Rangeworthy Primary School

Feedback and Marking Policy

November 2022

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Related Policies	
Chair of Curriculum & Standards Committee	
Headteacher	

RANGEWORTHY CE VC PRIMARY SCHOOL

POLICY FOR FEEDBACK

RATIONALE

Meaningful feedback supports pupil progress, builds learning, addresses misunderstandings, and closes the gap between where the pupil is and where the teacher wants them to be. Before providing feedback, emphasis should be put an on laying the foundations for effective feedback, through high quality instruction and effective formative assessment strategies. An emphasis on high quality instruction will reduce the work that feedback needs to do, allowing teaching staff to spend less time on marking, and more time on planning and teaching. Furthermore, by developing a comprehensive and consistent approach to feedback, we will enable children to understand how feedback can help them move on in their learning.

AIMS

1. To follow the principles of effective feedback, as outlined by the EEF (see appendix 2)
2. To encourage the employment of a range of oral and written feedback which follows these principles and ensures learning is moved forward
3. To monitor the effectiveness of feedback (whether oral or written), as well as teacher workload

GUIDELINES

Feedback will be done at age appropriate levels, but the following broad guidelines will be followed :-

- Emphasis will be put on the principles of effective feedback
- Feedback will focus on task, subject and self-regulation strategies
- Any marking will link to the lesson objective
- The amount of marking, as well as the time spent on it, should be carefully monitored.

The Principles of Effective Feedback

In order to provide effective feedback, teachers should first lay the foundations for effective feedback. This includes high quality instruction and the ongoing use of formative assessment strategies; high quality initial instruction will reduce the amount of work feedback needs to do. Furthermore, formative assessment strategies will be used to can set learning intentions and to assess learning gaps.

Feedback should be appropriately timed, and focussed on driving the learning forward, targeting specific learning gaps. Teachers should judge whether more immediate or delayed feedback is required, depending upon the task set, individual pupils or the collective understanding of the class. Feedback may focus on the task, subject and self-regulation strategies. Teachers should avoid employing feedback which focuses on a learner's personal characteristics, or vague/general remarks.

Teachers should plan for when and how the pupils receive their feedback. Teachers should implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. Opportunities for pupils to use feedback should be planned for.

Methods

Once the principles for effective feedback have been laid in place, teachers should carefully consider how to use purposeful and time efficient feedback. Written feedback should be timed appropriately and focus upon the subject, the task or promoting self-regulation. It must be responded to and then used by the pupils. Written feedback can be time consuming and therefore costly; the amount of marking and the impact on teachers' workload should be monitored by teachers and senior leaders closely.

Teachers should carefully consider how to use purposeful verbal feedback. Verbal methods of feedback are more time -efficient when compared to written, however the principles for effective feedback should still be followed in order to ensure it is meaningful, and once again focus on task, subject and self-regulation, over the personal.

Early Years Foundation Stage

Pupils work in small focus groups, with the emphasis on celebrating early achievements and building confidence. Mostly oral feedback is given to children whilst they are working, to allow them to improve their work alongside the teacher. Feedback should focus on task, subject or self-regulation strategies in order to push the learning forward. Any written marking is read with the children to ensure comprehension and reinforce the notion of writing as a means of communication.

Key Stage 1 and 2

Oral feedback will be given within lessons. Written feedback will be explained to the children where necessary. Work will be marked in relation to the lesson objective, and any feedback should focus on subject, task or the promotion of self-regulation strategies. Self and peer assessment opportunities should be planned for. Children should respond to any feedback in their books with purple pen. Time will be allowed in the classroom for children to read and/or discuss their feedback and to act on it.

Any verbal or written feedback should:

- Follow the principles of effective feedback, as outlined above
- Relate to the task, subject or promotion of self-regulation strategies (e.g. prompts to enable a child to effective self-evaluate their learning)
- Be positive; be timely; general/personal comments should be avoided
- Have time planned for children to both respond to and use their feedback
- Be timed appropriately and with time for children to respond to it planned for

See the appendices for more details of marking methods, as well as information on the principles of effective feedback, and examples of feedback relating to subject, task and self-regulation.

This policy has been approved by the staff and governors of the Curriculum & Standards committee of the school and will be used in conjunction with other school policies. It will be reviewed as appropriate.

Appendix 1

Marking Methods

Teachers should carefully monitor the amount of time spent on marking.

Any marking should focus on the task, subject or promotion of self-regulation strategies.

Teachers should carefully consider the timing of feedback, and plan for time for the children to respond and use any feedback.

Up to three examples of work that meets the learning objective highlighted in <mark style="background-color: green">green</mark>.

No more than three examples of work not meeting the learning objective highlighted in <mark style="background-color: magenta">pink</mark>.

I	Child has worked independently
S	Child has had support from an adult.
/	Child has not met the learning objective
Λ	Child is working toward the learning objective/needs more practice
Δ	Child is confident against the learning objective/has met

Children respond to feedback in **purple** pen.

Spelling, punctuation and grammar errors can be identified, but no more that three errors in a piece of work. Spelling errors are identified with by underlining, with an s.p.; missing words or phrases can be identified through a **^** and missing or inaccurate punctuation can be identified with a circle.

House tokens can be awarded for above and beyond work. Where appropriate, children will be sent to the Head teacher for a sticker for very good work.
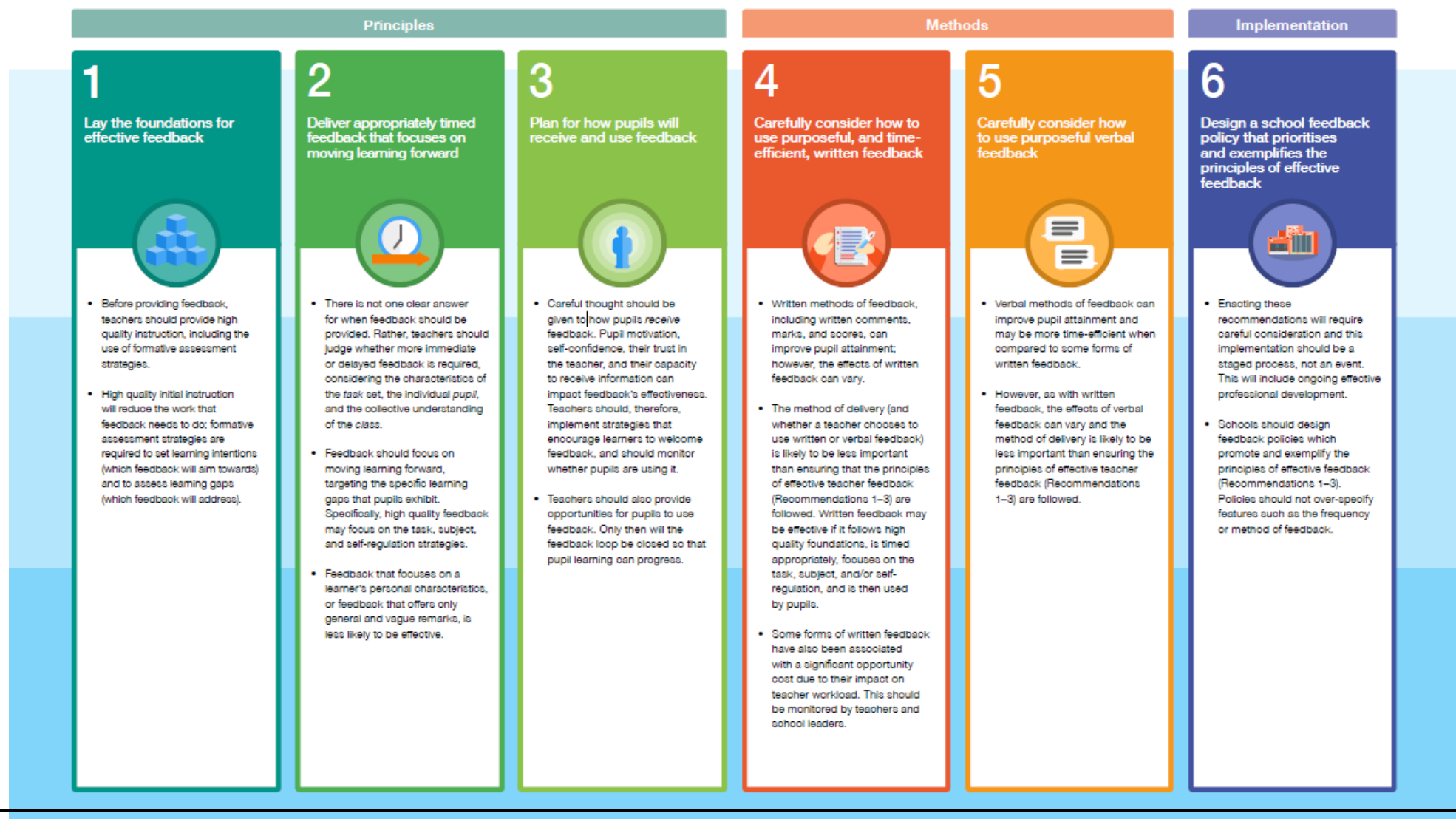
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TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations

Principles			Methods		Implementation
1	**2**	**3**	**4**	**5**	**6**
Lay the foundations for effective feedback	Deliver appropriately timed feedback that focuses on moving learning forward	Plan for how pupils will receive and use feedback	Carefully consider how to use purposeful, and time-efficient, written feedback	Carefully consider how to use purposeful verbal feedback	Design a school feedback policy that prioritises and exemplifies the principles of effective feedback

1 — Lay the foundations for effective feedback

- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.

- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

2 — Deliver appropriately timed feedback that focuses on moving learning forward

- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.

- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.

- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

3 — Plan for how pupils will receive and use feedback

- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.

- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

4 — Carefully consider how to use purposeful, and time-efficient, written feedback

- Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.

- The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.

- Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.

5 — Carefully consider how to use purposeful verbal feedback

- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.

- However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.

6 — Design a school feedback policy that prioritises and exemplifies the principles of effective feedback

- Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.

- Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

Appendix 3
Examples of feedback focussing on task, subject and self-regulation

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WHAT MIGHT THE CONTENT OF EFFECTIVE FEEDBACK LOOK LIKE IN THE CLASSROOM?

Effective feedback should focus on moving *learning* forward, targeting the task, subject, and self-regulation strategies. The examples given here also demonstrate that pupils need to be given opportunities to act on feedback; further guidance on this is given in Recommendation 3. These messages may be delivered via written or verbal feedback (and the method of delivery is likely to be less important than the content).

	Feedback more likely to move learning forward			Less likely
	Task	**Subject**	**Self-regulation strategies**	**Personal**
	Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.	Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.	Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.	About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: "You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?"	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'
KS3 examples	In computing, pupils have been asked to complete a series of sums where they add together two binary numbers. The teacher reviews the work and informs each pupil how many they have got correct. She asks them to revisit the questions, work out which are incorrect, and correct them.	A maths teacher notes that many pupils are not ordering their operations correctly, which they need to do across the subject. She selects an example problem to complete as a whole class before asking pupils: 'Find the problems from the last lesson where you incorrectly ordered your operations and correct them.'	Pupils in PE are trying a shot put. One throws a personal best but her following effort only reaches half the distance. The teacher asks her: 'Why do you think that attempt was less successful? What should you do differently next time?' The pupil identifies that she was holding the shot put in the base of her middle fingers for her better attempt, rather than her palm. She is asked to try again and monitor the difference.	'You're a gifted historian—superb effort as always!'
KS4 examples	In English literature, a teacher has read pupil essays on An Inspector Calls and reflected that many pupils are not including enough evidence to support their points. She shows pupils an example of a former pupil's work featuring a paragraph lacking in evidence, and another paragraph with sufficient evidence. She feeds back: 'Review these paragraphs. Can you notice the difference? Now, revisit your work, and add in evidence where you think it is necessary.'	A German teacher is reflecting on the oral mock exam that pupils have just undertaken. Some pupils failed to use the correct grammatical gender when speaking, which is required across the subject. He feeds back to some pupils. 'You need to use der, die, or das in the correct places. For the first ten minutes of this lesson, practice speaking about your part time job with your partner and correct each other when you use the incorrect der, die or das.'	A geography class are approaching their exams. They created individual revision plans at the start of term but, having just marked pupil mock papers, the teacher suspects that some pupils may only be revising the topics they are already strong in. She feeds back to one pupil who is struggling: 'Review which questions you struggled on in the mock exam. Amend your revision plan to give more priority to your areas of weakness.'	'This is poor work—I expect better from a student of your standard.'
KS5 examples	A health and social care class are discussing the factors that contribute to disease. The teacher notes that only genetic factors are being identified and feeds back: 'The discussion is showing a rich understanding of the genetic factors, but what about environmental factors? Can you name some environmental causes of disease?'	A politics teacher is giving feedback on pupil essays on the strength of select committees in U.K. politics. Pupils were asked to include 'well-substantiated conclusions', a key skill in politics, but one pupil's essay featured a conclusion that did not match the argument in the rest of their essay. The teacher feeds back: 'Your conclusion is unsubstantiated and does not match the rest of your essay. Re-examine your argument and redraft your conclusion.'	A psychology student has submitted an essay which is of a much poorer quality than their previous attempt. The teacher asks them to consider: 'Thinking about your preparation, and with reference to the assessment objectives, what three things did you do differently this time which has resulted in a poorer outcome?' Once these are identified, the pupil will be asked to remedy these shortcomings in a redrafted essay.	'Fantastic work—you're a born Chemist!'

As some of these examples demonstrate, it can often be challenging to clearly demarcate the difference between feedback at the task, subject, and self-regulation level. However, teachers and leaders do not need to be overly concerned by this. These types illustrate the sort of feedback that may be effective, and the lines between them may be blurred. The key distinction to make is to ensure that feedback is directed towards the task, subject, and/or self-regulation—it is less likely to be effective if it provides a general comment about the pupil's characteristics.

This table is reproduced from Recommendation 2 in the guidance report: *Teacher Feedback To Improve Pupil Learning*

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