



Learning for Life

Fawbert & Barnard's Primary School

Feedback and Marking Policy

Ratified by Governors: November 2021

Review Date: November 2024

Intent:

At Fawbert and Barnard's Primary School, we believe feedback and marking should be consistent throughout the school and in all year groups from EYFS to Year 6. It should be understood by all children, parents and staff. This policy is underpinned by a variety of research including research from the [Education Endowment Foundation \(EEF\)](#).

Meta-analysis by the Education Endowment Foundation 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 the 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

Feedback and marking will enable pupils to build their knowledge and skills across the curriculum towards clear outcomes. Feedback and marking will address gaps in pupil's knowledge and skills and enable them to overcome disadvantage. It will address pupil's reading skills across the curriculum and ensure that pupils are able to acquire the intended knowledge and skills to be educated citizens.

Feedback and marking should:

- further children's learning and enable their learning habits across the curriculum to be developed in preparation for their learning journey
- empower children to take responsibility for improving their own work; it should not take away this responsibility by adults doing the hard thinking work for the pupil
- ensure that written comments are only used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher
- enable children to receive feedback either within the lesson itself or in the next appropriate lesson
- be a variety of verbal feedback given within the lesson or live marking opportunities for children to correct their mistakes
- be a part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- take into account that 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 that children have securely learnt material based on evidence drawn close to the point of teaching it. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking as well as research from cognitive science regarding the fragility of new learning.

Implementation

At Fawbert and Barnard's Primary School, feedback and marking will be provided by teachers who have expert knowledge of the subjects that they teach across the curriculum so that gaps in pupil's knowledge are addressed and supported.

It will be given to enable pupils to understand key concepts, present information clearly and encourage appropriate discussion. Feedback and marking will check pupils' understanding effectively, and identify and correct misunderstandings. It will ensure that pupils embed key concepts in their long-term memory across the curriculum and apply them fluently. This will be assessed regularly in mini quizzes to ensure the memory has been transferred to the long-term memory.

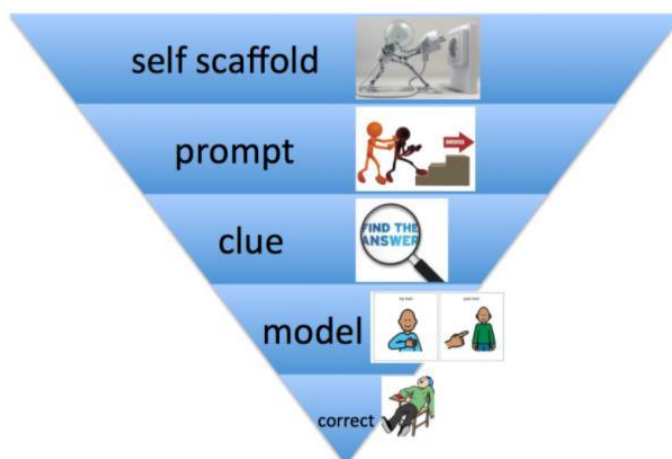
Verbal Feedback

Verbal feedback is extremely important to all learners. It is particularly important for younger children who may not be able to read written comments. This will be used as the main form of feedback where marking will indicate the areas that have been discussed. This could include spelling mistakes, next steps or even a focus on presentation.

Regular verbal feedback with positive comments and points for improvement are shared with all children. Verbal feedback will occur during the lesson which may be a 1:1, small group or whole class conference with the children. This may also occur outside of the lesson as required. The children will be involved in a dialogue about their learning and future targets, empowering them to become reflective learners.

Mini-plenaries will be used in all lessons to stop, share and use good examples to feed forward into everyone's learning. Various Assessment for Learning opportunities will allow teachers and children to know if the learning is beginning to stick or further teaching and learning needs to continue.

The following model which is based on research from the EEF will be used to enable children to reflect and develop their ability to move their learning on, rather than the teacher doing it for them. We believe this is an important life- long learning skill for all.



Peer and Self-assessment

To enable reflective learning to take place, peer and self-assessment will occur on a regular basis and will usually be verbal. Teachers will model how to give constructive feedback to peers. Peer and self-assessment opportunities will be evident in teachers' planning.

From Year 1 upwards, Children will self-tick their learning objective for every lesson to indicate how they are feeling about the learning that is happening. Children in the Foundation Stage will adopt this practice when they are ready.

✓✓✓ I really get this ✓✓ I need more practice ✓ I need help

Self-reflection in work

At Fawbert and Barnard's Primary School, we aim for every child to be reflective. "Learning for life" is a key element to the curriculum that we teach therefore we ask children to reflect in most lessons on the learning that has happened. Key Stage 2 will reflect in a variety of lessons focusing on the skills that they have learnt and what they want to continue to work on during their sequence of learning. Key stage 1 may begin to do this later on in the year but verbal reflections will occur thinking about what is working well and next steps they wish to work on. Verbal reflection also takes place in EYFS.

Marking and Feedback in books

Work in all children's books will be monitored and acknowledged during the lesson. In many lessons, pupils are trained to mark their own work within the lesson to identify errors and next steps for learning.

At Fawbert and Barnard's Primary School, we recognise the importance of feedback and marking as an integral part of the teaching and learning cycle. It allows us to assess what learning is happening and what changes need to be made moving the learning forward. We believe in ensuring that marking is done to upskill children in their learning, identifying a few errors for improvement and improving children's editing skills.

Our use of symbols would be used in the margins of books allowing children to be aware there is an error on this line. We may then choose to identify this error in Key stage 1 or for children who may find this concept tricky. Our aim is to ensure children are independent when they leave our school editing their work and identifying errors for improvement. Effective marking allows for self-assessment, where the child can recognise the next steps in their learning. It also encourages them to accept help from others.

Please See appendix 1 for our whole school marking poster.

Impact

The impact of this policy if successful is:



- teachers are able to provide clear suggestions for improvement within lessons across the curriculum
- children respond to their feedback and therefore make good progress
- time spent on feedback is realistic and does not detract for other planning/practice
- feedback is used to inform future planning across the curriculum
- all children thrive and meet our vision of 'learning for life'


Monitoring and Evaluation of Feedback Policy

The Senior Leadership Team will carry out half-termly book scrutiny/scrutiny of Seesaw (our online learning platform) in the form of a module review in order to monitor standards and to set targets.

The governors or Headteacher will monitor this policy.




My teacher will use:
Purple pen



I will use:
Green pen – for checking, improving and marking my own work

How did we find the lesson? Tick your Learning Objective






 "I need help"	 "I need more practise"	 " I really get this!"
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VF – Verbal feedback
I- Independent work
AS – Adult support

Reflection:
Children to write reflections at the end of a piece of work or by a verbal feedback thinking about what they have learnt. These are done in green.

Initials being used only for:

- Peer marking
- Cover teachers

Your teachers may use these time saving symbols:	SP Spelling	 Missing punctuation	 Grammar (doesn't make sense)
 New line	 Missing word	 Great job!	T Token

6

Marking and Feedback Policy November 2021