

Nanledra School



Feedback & Marking Policy

January 2018

Our Policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and Sutton Trust

EEF 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 it is meaningful
- Provide specific guidance on how to improve and not just tell pupils when they are wrong

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 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 to pupils according to age and ability
- Feedback delivered closest to the point of action is most effective and as such feedback delivered in lessons is more effective than comments provided at a later date
- Feedback is provided to both teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments
- Feedback is part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils, allowing them to make good progress
- All pupil's work should be reviewed at the earliest opportunity so that it might impact on future learning. When work is reviewed it should be acknowledged in books.

Type	What it looks like	Evidence (for observer)
Immediate	<ul style="list-style-type: none"> • Includes teachers gathering feedback from teaching including mini-whiteboards. Book work, verbal answers/comments etc • Takes place in lessons with individuals, groups or whole class • Often given verbally to pupils for immediate action • May involve 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 	<ul style="list-style-type: none"> • Lesson observation/learning walk • Some evidence of annotations/markings codes • Improvements evident in books either through editing or further work
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves groups or whole class • Provides an opportunity for evaluation of learning in the lesson • May take the 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, focussing on areas of need 	<ul style="list-style-type: none"> • Lesson observation/learning walk • Timetabled pre- and post- teaching based on assessment • Some evidence of self- and peer- assessment
Review	<ul style="list-style-type: none"> • 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 • May lead to targets being set for pupil's future learning 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments • Adaptations to planning/teaching sequences • Use of annotations to indicate future groupings

Spelling

It is vital to have a positive attitude towards a child's approach to spelling in the Early Years and to correct errors with sensitivity. As the emergent speller becomes more confident they should be expected to use their phonic knowledge (where appropriate to a word).

At all stages children should be encouraged to read through their work before the teacher marks it and where able make a redraft. They should correct their own work or put a line underneath those words they believe are misspelt. Children should also be encouraged to use a dictionary and to ask another child or adult in the room.

In Year 1 the teacher will correct key spelling verbally (in particular the key words that have already been learned) and expect the pupil to write a correction at the time.

In Year 2 to Year 6 the teacher marks a misspelt word with a line under it and writes the correction in the margin or at the end of the piece of writing. The pupil will write the corrected word 3 times. Corrections should lead to new learning. Children will have access to dictionaries, word-lists and word-mats.

In Year 6, from the spring term there is a whole class expectation for pupils to redraft and self-correct up to 5 spelling mistakes per piece of writing using dictionaries and spelling lists independently.

Grammar, Punctuation and Vocabulary

Children should use appropriate punctuation for their age and ability.

In KS1 it is necessary to read children's stories with them, enabling discussion of appropriate grammar, particularly tense. Children should also read their writing to other children who can also make comment which lead to redrafting and editing.

In KS2 written comments should be positive and where appropriate, appreciative of content and give guidance as to how improvements can be made. Feedback should be focussed on a child's personal target and diagnostic in approach. Time should be given for children to read and respond to feedback.

Composition

Feedback should be focussed on a child's personal target and diagnostic in approach. Children should be given opportunities to respond to the teacher's feedback. In "Black Books" feedback is written using green pens.

Whole class feedback

Dedicated time will be allocated to enable pupils to respond to whole class feedback. These sessions will result in corrections and improvements to writing.

Peer to Peer feedback

This will also be provided in allocated time and children will be trained to use the "feedback sandwich":-

- positive comment
- constructive criticism with an explanation of how to improve
- positive comment

Mathematics

Where a child has made an incorrect computation the teacher should mark this with a dot to indicate where the mistake was made.

Teachers should encourage children to work out what part of their maths is incorrect, enabling further understanding. Children should also be asked to check their own work before the teacher.

Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer

REFERENCES

A Marked Improvement?

A review of the evidence on written marking

Education Endowment Foundation

April 2016

What makes great teaching?

Sutton Trust

October 2014