



Marking and Feedback Policy

Rationale

At Brunton First School we believe that a successful quality marking and feedback policy will contribute to all children being active participants in their learning enabling them to reach their academic and personal potential. With this in mind, our feedback will be done with the sole purpose of...

1. Improving knowledge, skills and understanding
2. Motivating, encouraging and raising self-esteem.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and the Department for Education's research into teacher workload. We have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendation, and those of the DFE's expert group which emphasises that marking should be: **meaningful, manageable** and **motivating**.

Principles Outlined

The Education Endowment Foundation lays out three key principles, central to this policy. Teachers should:

- 1. Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment**

Before providing feedback, teachers provide high quality instruction, including the use of formative assessment strategies. High quality initial instruction reduces 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). Further information regarding high quality instruction can be found in our Teaching and Learning Policy.

- 2. Deliver appropriately timed feedback, that focuses on moving learning forward**

Teachers 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 focuses 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.

- 3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.**

Careful thought is 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, therefore, implement strategies that encourage learners to welcome feedback, and they monitor whether pupils are using it. Teachers also provide opportunities for pupils to use feedback. Then the feedback loop is closed so that pupil learning can progress.

Principles Explored

Principle 1 – Lay the foundations for Effective Feedback

The first task of the teacher is to provide effective instruction through high quality teaching. Feedback alone is unlikely to provide pupils with a full understanding of the knowledge, skills, and concepts required and so initial teaching is crucial. Without it, feedback may be left with too much work to do.

The characteristics of effective instruction vary by phase and subject. However, outlined below are some general principles.

In delivering effective teaching, teachers:

- build on pupils’ prior knowledge and experience
- avoid overloading pupils’ working memory by breaking down complex material into smaller steps
- encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills (Rosenshine Principles)
- deliver a carefully-sequenced curriculum which teaches essential concepts, knowledge, skills, and principles
- use powerful analogies, exciting hooks into the lesson, illustrations, examples, explanations, comparisons, and demonstrations
- are aware of common misconceptions and prepare strategies to counter them
- need to have a clear idea of what the learning intention is and should share this with pupils
- plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning
- adapt teaching in a responsive way to support all learners while maintaining high expectations for all
- provide pupils with tools and strategies to plan, monitor, and evaluate their learning
- use of formative assessment strategies: providing teaching that is adaptive to pupils’ needs and using evidence about learning to adjust instruction to ensure that learning moves forward (see below for the 5 key strategies of formative assessment)

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Eliciting evidence of learning.	3. Providing feedback that moves forward.
Peer		4. Activating learners as instructional resources for one another.	
Learner		5. Activating learners as owners of their own learning.	

Wiliam (2018)

Principle 2 – Deliver appropriately timed feedback that focuses on moving learning forward

Feedback interventions delivered during learning, immediately after learning and up to a week after, are all associated with similarly sized positive effects on attainment. When choosing the timing of feedback, teachers’ judgement is crucial. They consider the following:

Task - The timing of feedback may need to be adjusted depending on the task that pupils are undertaking. Some tasks may give feedback themselves so immediate feedback may not be necessary.

Pupil - Some pupils may benefit from more immediate feedback whereas others could improve as a result of delaying feedback. Teachers monitor pupils’ progress in tasks, assessing which pupils may need support unproductively (who may require a hint or a steer in the right direction or may want some immediate feedback in order to feel more supported) and which pupils may be progressing well. Providing feedback to pupils already working well may distract them or even deprive them of the

opportunity to learn and get to the answer themselves. A pupil may well fall between these groups and a teacher may then look to provide scaffolded feedback, varying the amount of feedback depending on the pupil to ensure that they are not given the full answer but given enough guidance to usefully progress.

The Class - For example, upon setting a task, a teacher may notice early on that a particular misconception has arisen across a large proportion of the class. Teachers look to identify these misconceptions early on and, if widespread enough, may opt to provide immediate whole-class feedback or re-teach that particular area of content.

Principle 3 – Plan for How Pupils will Receive Feedback

Receiving Feedback - A variety of factors may influence whether pupils seek and welcome feedback—and are then able to use it effectively—and these may affect pupils differently. Careful consideration is therefore needed when offering feedback to pupils. Factors that influence a pupil's use of feedback include:

- Pupil motivation and desire for feedback
- Self-confidence and self-concept
- Trust in the teacher
- Working memory

Discussing the purpose of feedback - Conducting discussions with the class, or with particular individuals, on why feedback is being given may support pupil motivation and desire to receive feedback. The key is to emphasise that feedback is provided not to be critical but because the teacher has high standards and fully believes pupils can meet them.

Modelling the use of feedback - Pupils may be more likely to welcome and use feedback if this is modelled to them by their peers. If a peer expresses a willingness to receive feedback and recognises that feedback is not designed to be critical of them but offered to improve their learning, a pupil is more likely to use feedback to improve their own learning. Teachers, therefore, look to explore ways of modelling the effective use of feedback. For example, whole-class discussions focus on a learner who has improved their work because of feedback. Additionally, the effective use of feedback is celebrated when it happens in the classroom.

Providing clear, concise, and focused feedback -


- Providing clear and concise feedback (which features task, subject, and self-regulation advice) supports teachers in offering feedback that does not 'overload' pupils.
- Ensuring pupils understand the feedback given.
- Careful thought is given to the language and content used in feedback to ensure that pupils understand what the teacher is saying.

Consistency of Expectations

The sole purpose of feedback should be to further children's learning. Teachers should be guided by the principles outlined in this policy, alongside their own professional and research informed autonomy as teachers. The school also recognises the importance of having a minimal set of consistent expectations seen across classes. To achieve this, we have identified the following expectations:

Expectations	Examples
All learning should be assessed in some form	<ul style="list-style-type: none"> • Questions and discussions • Looking through a child's book and reading their work • Making notes and record keeping
Effective feedback should focus on moving learning forward, targeting the task, subject and self-regulation strategies	See Appendix 1 for specific details outlined from the guidance report 'teacher feedback to improve pupil learning'
Verbal feedback moves children on in their learning and children know what they need to do.	<ul style="list-style-type: none"> • Whole class feedback • Small group feedback • Individual feedback • Pupils can talk about what they need to do next to improve • WOW write feedback
Outcomes should inform future planning	<ul style="list-style-type: none"> • Adaptations made to subsequent lessons • Support and extension provided • Resources sought/created • The 'next step' often is the next lesson • Adaptations made to longer term planning (including subsequent years) • Identify those in need of SEND provision or catch- up lessons
Feedback should empower children to take responsibility for improving their own learning	<ul style="list-style-type: none"> • Self-assessment / self-marking • Proofreading / editing • Reflecting on learning and identifying next steps • Children to be able to talk about what they have learnt and what they need to do to improve.
Written comments can be used when considered the most effective and efficient way of moving learning on	<ul style="list-style-type: none"> • Simple reminders about expectations • Identifying errors for the very few pupils who are otherwise unable to locate their own errors

Marking and Feedback Codes

Symbol	Yippee Yellow	Pink for Think Dot	Pink for think Underline	Black pen - Step up Challenge	Green pen	Support S	Independent I
		●	—			S	I
Meaning	Learning objective achieved - highlighted in yellow Success throughout the work is highlighted	Teacher to dot the spelling / punctuation error to provide an opportunity for the child to correct it in their green pen	Teacher to underline the grammatical error to provide an opportunity for the child to rephrase the section in their green pen.	Teacher to use this symbol to indicate a live immediate challenge has been given to the child. The child will use their green pen to show how they have responded to the challenge.	Children respond to feedback using a green pen to show corrections and improvements	Teacher to use S to indicate support has been provided. There should be Movement from S to I on a page	Teacher to use I to indicate when a task has been completed independently after support (S) has been provided.





Teacher Workload

When designing our Feedback Policy, we have been particularly aware of 'opportunity cost' - written marking is time consuming and reduces the opportunities teachers have to complete other tasks which benefit learning. A strategic minimal marking approach is therefore expected, with an emphasis on verbal feedback wherever possible. Time gained through this should be spent researching, planning, preparing and resourcing subsequent lessons, as well as teachers developing their own pedagogical and subject knowledge to deliver top quality lessons across the curriculum.

Monitoring and Review

- This policy will be reviewed at the end of July 2023 and then termly initially. After one full cycle this policy will be reviewed **annually** by the Headteacher/Deputy Headteacher
- Any changes or amendments to this policy will be communicated to all staff members by the Headteacher/Deputy Headteacher
- The scheduled review date for this policy is **July 2023, then Termly and then September 2024**

Appendix 1

	Feedback more likely to move learning forward			Less likely
	<p>Task</p>  <p><i>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.</i></p>	<p>Subject</p>  <p><i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i></p>	<p>Self-regulation strategies</p>  <p><i>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.</i></p>	<p>Personal</p>  <p><i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i></p>
KS1 examples	<p>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?'</p>	<p>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.'</p>	<p>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.'</p>	<p><i>'Great work—you're brilliant at maths!'</i></p>
KS2 examples	<p>In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features.</p> <p><i>'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'</i></p>	<p>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".'</p>	<p>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.'</p>	<p><i>'This is ok, but you are better than this!'</i></p>

Taken from [Teacher Feedback to Improve Pupil Learning.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/Teacher_Feedback_to_Improve_Pupil_Learning.pdf)