Policy for
Feedback and Marking

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Staff Responsibility:	A. Ashraf
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What is Feedback?
Feedback is a simple message which has an aim to stimulate, reinforce, reorient, readjust or accelerate the learner's mental (cognitive) processes in hope of changing the learning processes.

How effective is it?
Feedback has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement. Regular feedback keeps the teacher in tune with the class, group and individual needs within the class and helps to raise standards. It is only effective if a window is found into the cognitive system of the learner. Feedback is part of the rationale for Assessment for Learning (AfL).

Feedback forms an essential part of children's learning. It is specifically for the child's benefit and is provided to help them move on in their understanding. It forms an important part of the assessment process for both the child and the teacher and helps them to understand and plan the next steps in learning.

Effective Feedback (Hattie and Tempereley 2007) should address:
- Where am I going (some sort of goal)?
- How am I doing (progress comment)?
- Where to next (what to do)?

It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals.

Effective feedback is fraught with difficulty, as learning is a complex cycle. What is important is that there should be a balance of teacher, peer and self feedback which has a greater impact on the mental process. At Tetherdown, we believe that we need to understand the learner to find the most effective way they take on board the feedback.

Feedback is the tool teachers use daily to find what children have done, and where they need to go next. Feedback consist of a dialogue between teacher and child, a group or a class, and will provide pupils with information about how they have performed in relation to the learning intention/objective(s), and the next steps necessary to improve the work.

How is feedback seen in the classroom:
Feedback can be verbal or written and should be used in combination throughout the learning:
- Verbal and written, through tests and ICT feedback from the teacher.
- Verbal and written feedback from the peer – directed by the teacher.
- Verbal and written feedback from the pupil (self) - directed by the teacher.

At Tetherdown we recognise that verbal (through teacher, self and peer) feedback is far more effective than written feedback.

Effective feedback
A balance of all types of feedback is effective feedback.
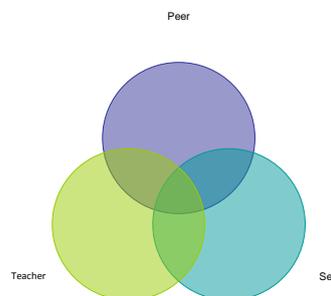
At Tetherdown we give feedback to:
- Show that we value their work and encourage them to do the same.
- Boost their self esteem and aspiration through praise and encouragement.
- Allow children to build a realistic picture of their strengths and weakness and foster a culture whereby it is alright to make mistakes, but then to learn from and remedy them.
- Offer specific information on the extent to which they have met the learning intention and /or the individual targets set for them.
- Promote self assessment whereby they recognise their difficulties and are encouraged to accept guidance from others.
- Share expectations.
- Gauge their understanding and identify any misconceptions.
- Provide on-going assessment to help inform future lesson planning.
- Provide a basis for summative and formative assessment.

Verbal / Oral Feedback
Oral feedback is the most important, most immediate and most useful for feedback for children to receive and act upon.
This includes the encouragement of a dialogue between the teacher (teaching assistant/adults and the child) to endorse, that mistakes or challenges are part of learning. This dialogue can be seen either on an individual scale or whole class - during the lesson or the plenary. This is effective with good questioning which encourages deep and critical thinking. At Key stage 1 there will be more emphasis and time made for verbal feedback. To further develop this we encourage the children in key stage 2 to write down the verbal feedback given by the teacher.

Written Feedback (Marking)
There are two main reasons for marking: to give a written assessment record and to provide comments about the quality of children's work and how they can do better next time. Teachers spend a great deal of time marking children's work. Used properly, marking and feedback are essential tools for ensuring that children learn more effectively and understand what they are aiming for, and they can provide strategies for success and ways to move forward.

Guidance for written feedback:
Teacher marking is only effective if:
- it informs both the child and the teacher of what has been achieved and what needs to happen next
- the child has an opportunity to read / respond to the marking
- it is informing the teacher of learning needs which can be incorporated into future planning

Remember that:
- marking is most effective in the presence of the child
- children should be given time to read/reflect on/respond to marking
- effort should be acknowledged alongside achievement

Marking and feedback by teachers should take some of the following forms, as appropriate to the work:
- marking should be related directly to the learning intention / success criteria
- See Appendix B, useful symbols to be understood by the class they are working with. These symbols should be shared with the children and displayed in the classroom.
- positive comments and guidance to pupils to moving their learning forward
- pose an open question specifically related to the success criteria or learning intention. to think about next steps
- a correct example given by teacher

- a request to do some corrections
- verbal feedback to be acknowledged in books
- Use of stickers and stampers, to show consistency in year groups and the school.

Further strategies to promote effective feedback:
- use of continuous oral feedback and at the beginning of lessons
- use of the visualiser and mini plenaries to model and share good examples
- asking children to check their work again referring to success criteria (with time given to do so)
- drawing attention to how children have moved on
- time allocated for conferencing with pupils
- Achievement Awards
- Displays within the writing or on post it notes.

Quality Marking, used with children's written assessments each term from Y2-Y6.
- Show success in relation to the learning intention, expectations of the task or the child's personal target
- In Year 6 introduce grading schemes to help with SATs
- Indicate one or two areas of improvement
- Give an improvement suggestions such as a reminder or a scaffold
- Time given for the child to read the marking and make improvements
- Give children spaces to develop these targets (with a variety of ways such as learning rulers, journals, within independent learning time)
- This will provide parents the understanding of where they child is and guidance for next steps.

Teachers will only comment on spelling and grammar in the following cases:
- If spelling and grammar were part of the lesson
- If it is a spelling or grammar point that should be known and be used by the child
- When writing is proof read and used for displays or for real life situations e.g letters, competitions.
- If related to a child's target.

Not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into the planning.

As the children progress though key stages, written feedback will be built upon incrementally.

Common framework used for teacher written feedback (marking)
Teachers' handwriting needs to be legible as a model for the child and in green ink (in contrast to the child's work).
The style of the feedback provided for different activities and different curriculum areas will vary according to the judgment of the individual teacher and will be based on the benefit it will have on the learning of the child.

Self Assessment (Meta-cognitive and self-regulation strategies)

What is it?

Meta-cognitive and self-regulation strategies (sometimes known as 'learning to learn' strategies) are teaching approaches which make learners think about learning more explicitly. This is usually by teaching pupils specific strategies to set goals, monitor and evaluate their own learning. Self-regulation refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. Overall these strategies involve being aware of one's strengths and weaknesses as a learner, such as by developing self-assessment skills, and being able to set and monitor goals. They also include having a repertoire of strategies to choose from or switch to during learning activities.

How effective is it?

Meta-cognitive and self-regulation approaches have consistently high levels of impact. It is usually more effective in small groups so learners can support each other and make their thinking explicit through discussion. This can be seen in the classroom through talk partners. Encouragingly the evidence suggests that teaching meta-cognitive and self-regulation strategies tend to be particularly effective with lower

achieving pupils, as well as with older students. The potential impact of approaches which encourage learners to plan, monitor and evaluate their learning is very high.

Guidance on self-assessment

However it can be difficult to achieve these gains as this involves pupils in taking greater responsibility for their learning and in developing their understanding of what is involved in being successful. There is no simple strategy or trick for this. It is possible to support pupils' work too much, so that they do not learn to monitor and manage their own learning but come to rely on the prompts and support from the teacher. A useful metaphor is scaffolding in terms of *removing* the support and dismantling the scaffolding to check that learners are taking responsibility to manage their own learning.

- In Maths – children should only self mark (not peer) especially for mental maths tests.

- Use of instant feedback signs such as thumbs up, traffic lights or smiley faces   (see appendix C to Assessment Policy).

- Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential, but require careful implementation.

- For Reception-Year 1 children should focus on the positive elements of their learning.

- Teach pupils explicit strategies to plan, to monitor and to evaluate their learning, and give them opportunities to use them with support and then independently (What resources helped you? What questions helped your understanding? How did your partner/group help you?)

- When using approaches for planning, ask pupils to identify the different ways that they could plan (general strategies) and about best approach for a particular task (specific technique).

- Monitoring involves identifying the key steps they need to be aware of as they go through a task to keep it on track. (Where might this go wrong? What will be the difficult parts?)

- Evaluating can be part of the process of checking so that it feeds into the current task as it nears completion (Can you make it better? Are you sure this is right?). It can also feed forward into future tasks (What have you learned that will change what you do next time? What do you now need to work on?).

Peer Assessment (Peer Tutoring)

What is it?

Peer assessment is range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. In cross-age tutoring an older learner takes the tutoring role and is paired with a younger tutee or tutees. Peer-Assisted Learning is a structured approach for mathematics and reading.

In Reciprocal Peer Tutoring, learners alternate between the role of tutor and tutee. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success. Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning.

How effective is it?

The evidence of impact is relatively high. The benefits are apparent for both tutor and tutee (particularly in cross-age tutoring), though the approach should be used to supplement or enhance normal teaching, rather than to replace it. There is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains. Though both pupils involved gain, cross-age tutoring appears to offer slightly greater benefit for tutor than tutee. The learner is in the best position to judge the effectiveness of feedback, but may not always recognise the benefits it provides. Therefore, the pedagogic literacy of students is key to evaluation of feedback and feedback processes.

For many children working in pairs means less risk taking. It is also a valuable skill as pupils may accept from one another criticism of their work which they would not take seriously from their teacher. This will take place through either peer oral discussion or peer marking.

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

Feedback that is effective on self regulation all depends on:
- Capability to create internal feedback and self-assess
- Willingness to invest effort into seeking and dealing with feedback
- Degree of confidence in correctness of response
- Attributions to success and failure
- Level of proficiency at seeking help.

Expectations
All pieces of learning in books should be acknowledged in line with the approaches listed above: ie either through teacher marking, peer marking or self-assessment.

Overall Strategy for effective feedback

Main points to effective feedback

Verbal feed back by self, pupil & teacher	Peer and self-assessment - polishing pens	Checking marking by self, peer & teacher	Quality marking by self, peer & teacher	Tracking &monitoring
Verbal feedback given.			Two stars and a wish.	

Monitoring the Policy
Senior Leadership Team, Learning and Achievement Group, Phase Leaders and Subject Leaders: monitoring through taking book samples and lesson observations focus on the oral dialogue, learning walks, insets, pupil comments, pupil voice, recording and displays.

Class Teachers: giving a range of feedback in a variety of forms

Pupils: self-assessment and marking, peer assessment and marking and improving their own work

Teaching Support Staff: marking in line with the success criteria, commenting on assistance given

Supply Teachers and Trainee Teachers are required to follow the policy.

Links to other policies
This policy will be reviewed in relation to ongoing action research and the Teaching and Learning Policy.

Marking / editing symbols

Symbols should be clearly identified within the margin or within the piece of work.
Responses to work should be made in
- Green pen (class teacher / adult)
- Red pen (children)

Symbol	Meaning
VF	Someone has spoken to you about your work
Ⓒ	Capital letter
⨀	Full stop
=	Reverse letter
FS	Finger space
SP	Spelling mistake (x3 _____ _____ _____)
blue highlighter	Check your sounds
SP	Self-editing / attempting
O.L.	On the line
∿∿∿	Does not make sense
⟶	Make this better
b/c	Because
∞	Conjunctions
¶	Indented paragraph
✡	Star sentence
⚡	Wish – what could have been done better
∧	Missing word
⌖	Add description
◠	Insert punctuation
/	Delete
◉☺	Good presentation
◉☹	Poor presentation
∴	Therefore
S.C.	Subordinate clause