off in same way.
- From now on – **separate Reading books, Writing books (handwriting at back.) and small Grammar books.**
- Use teacher modelling book for “modelling” and note where any reading activity has been completed within other subjects. Use visualisers regularly to model presentation in books and expectations.
- **JC sentence stacking sessions** and other subjects – SEND/Below ARE/target children to be marked/immediate verbal feedback. Discretion here in terms of children with low SEMH in overloading with pinks.
- **Pinks** should be highlighting basic punctuation picked up on as a bare minimum.
- **Grammar sessions** – kindle book access to CGP – no printing out or sticking sheets in. Pupils can self-mark.
- **Before children hand in work**, they need sufficient time at the end of the lesson to check standards and expectations in books – correct spelling of date/underlined? Correctly punctuated? etc.
- Children must be held accountable for quality of completion.

Pink codes to be used across whole school

O = circle around point of error (missing punctuation)

Sp = incorrect spelling – written over word

C = in margin to identify missed capital letter

 = wiggly line underneath an incorrect homophone/ poor choice of vocab

DM = Deepen the moment

 **T** = Means “Come and speak to me”

- Independent writes to be marked with more detail
- **E1 E2 E3** editing sessions from Year 3-6

No further comments to be made to reduce marking load except for

 = house points! 😊

Green highlighter over observed LO egs in text – This shows them they have been successful and allows staff to gauge strength of learning to green highlight the LO

NB - Children need to be aware that a LO highlighted with green means they've done well and understood the lesson – they also need know they've done well if the adults have spoken to them about their work or they have been awarded a house point. Just in case they didn't quite work that bit out..... Keep referring to what they are learning today ... revisit knowledge notes / LO regularly throughout the lesson.