



Feedback and Marking Policy 2020

Rationale

At Consett Junior School, our aim is to ensure that marking is meaningful, manageable and motivating. Giving feedback is an integral part of the teaching and learning cycle, and we aim to maximise the effectiveness of its use in practice. We are mindful of the research surrounding effective feedback and we believe that at its heart is an interaction between teacher and pupil. We have considered workload implications of written marking and feel that quantity should not be confused with quality. We feel that feedback should be given in order to have the highest possible impact on the progress of the pupils and this is at the heart of our practice in school. Our policy is underpinned by the evidence of best practice from 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, accurate and clear
- 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. As such we have investigated ways to provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, manageable and motivating.**

It is vital that we, as teachers, demonstrate, to pupils, how to respond to comments or improvement prompts in their work. Modelling, at all levels and in all classes will ensure pupils respond appropriately with sufficient thought and effort to make a difference in their work. Over time, children's responses will mature although the highest expectations should extend to corrections, improvement prompts and additional challenges.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Effective feedback is an important part of the learning process which can be:

1. Immediate feedback – at the point of teaching

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 areas for development identified by the teacher or complete an additional challenge
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

These practices can be seen in the following table:

Type	What it looks like	Evidence
Immediate feedback	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of an adult to provide support of further challenge • May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Book monitoring
Summary feedback	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer-assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher’s further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of self – and peer-assessment • Quiz and test results may be recorded in books or logged separately by the teacher
Next lesson feedforward	<ul style="list-style-type: none"> • Challenge activity • Corrections completed independently or through verbal feedback with an adult or peer 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Evidence in books of pupils editing and redrafting their work in green pen
Summative feedback	<ul style="list-style-type: none"> • End of unit quiz or test to check understanding • Application of skills task eg through problem solving and reasoning questions 	<ul style="list-style-type: none"> • Book monitoring • Lesson observations • Learning Walk • Test/quiz scores

Each member of staff (including students and supply teachers) must use the marking guide, on the next page, to support them in sharing feedback effectively with children as part of the learning process.



Consett Junior School Marking Codes



Code	Meaning
P	I need to take pride in the neatness of my work.
vf	Verbal feedback/discussion has happened.
Vf needed	Verbal feedback/discussion is needed.
Green Highlighter	This shows something that I have done well. Correct work may also be ticked.
Pink Highlighter	X this shows something that I need to improve or correct.
Challenge/W	Something to be done to improve my work. There does not need to be one of these every lesson.
SP	There is a spelling mistake. Correct spellings should be written in the margin.
p	There is a punctuation error. It could be . , ' ? ! " "
CL	A capital letter is missing or in the wrong place.
//	Indicates where a new paragraph should be used.
^	Where to put in a missing word or words.
[] Pink brackets	These show a sentence or paragraph which I need to up-level and improve in green pen.