

TICKHILL ESTFELD PRIMARY SCHOOL

The Intent, Implementation and Impact of Feedback and Marking

Intent

The marking of pupils' work and the feedback they receive, is integral to high quality teaching and learning. At Estfeld, it provides meaningful information to all pupils, recognising their successes, valuing their efforts and motivating them to improve.

Feedback and marking should:

- further children's learning
- be received either within the lesson or in the next appropriate lesson
- give recognition for effort and achievement
- respond to the learning needs of all pupils
- inform planning
- aid target setting for a class, group or individual
- involve all adults working with the children
- be accessible to all children
- empower children to take responsibility for improving their own work
- give pupils opportunities to share their feelings and concerns about their work
- be part of our wider Assessment for Learning process to enable all pupils to make good progress.

Implementation

Verbal feedback is our primary method of furthering the development of knowledge, skills and understanding after the initial part of a lesson. Effective verbal feedback has a huge impact on our pupils' attitude to learning as well as their progress.

Key principles:

1. Give 'in the moment' feedback.

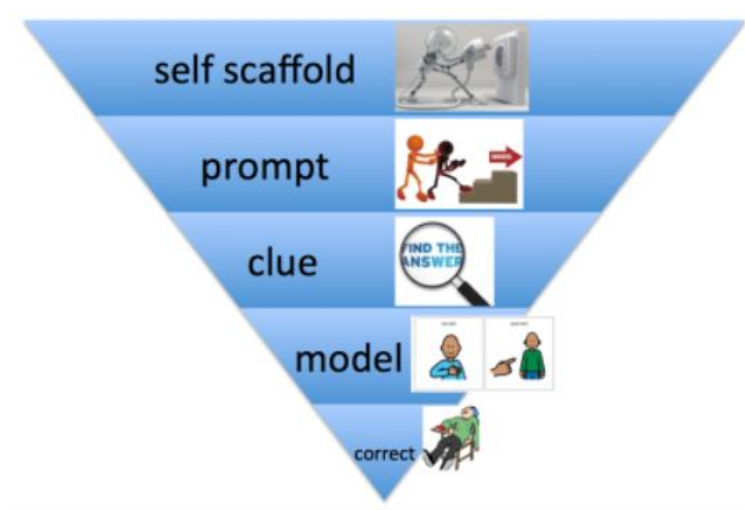
Research indicates that the quicker we provide feedback, the greater the impact on progress (Shirley Clarke). In our classrooms 'live' marking is used as the lesson progresses so children have the opportunity to act on advice and improve their work immediately. During a lesson, teachers are always engaged in feedback that is 'in the moment'. We're always on the move, often with pen in hand, offering advice, identifying and clearing up misconceptions or errors as we go. This is also an opportunity to model the use of our marking key to encourage pupils to sort out mistakes as they are working.

2. Use mini-plenaries

These offer the opportunity to reflect on what has happened so far in the lesson, looking back at the focus, objectives or success criteria. Pupils have the chance to make edits or corrections, individually or with a partner. The teacher may use this time to show work on the visualiser and offer collective constructive feedback.

3. Make pupils think

We encourage pupils to take responsibility for moving their learning forward. The teaching triangle from the MITA materials (Maximising the Impact of Teaching Assistants) shows the sequence of support teachers and teaching assistants deploy. These range from small nudges (*What do you need to do now? Is there anything on the board that can help you?!*) to lesson specific clues (*Would it help if you looked at the 100 square/our key words/my model?!*) and finally to modelling the lesson again.



Peer and self-assessment skills will be supported and developed throughout school.

All work will be seen by the teacher and reviewed to decide the next steps for the class, for groups within the class or for individual pupils.

Marking English

- Each class has a marking key which is shared with the learners and displayed for learners and carers to refer to. Each class' marking key shares the same principles and symbols with more detail being introduced as the pupils progress through school.
- To encourage independence, teachers may indicate vaguely where an error is (for example, signalling there is an error in a paragraph) and challenge the pupils to 'seek and destroy' the errors rather than being shown where they are.
- Pupils views are valued. They are given opportunities to highlight the best examples of successes from the lesson focus or to draw the attention of the teacher to the areas they felt stuck on or think they didn't achieve quite as well (for example, using a wiggly line to indicate a spelling they were unsure of, but had a go).
- Work is marked in pencil or pen depending on the task. Pen is used when the learners are going to 'correct' or improve their work so that they can see errors quickly and clearly. Pencil may be used if the work is 'best' copy so the pupil's hard work is the focus rather than the teacher's marking.
- Spelling errors will be noted and the opportunity given to practise the words. Teachers will use discretion when marking spelling. Key words, given words and spellings already covered will be expected to be accurate and should be corrected.
- Comments will be focused and purposeful. They may also indicate attitude to learning and celebrate effort and achievement.

Marking Mathematics

- Work will be marked in black.
- Green highlighter will be used to indicate something needs thinking about.
- If required, 'Now...' statements or 'Next steps' advice will be highlighted.
- Learners will correct errors in green pen or pencil.
- Children are asked not to rub out mistakes. Mistakes are an important part of learning and help teacher and learner understand what went wrong and how to improve.

Impact

The marking and feedback policy will be reviewed every term at staff meetings.

This is to ensure it remains useful and relevant to the needs of our pupils. Our dialogue should focus on these core questions:

- Does our marking and feedback policy help pupils understand what they have done well?
- Does it help them understand how to improve?
- Do books, displays, learning walks and classroom observations show visible signs of progress to show the effectiveness of the policy?
- Does it support teachers in building an accurate picture of pupils' knowledge and understanding in order to plan the next steps in learning?

"Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning."

— Dylan Wiliam, *Embedded Formative Assessment*