# Feedback and Marking Policy

At Cedar, we are clear that learners being given incisive and timely feedback is an integral part of the teaching and learning cycle. It is our aim to maximise the use of feedback so that it directly impacts pupils and enables them to make progress. We recognise that the purpose of feedback is to improve the learner, not just improving the work.

In designing this policy, we have considered a variety of evidence concerning effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning. Our policy is underpinned by our own research, The Education Endowment Foundation and other expert organisations. The Education Endowment foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, clear and accurate
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. The DFE expert group emphasised that marking should be; **Meaningful, manageable** and **motivating.** We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

**Key Principles**

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil
- There is no expectation that adults' feedback will be written. Any adult writing which is necessary will be in blue pen.
- Learners should receive feedback either within the lesson itself or in the next appropriate lesson/session.
- Teachers ensure that children know that feedback is an important part of learning and children are expected to listen and act upon feedback
- Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress. Teachers use feedback and assessments to adjust their teaching both within and across a sequence of lessons
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming children have securely learnt material based on evidence drawn close to the

point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is secure.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons and progress made, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching. When working with a focus or guided group, adults will decide the appropriate time to leave the group to do this and adapt support based on emerging needs.

2. Summary feedback - at the end of a lesson/task

3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves. This focuses on areas for development identified by the teacher upon review of work after a previous lesson had finished

4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

| **Type** | **What it looks like** | **Evidence (for observers)** |
|---|---|---|
| **Immediate** | • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, questioning (see appendix A), bookwork, hot marking, Carousel quizzes etc.<br>• Takes place in lessons with individuals or small groups<br>• Often given verbally to pupils for immediate action<br>• May involve use of a teaching assistant to provide support of further challenge<br>• May re-direct the focus of teaching or the task (see appendix D)<br>• Includes modelling e.g. using equipment, demonstrating a skill, children then replicating what they have been modelled<br>• Teachers share observed misconceptions with the whole class and encourage feedback from the class to help | • Lesson observations/learning walks<br>• Talking to pupils about how feedback is given and the impact it has had on them as a learner |

| | | |
|---|---|---|
| | correct the misconception<br>• Teachers share good examples of learning with the whole class discussing what has made it successful,<br>• Teachers going through answers with children so they can mark their own work | |
| **Summary** | • Takes place at the end of a lesson of activity including through the use of a salient slide with key information<br>• Often involves whole groups or classes<br>• Provides an opportunity for evaluation of learning in the lesson<br>• May take form of self or peer- assessment against an agreed set of criteria (see appendix A)<br>• May take the form of a quiz, test or score on a game | • Lesson observations/learning walks<br>• Some evidence of self – and peer-assessment<br>• Quiz and test results may be recorded in books or logged separately by the teacher. Carousel or other digital apps can be used for this. |
| **Feedforward:**<br>**'the next step is the next lesson'** | • For writing in particular, sometimes part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work.<br>• Work is analysed daily and errors and common misconceptions addressed in subsequent lessons. This is discussed in year group meetings. On the day interventions are informed by this feedback to plug gaps as soon as possible after the lesson. | • Lesson observations/learning walks<br>• Evidence in books of pupils editing and redrafting their work<br>• Class feedback book (English and Maths)<br>• Talking to pupils about how feedback is given and the impact it has had on them as a learner |
| **Summative** | • Retrieval activities<br>• End of unit or term tests or quizzes | • Retrieval activities in books and online (e.g. Carousel)<br>• Quiz and test results including gap analysis |

Feedback and Marking expectations

- The work of **all** learners in **all** subjects will be seen by a teacher either as part of the lesson or after to inform feedback. Additional adults will also look at work during lessons to provide pupils with meaningful feedback.
- Children or adults will note the following codes in the margin next to the piece of work the child has received support. If no code is written, then the child has worked independently that lesson.
  CT – Class teacher support
  TA – Teaching Assistant support
  GW- Group work
- When looking at work (in lesson or afterwards), children and staff should use the following marking codes:

| code | meaning |
|---|---|
| ✓ | Mini tick under something good or to mark as correct in Maths |
| . | Error in maths – Crosses are not used |
| sp | Spelling code written in the margin.<br><br>Children should identify the incorrect word where they can. For individual pupils, teachers may circle the word to be corrected.<br><br>One line is placed through the incorrect word by the child and corrected by the child above the error.<br><br>Maximum of 3 per piece of work (in line with age expectations/ability)<br><br>For spellings that children are unable to correct independently, teachers will provide additional support ideally within the lesson but we recognise this may be fed forward to a subsequent lesson/activity. |
| ^ | Missed word code written in the margin or at the correct place depending on the child's ability. Child to add in the word in the text. |
| p | Punctuation code written in the margin or at the correct place depending on the child's ability. This will then be corrected by the child above the error.<br><br>Maximum of 3 per piece of work (in line with age expectations/ability) |

- When marking extended writing, teachers may use their professional judgement to decide when marking codes will be applied as this writing may happen over a series of lessons and time should be allowed for children to edit their own work. When **independently** editing their work, children will use a purple 'polishing' pen in Years 2 – 6 and a pencil in Year 1.
- Where children make amendments based on any feedback given, this should be done in pencil (or pen if the child normally uses it). Children must cross out the codes as they have responded to them.
- Teachers will use a whole class feedback book to inform future planning and lessons (example of a template that can be used in Appendix C). Teachers to use this daily for Maths and English but can use their judgement for other lessons.
- In all subjects, lessons will begin with feedback from the previous lesson's learning when applicable e.g. retrieval of skills learnt, addressing misconceptions, setting expectations for new learning

- In English and Maths, before the next lesson, identified children may receive targeted support from an adult based on the identified steps in the feedback book.

Feedback and Marking in EYFS

Children in EYFS spend a small amount of time working in a small focus group or one to one with an adult each week doing various tasks, during this time, work is completed and supported as necessary for each individual child.

Feedback should be given to the child verbally during/at the end of every task and work annotated as detailed below,

- The amount of support given and resources used are noted on the work in the following way :
  I in a circle for independent,
  Initials or name if PPA cover/supply
  TA-teaching assistant supported
  with guidance to how much support was given, this is used for next steps in next focus group.
  For example, Child was supported to hear sounds and was able to write them independently using a sound mat.
- The LO on the children's work will be colour coded to show R - needing lots of support, Y - nearly completing work independently G - working independently.
- Any other feedback relating to letter/number formation is explicit and completed with the child at the time of completing the work. Children may need to practice some letters/numbers (1 or 2 letters/numbers depending on ability/age appropriate/significance to the child).

Feedback on circle/carpet activities are given verbally in a group situation and may be recorded onto Tapestry.

In one to one situations, the adult should use questioning to find out more and ensure that the verbal feedback/questioning moves the children's learning forward. Tapestry is used to record specific activities completed by the children, (scheduled focus areas of learning, Wow moments/activities that have not been seen completed by that child previously). Observations of children's learning including the adult/child conversation is entered into Tapestry. Observations are released through Tapestry to parents by the class teacher.

**Date of policy: September 2023**

**Review date: September 2024**

APPENDIX A: Self and peer assessment and feedback- guidance

- There are tasks that lend themselves to being 'marked' by the child or by a peer.
- For these types of tasks children need to know exactly what they are looking for and taught prescriptively how to use a success criteria crib sheet. The clear and age appropriate success criteria must be present to assess the piece of work - without this children might write things like 'I love your handwriting'.
- As adults we must model a feedback example on the board that moves children forward, i.e. provide a great example of using the success criteria.
- Thinking Hats can be used to structure feedback, as can a BAR key, or another suitable method that identifies strengths, limitations and next steps.
- All self and peer assessment must be quality assured by an adult.
- It is good practice for pupils to write: Write their name 'Assessed/Marked by _____'

What might success criteria look like?

- The use of the class visualizer to support identification for what you are looking for/ how to mark/ your expectations of marking.
- Often in the form of a checklist of statements or questions. Children are asked to look for evidence of success against the clear and specific success criteria in their partner's work and make comments. This will range from using the agreed marking symbols, tick sheets, verbal and written feedback based on the age and appropriateness according to the task.
- The success criteria must be present in the book along with the feedback.

These stages will need to be revisited each time we use self/peer feedback until children become fluent in the process, and even then they will require reminders and scaffolds to support their understanding - they are not expected to be teachers. Scaffolding can be reduced over time but initial training is required.

**S: Say something positive**

- What has your partner done well this week?
- Are they strong at rounding?
- Are they able to write 7 digit numbers in words?
- Are they able to order 6 digit numbers? Are they able to round 7 digit numbers?
- I like the way you…..
- This week you have showed that you are confident with : rounding numbers/writing numbers in words/reading
- 6 digit numbers/reading 7 digit numbers.

**A: Ask a question**

- Write _____ in words.
- Write _____ in numbers.
- What are your top tips for rounding to the nearest, 10, 100 , 1000?
- Out of all this weeks learning, where would you be most confident in being a learning leader in and why?
- What has been your wobble moment and how did you over come it?

**M: Make a suggestion**

Next week I think you need to improve on….

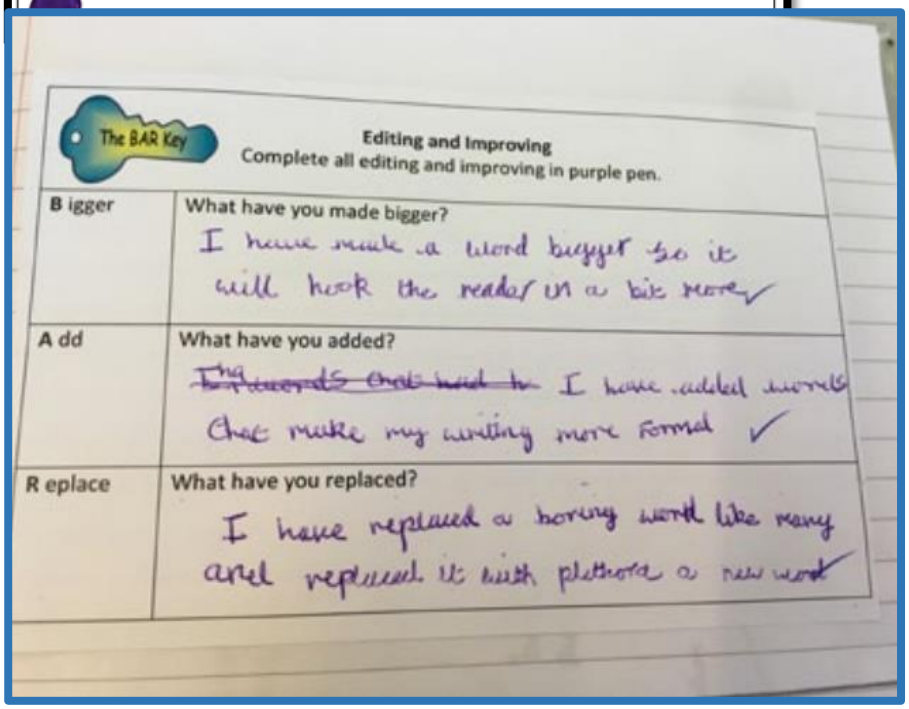
This work was marked by ……

Here the teacher has used a SAM format and used sentence starters to support the children providing meaningful feedback.

| Did I ...? | Self-Assessment | Peer Assessment |
|---|---|---|
| Include the date that the entry was written? | | |
| Set the scene with an introduction | | |
| Describe the event from the writer's point of view? | | |
| Talk about thoughts and feelings? | | |
| | | |
| Use PARAGRAPHS to organise the writing? | | |
| GPAS | | |
| Use my capital letters accurately? | | |
| Use punctuation at the end of my sentences? | | |
| Write in the first person (I, we, me?) | | |
| Write in the past tense? | | |
| Use informal language? | | |
| Use direct speech (Inverted commas) | | |

| | |
|---|---|
| I really liked | |
| I noticed that | |
| I wonder if | |

This example is a tick sheet which children can complete and then use the criteria to write the hat comments below to move the children forward.




Here a BAR has been used to self-assess.

The child has written in what they want to make bigger/better, what they need to add and what needs to be replaced in their work.

APPENDIX B: Targeted questioning- guidance

Questioning is a form of feedback that sometimes we choose to use to:

- Clarify children's thinking. We might rephrase or add small parts to their response.
- Consolidate children's thinking. Praise for a correct answer tells the child they are right.
- Challenge children's thinking. Follow up questions stretch and challenge thinking.

How do we do it?

Sometimes questioning is closed, e.g. multiple-choice questions. These types of questions enable the adults to quickly diagnose any misconceptions and follow up with a clear explanation to correct. These are when we, as adults, are ready to move learning on, e.g. a quick 5 factual response recall questions to check for understanding and children answer on their whiteboards or via an electronic device.

Other times questioning can be more open and lends itself to multiple responses. The questioning here can become more of a whole class episode, i.e. using a 'think, pounce, bounce' technique. With this technique the adult poses a question, and provides the children with some thinking time, which depends on the question. During this phase the adult might input some criteria for responses, i.e. 'I am looking for a response with more than 5 words'. They then select a child to respond. The child's response is then 'bounced' around the classroom as other children are asked to develop the idea, evaluate or offer a different perspective. This is one of many techniques that can be used to provide verbal feedback.

The Q matrix can be used by adults and/or children to design questions and ensure that all levels of attainment are targeted.

| | **is** | **did** | **can** | **would** | **will** | **might** |
|---|---|---|---|---|---|---|
| **What** | What is? | What did? | What can? | What would? | What will? | What might? |
| **Where** | Where is? | Where did? | Where can? | Where would? | Where will? | Where might? |
| **When** | When is? | When did? | When can? | When would? | When will? | When might? |
| **Who** | Who is? | Who did? | Who can? | Who would? | Who will? | Who might? |
| **Why** | Why is? | Why did? | Why can? | Why would? | Why will? | Why might? |
| **How** | How is? | How did? | How can? | How would? | How will? | How might? |

Diagnostic questions can also include multiple-choice questions. In these particular cases each wrong response exposes a particular misconception. Form here the teacher can group the children to focus their support more precisely.

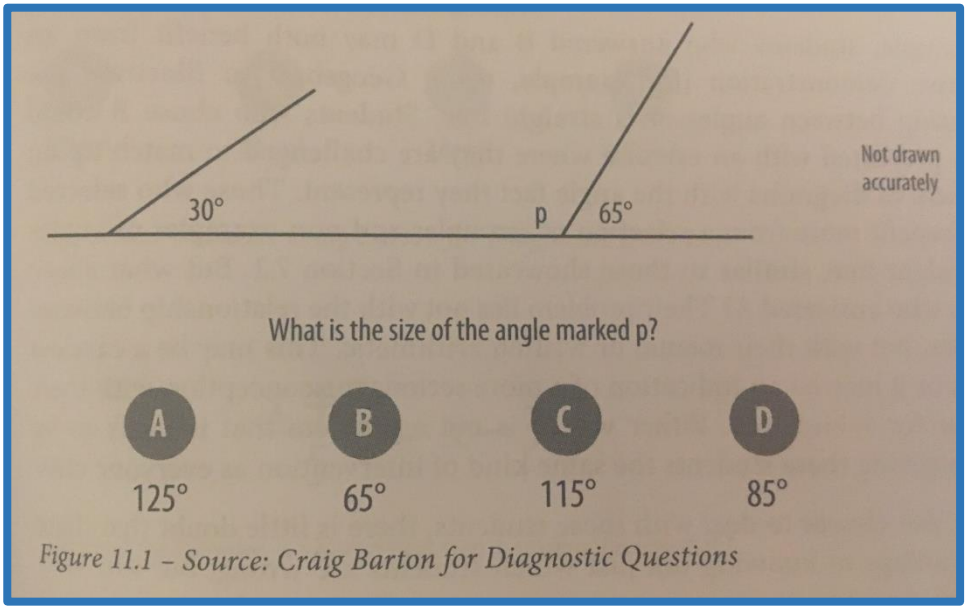
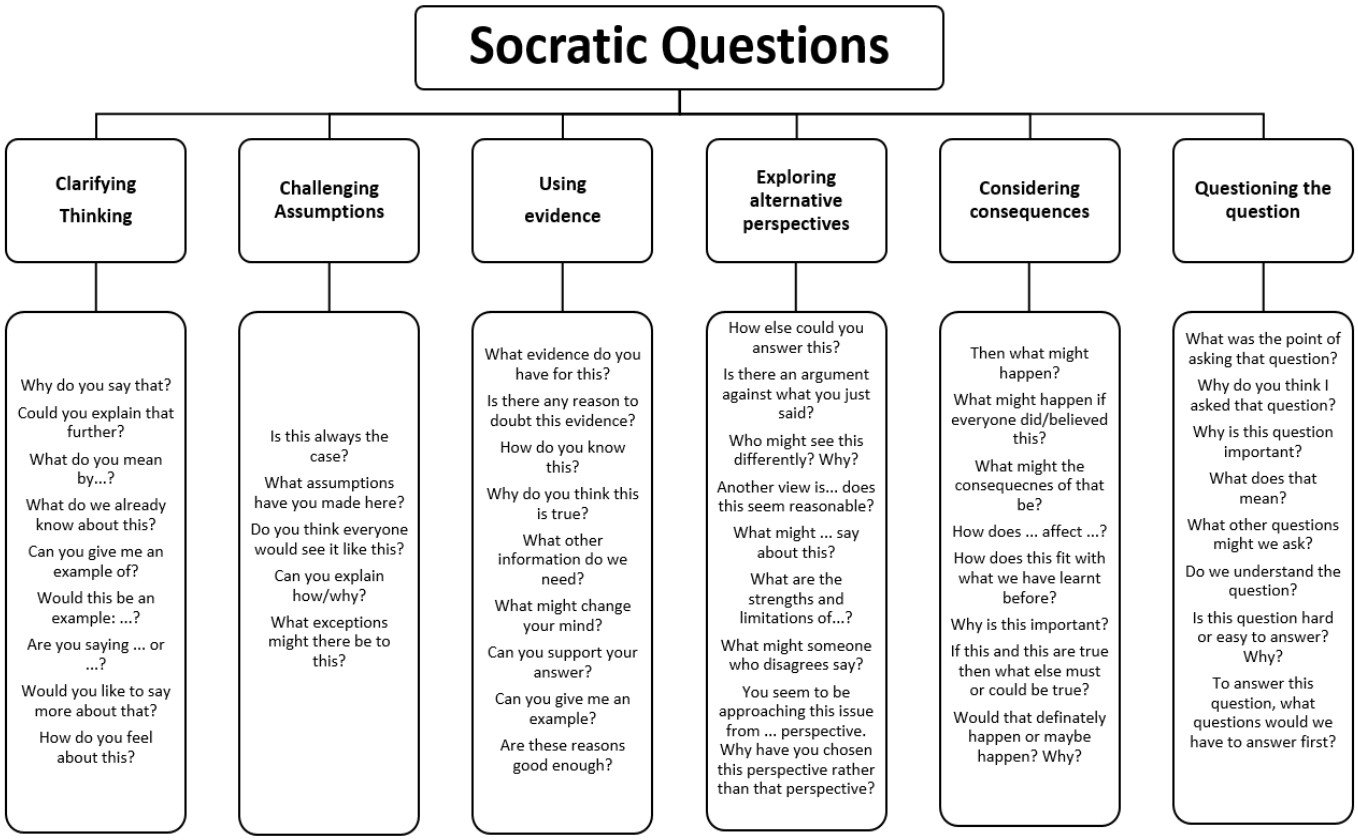


Figure 11.1 – Source: Craig Barton for Diagnostic Questions

Socratic questioning to stretch and challenge all children




APPENDIX C – Example of a feedback sheet within feedback book

| Date | Misconceptions/Mistakes | Next steps/Actions |
|---|---|---|
| | | |

APPENDIX D: Clarify, consolidate or challenge tasks

- These tasks may be used at any stage of feedback but especially at the summary/feedforward stages.
- Children are told which task group to start in as a result of the teacher's marking or assessment. The groups need to be labelled, the three groups are:
  - Clarify - tasks that allow misconceptions to be rectified prior to moving on in learning.
  - Consolidation - tasks that reinforce learning points and corrects misconceptions.
  - Challenge - tasks that extend and test the depth of understanding.

How do we do it?

Using the most appropriate form of verbal or written feedback identify children who require:

1) A: Clarify task or question – children who have shown little or no understanding. There might be times when it is better to take these children as a huddle group to one table or around the board to complete the task with guidance and extra input as required.
2) B: Consolidate task or question – children who have shown good understanding and can work on a similar question to consolidate their understanding.

3) C: Challenge task or question – children who have shown very good understanding and can be given a more difficult but similar task or asked to explain their thinking, provide a different opinion, provide an example or form an analogy, etc.
4) At the beginning of the next lesson the children are given a group to start in. All adults circulate to check for understanding.
5) All of the tasks must be on the board so that if a child is getting the consolidate questions correct then they can be moved by an adult up to challenge questions and vice versa. Children do not select where they start – the teacher moves them up or down depending on how the children are progressing.