St. Edward's Church of England Academy

FEEDBACK & MARKING POLICY

Written: October 23

To be reviewed: October 24

The Vision for Education at our Academy

Jesus says, "I have come that they may have life and have it in all its fullness."

John 10:10

Our school vision is to ensure that God's aspiration for us all, as expressed in Jesus's words from John 10:10, is reflected in our aspiration for all of our children and staff to experience a full and rich life of learning, growing, helping, and caring for each other.

We are an inclusive community where all are welcomed, supported and celebrated for all they are and for all they do. Our Academy is a place of, and a space for, flourishing and fulfilment because here…

…we are 10:10 people.

As a Christian Academy, we live and breathe our core values:

- Respect
- Courage
- Hope
- Friendship

"For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future."

Jeremiah 29:11

"Be strong and courageous. Do not be afraid; do not be discouraged for the Lord your God will be with you wherever you go."

Deuteronomy 31:6

"I no longer call you followers', 'Instead I have called you friends."

John 15:15

"Show proper respect to everyone"
1 Peter 2:17

Aims of this Policy:
- establish a consistent approach to feedback
- ensure feedback is timely and used to inform next steps in planning and learning
- encourage pupils to reflect on their performance
- allow pupils to make amendments to work in order to improve and extend their skills
- ensure feedback is encouraging and supports continuous improvements for all pupils in every subject
- encourage a culture of success, achieved by building on previous performance

We recognise the importance of feedback as part of the teaching and 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.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation, other experts and 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
- provide specific guidance on how to improve and not just tell pupils when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. At St. Edward's Church of England Academy, our feedback and marking policy has been reviewed in order to address this issue; we have investigated alternatives to onerous 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 and marking should be to further pupils 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 and appropriate for pupils
- feedback delivered closest to the point of action is most effective, and as such verbal feedback delivered in lessons is more effective than comments provided at a later date;
- whole class feedback is an effective strategy to employ on lengthier pieces of work: it has a positive impact on learning and reduces teacher workload;
- 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. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that pupils are provided with timely and purposeful feedback which furthers their learning, and that teachers are able to gather feedback and assessments which 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 pupils 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 (including live marking, alongside the verbal feedback)
2. Summary feedback – at the end of a lesson/task
3. Review 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 St. Edward's Church of England Academy, these stages can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, 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 or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code.	• Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
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 • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	• Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action	• Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

Marking Approaches

The marking code may be used where this is understood by pupils (see end of policy for marking code and symbols). However, there must be evidence in books that some form of feedback or marking has taken place in order to move their learning forward.

Written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the lesson. 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 pupil 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 focused on extended pieces of written work, or extended tasks. In addition to this, all 'assessment' pieces must include written comments and improvement tasks and if applicable be recorded on a relevant 'assessment feedback' proforma. This will allow pupils achievements to be recognised and provide further guidance for future learning. Pupils must respond to review marking immediately after receiving feedback.

Teacher comments should be written in purple pen; **pupil responses, to any form of feedback, should be written in green pen.**

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 which comprises of annotations and symbols. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

All teachers/subjects have a responsibility for the development of pupils' literacy skills so that they are confident and competent in speaking, listening, and reading and writing. Therefore, teachers need to identify errors using the marking codes. These will generally by subject specific, high frequency words or basic grammar.

Monitoring

The feedback approach centres around teachers asking their pupils the following two questions:

1. What are you doing well in this subject/lesson?
2. What do you need to do to improve your work in this subject/lesson?

If pupils can answer these questions accurately, using age appropriate subject-specific detail, the school is confident that they are receiving effective feedback.

To make this happen, teachers build in dedicated lesson time, or entire lessons, for feedback (as appropriate). This includes activities such as working from prompt sheets, peer assessment, analysing model examples, working through sample questions as a class, and self-assessment.

In order to monitor this approach, leaders will need to be visible around school and carry out regular Learning Walks where they will ask pupils the questions above and look in their exercise books.

Written, review marking will be monitored as part of work samples. These may be carried out in a number of different ways: by senior/ middle leaders or working peer groups, for example. In each case, teachers will receive feedback which will include strengths and advice to support their continued professional development.

Marking Code

Annotation	Meaning
CL	Capital letter error
Sp	Spelling error
P	Punctuation error
g	Grammatical error
//	Begin new paragraph
^	Missing word
?	The teacher does not understand
PA	Peer-assessed work
SA	Self-assessed work
Ⓣ	Improvement task for pupil to complete

Links to Teaching and Learning Principles:

Feedback

- Identify strengths and areas to improve
- Redraft, Redo, Rehearse, Repeat
- Focus forwards
- Be positive and specific
- Give the time to improve

Links to other Policies:

- Teaching and Learning Policy
- Assessment Policy

Further Links to Research

- **What every teacher needs to know** – Jade Pearce – Chapter 27 – Feedback - pg. 205 to 222