**Pear Tree Primary School incorporating Pips Before and After School Club**





Feedback and Marking

Policy

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| Date agreed | November 2022 |
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| Chair of Governors | Simon Holden |
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Simon Holden **Pear Tree Feedback and Marking Policy**

At Pear Tree Primary School we recognize the importance of feedback as an integral part of the teaching and learning cycle and aim to maximize the effectiveness of its use in practice. We are also mindful of the research surrounding effective feedback and the workload implications of written marking.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations and as a school we have also taken advice from Clare Sealy at St Matthias School who has adopted and advocates this approach to marking and feedback.

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 purpose 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 modeling by the teacher.
* Children should receive feedback either within the lesson itself in the next appropriate lesson. The next step is usually the next lesson.
* Feedback is 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 learned 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

This can be seen in the following practices:

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| Type | What it looks like | Evidence (for observers) |
| Immediate | * Includes teacher gathering feedback from teaching within the course of the lesson, including 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 * Teacher initials sticker and adds triangle/circle/square * Child marks on triangle/circle square to indicate how they feel they have got on with the lesson * Circle: Very few errors-confident * Triangle-a few errors but have been addressed * Square-needs to revisit the learning |
| 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 | * 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 |
| 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. * Do now’s in maths are analyzed daily and errors and misconceptions addressed in subsequent lessons. * Do now’s in writing are analyzed daily and spellings addressed in subsequent lessons. | * Lesson observations/learning walks * Evidence in books of pupils editing and redrafting in their purple pen * Identify 3 x spelling mistakes with sp in margin and evidence that words have been corrected in **all** books not just writing. |
| Summative | * Assessment activities-end of unit/term tests or quizzes | * Quiz and test results in books * Assessments |

**Guidance for teachers**

**Proofreading 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 will be divided into two sections and will use CUPS and ARMS process, where necessary:

* 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 could take the rest of the lesson.

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 may need more support as they learn to become more independent, although many young children are quite capable to edit and proof read independently after teacher modeling.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children, may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Alternatively, a simple pointer - ‘description’ perhaps or ’ambiguous pronouns’ or ‘figurative language’ or ‘and then’ with a line through it. This would be in addition to, and not instead of, the teacher modeling editing for these before the independent section of the lesson. Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to draw a box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence over used. The ‘crimes against writing’ sheets should be used in KS2 until these basic skills are securely in place for most of the class. These will be displayed in the classroom.

\*Any marks made are at the discretion of the teacher and the colour of pen used.

**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 KS2. This information should be used to revisit areas where learning is not secure. Assessments 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 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.

The onus is always on the learner checking their work and if they’ve got a wrong answer, trying to identify their own errors. Children need to be taught how to do this purposefully; otherwise, they think it just means scanning through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt. As an alternative to providing the answers, teachers should sometimes use the visualizer to model ways of checking and then expect children to do the same, in effect proof reading maths. Teachers should model how children can use the inverse operation to go and check they get back to where they started.

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.

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| Find my mistake (column addition)   * Did I put each numeral in the right place value column? * 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 * 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 our children move towards internalizing what they are doing so that they no longer need a written checklist because they have their own mental checklist stored in their long-term memory. 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.

TO BE DISPLAYED IN CLASSROOMS

**cRimE’s aGainst Wrightin?**

**Have you committed any punctuation crimes?**

Proof read your work and correct these mistakes to fix any crimes against writing!

It is a crime to forget that:

* Every sentence starts with a capital letter
* Every proper noun starts with a capital letter
* We do not need random capital letters in the middle of words
* All sentences must end with punctuation.!?
* I is always a capital letter when alone or in a contraction as a pronoun
* Questions always end with a ?
* Contractions always need an apostrophe to replace the missing letter or letters eg.

**don’t wouldn’t can’t**

* You only need an apostrophe before an s if you are showing something belongs to something else eg

**the boy’s coat, the horse’s leg,**

**the school’s badge**

**cRimE’s aGainst Wrightin?**

**Have you committed any spelling crimes?**

It is a crime to forget that:

* Past tense verbs must be spelt correctly-remember sometimes it sounds like id, t or d but is spelt ed
* We use **an** before words beginning with a vowel and **a** before words beginning with a consonant eg

I saw an elephant and a giraffe.

* We use **was** when the subject is singular (one person or thing) and **were** when you are writing about more than one person or thing

Eg Today was amazing, we were so lucky to go on that trip.

Your personal spelling crimes!

Make sure these words are spelt correctly every time!

Whole Class Feedback Sheet

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| Got it | Needed a little support and then got it |
| Further Support Needed | Common misconceptions |
| Celebrations/Successes | |
| Next lesson notes | |