

# Dykehead Primary School

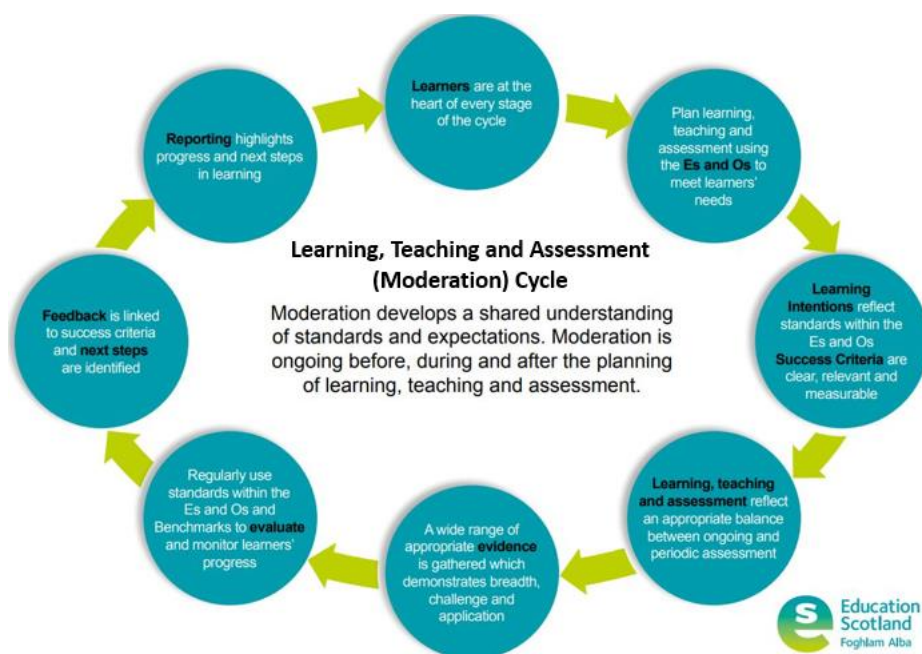
*'Determined Pupils Succeed'*



## Feedback & Marking Policy

### Rationale

The aim of this policy is to ensure clear understanding of the purposes and processes of effective marking and feedback, in order to maximise pupil progress and support pupils in becoming effective learners. Effective marking and feedback is integral to good teaching and learning, and to progress and attainment (EEF, 2021). Feedback is a key component of the Learning, Teaching & Assessment Cycle, and is integrally linked to planning, learning intentions and success criteria. This policy should be read in conjunction with the Learning, Teaching and Assessment Policy.



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### [Aims of marking and feedback:](#)

Effective feedback and marking should aim to:

1. Inform the pupil what they have done well and what they need to do to improve,
2. Support pupil confidence and self-esteem in learning, promoting overall motivation, fostering a growth mindset,
3. Support teachers’ assessment knowledge of each pupil as part of thorough formative assessment, in order to plan and refine next steps in learning,
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

### [Protecting Teacher Workload](#)

Marking has been identified as a significant contributor to teacher workload (EEF, 2021). A consistent and focused approach to feedback and marking should not have a detrimental effect on teacher workload. It should be noted that:

- Written comments are only one form of feedback, verbal feedback and pupil-teacher dialogue are other ways to offer feedback.
- Marking should serve a single purpose – to advance student progress and outcomes. Therefore, if written feedback is offered it should be formative in nature.
- Written feedback is only likely to be of value if children return to these comments in order to redraft, revisit, or inform targets for next learning or next steps (EEF, 2021).
- Before providing feedback, high quality instruction and interaction with learners should take place, alongside formative assessment strategies, to help reduce the volume of feedback needed to address any gaps shown (EEF, 2021).
- Teachers should consider which type of marking is appropriate for each piece of work, outlined below, depending on the purposes and intended learning of the task.

## Types of Feedback and Marking

Three types of marking and feedback occur during teaching and learning at Dykehead Primary:

- ✓ **Verbal feedback**; teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.
- ✓ **Formative Marking** involving coaching learners on how to improve their work towards identified criteria or goals. This occurs through identifying areas of success, as well as feedback given on where an improvement can be made towards achieving the planned learning outcomes.
- ✓ **Self-assessment and peer assessment** of the attainment and success of a piece of work.

All pupils' work should receive one of the three forms of feedback detailed above, completed by Teacher, Support Staff or a peer. No work should go unmarked.

### **The Characteristics of Good Feedback**

- Task focused and with the goal of improvement
- Specific and clear with next steps
- Positive by identifying what has been accomplished
- Timely so that it remains meaningful
- Age and stage appropriate so that it is understandable for the learner

## Formative Marking

All formative assessment should include these 3 elements



Formative feedback should:

- ✓ reference back to the **success criteria**.
- ✓ clearly state **areas of strength**.
- ✓ give **direction on how to improve**.
- ✓ use **age and stage appropriate** language.
- ✓ be appropriately **timed**, based on **observation of learning**.
- ✓ allow time for the **learner to reflect** and **act upon feedback**.

In Mathematics all pupils should have at least one piece of work Formatively Marked by their teacher per week. In Literacy, once piece of daily writing should be Formatively Marked per week. Formative Marking could form a new target or learning intention for the next lesson, or indicate a need for completing a revision or extension task. In P1-3, the Formative Marking process may be managed through visuals or symbols. Additional Formative Marking may also be used as a strategy for pupils who are in need of support.

In extended Writing, which may take place during a writing lesson, or when writing across the curriculum, Formative Marking should be undertaken by the teacher in a cycle, with approximately one third of the class receiving teacher feedback per week. On weeks where the teacher is not assessing, the pupil should peer or self-assess. Formative marking and verbal feedback should be ongoing throughout the Taught Writing lesson, where conferencing breaks in writing take place for each member of the writing trio to revisit their work and make relevant changes. Taught Writing marking should include the use of green and pink highlighters for teacher, peer and self-assessing.

Evidence suggests that the specificity of the feedback, and the faster it is received for the pupil to act upon, are key determinants of impact. (EEF, 2016).

## Self and Peer Assessment

### *Self-assessment*

Pupils will traffic light their work against their learning objective accordingly.

**Red:** 'I find this difficult'

**Amber:** 'I can do this but need more help to feel confident'

**Green:** 'I can understand and do this and this shows in my work'

Opportunities may also be given, particularly for older pupils, to assess their work against agreed success criteria.

### *Peer Assessment*

Pupils will identify one positive aspect of work and suggest one area for improvement. A bank of comments can be provided if appropriate.

Evidence suggests that teachers can over-estimate the degree to which pupils understand success criteria set by the teacher. Success criteria may be more effective if pupils have a role in setting them, after taking part in high quality discussions throughout the lesson. (EEF, 2021).

## Formative Marking Procedures

Formative marking should consist of feedback which is relevant to the purpose and learning intentions, and should follow the procedures below.

### **Green for Go, Think for Pink**

When identifying specific success, the respective work in the pupils' book (literacy or maths) will be identified in green highlighter. The corresponding comment will also be highlighted green.

When identifying an area for specific improvement or extension, the respective work in the pupils' book (literacy or maths) will be identified in pink highlighter. The corresponding comment will also be highlighted pink.

Highlighting can take place during the lesson, or after, as appropriate. Written feedback on these highlighted areas should take the form of "Two Stars and a Wish", or "What Went Well" and "Next Steps".

### **For effective written feedback we:**

- ✓ Find 1 or 2 successes against the **success criteria**.
- ✓ Find the part of the work that has **most scope** for an immediate 'jump' (not simply the worst part!)
- ✓ Write a **short prompt** telling the child exactly what to do to this part of their work.
- ✓ Provide time for them to **read, process** and **respond** to your prompt.

## Building Feedback into Day-to-Day Learning

The following are opportunities to build feedback in to the flow of lessons.

- **Mid-lesson reviews** using the Success Criteria
- **Sharing examples** of work mid-lesson
- **Plenary** sessions (hinge questions)
- **Effective questioning** and interventions during lessons
- **Discussions** and **verbal** feedback
- Giving **time to respond** to written and verbal feedback from previous lesson at the start of the next lesson
- Opportunities for learners to engage in **self and peer assessment**.
- **Editing sessions** for writing lessons

## Types of Errors

It is important to distinguish between mistakes due to carelessness, and errors that show a lack of understanding.

For carelessness, it is often enough to simply indicate where each mistake occurs, particularly when pupils are encouraged to correct them.

If errors demonstrate lack of understanding, the teacher may decide to take different courses of action; where one or two pupils are making the mistake, tackling it individually as soon as possible; or where an error is made by several pupils, working further with this group or using the opportunity to address the difficulty with the whole class.

Evidence suggests that selective marking, which focuses on a particular aspect of learning or type of error, have been more effective (EEF, 2016). For example, when correcting spelling, the teacher could focus on words the child would be expected to know, for example a phoneme or common word which has already been taught.

Where a pupil has a specific learning difficulty, for example Dyslexia, it would not be appropriate to focus marking and feedback on spelling, unless this was the focus of the lesson.

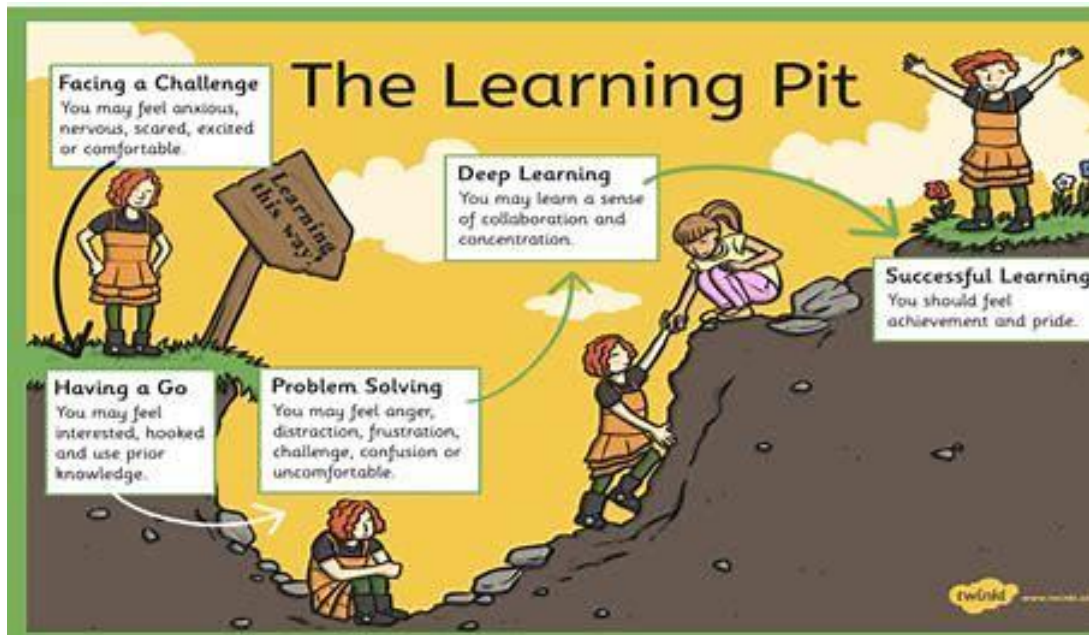
## Next Steps

In marking, next steps should not merely refer to the next block of teaching. Rather, it will relate directly to the learning that was taking place, and identify what the next step would be to progress within this area of learning, or alternatively give a way to apply the learning in another context.



## Growth Mindset

It is important to foster a classroom culture where feedback is accepted in a positive manner. Research suggests that careful consideration should be given towards how pupils receive feedback (EEF, 2021). A positive classroom ethos where children openly work with a growth mindset will be open to welcoming feedback and using it improve their learning outcomes. Children should see mistakes as an opportunity to learn, and challenge in learning should be supported with dialogue about the 'Learning Pit' and what strategies we might use to work our way out. Teachers should ensure that pupils have the opportunity to work with their feedback in order to progress with their learning (EEF, 2021).



### Monitoring and Evaluation

The SMT will monitor the impact of developmental marking through lesson observations and with pupil learning conversations, to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

### References/ Useful resources

Education Endowment Foundation (2016) “A Marked Improvement? A review of the evidence on written marking”

Education Endowment Foundation (2021) “Teacher Feedback to Improve Pupil Learning”