



# Chelmondiston C of E Primary School

## Marking and Feedback Policy



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| <b>Approved by:</b>        | Governors   | <b>Date:</b> Autumn 2023 |
| <b>Last reviewed:</b>      | Spring 2022 |                          |
| <b>Next review due by:</b> | Autumn 2025 |                          |

## Rationale:

To create a feedback policy that puts the relationship between pupils and teachers at the heart of it. To enable teachers to be professionals and to allow progress. To reduce workload and make it purposeful.

To give pupils immediate feedback as close as possible to the point at which the work was done. Peer assessment and self-assessment to be effective so that more time can be addressing misconceptions.

## Chelmondiston's Key Principles:

1. The sole focus of feedback should be to further children's learning; it should respond to the individual needs of the children to make progress.
2. Feedback should empower children to take responsibility for improving their own work and make a difference to them both academically and personally, emotionally and socially; it should be motivational.
3. Inform future planning of lessons
4. Children should receive feedback from all adults across the school either within the lesson itself or in the next appropriate lesson to identify next steps.
5. Effective peer and self-assessment develop reflective and metacognition skills
6. Be manageable for both the child and the teacher

*Feedback is a 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. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers can gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lesson. Reading and Maths are assessed termly with standardised tests. These are analysed and gaps in learning are identified so that they can be addressed. Writing is also assessed termly through an independent piece of writing. Teachers are supported with moderation by the ESL.*

*"The first fundamental principle of effective classroom **feedback** is that **feedback** should be more work for the recipient than the donor." "The shorter the time interval between eliciting the evidence and using it to improve instruction, the bigger the likely impact on learning." Dylan Wiliam*

## Pupil articulation of learning:

Children should be able to answer the following questions:

- What am I learning in this lesson?
- What skills or knowledge am I learning in this lesson?
- Why am I learning this (what is the outcome) and how will it help me?
- How will I know that I have been successful in this learning?
- Where am I on the learning journey and how can I get to the next stage?
- What feedback have I received and how will it help me improve?

### **Teachers should evaluate and reflect on their lessons:**

- Were there successes to engage the children?
- Was the learning challenging?
- Is the learning engaging?
- What are all the adults doing to help learning in the classroom?
- What didn't work in the lesson and what will I need to change for the next lesson?
- How did my feedback support each child to progress?

### **Providing Purposeful and Meaningful Feedback to pupils at Chelmondiston:**

Feedback should give a deeper understanding or improvements in children's work. We know that pupils make the most gains in lessons when feedback is immediate, and misconceptions are addressed at the point of learning. Therefore, we have adopted an AFL (assessment for learning) feedback approach as a strategy. We respond to the needs of the individual. Live marking and is a strategy for providing immediate feedback.

Throughout independent learning stages of a lesson, the class teacher and learning support assistants will use their time to support and guide individuals or groups of pupils as misconceptions occur or further challenge or support is required. This may lead to fluidity in attainment groupings within lessons so that the needs of all children are met.

Instant and responsive interventions will be used within a lesson and are delivered by teachers or teaching assistants. These may take the form of a pre-teach, in-lesson intervention and/or a 'prescription' (a short session provided after a lesson with an LSA to build on learning, provide extra challenge or to preteach).

### **Feedback Strategies:**

Strategies teachers might use within their class are:

- Talk partners (A and B so that all children can discuss their thoughts), no hands up approach, cold calling, lolly sticks, open and closed questioning to deepen understanding and ABC questioning to ensure that all pupils are involved in the feedback process.
- Regular reviews support assessment of the children's understanding. These are based on the previous session's learning intentions to ensure that the children understand success criteria. This then informs planning, groupings for the next day, week and term. It informs teachers of the prior knowledge so that the lesson can be designed around the needs of every child.
- Peer and self-assessment. The children will be taught to check their work accurately, honestly, and - for peer-marking, kindly and constructively (eg 2 stars and a wish). We use 'book on book' for children to read their work aloud and/or check for accuracy, sense and to make improvements.
- Basic skills errors will be marked when seen, and children will be given time to reflect and edit their learning through peer assessment, self-assessment and adult feedback to build on their learning.

## **Addressing Teacher Workload:**

At Chelmondiston Church of England Primary School all work will be looked at, however, due to 'responsive teaching approach' that has been given, there is no expectation for written feedback in books, but this may be used when appropriate. Teachers will use a symbol against the learning intention for English and Maths to show if it has been met or if further consolidation is required. A lengthy next step comment is not necessary as misconceptions will be addressed in the next lesson or there and then. Equally, further challenge can be addressed in the next lesson as well. This might be with a Dive Deeper challenge. Where teachers provide written feedback to support learning, the marking policy is used, and children should understand the codes and how to use to improve their work.

## **Practical Activities:**

As part of enriching our children's lives, learning may take place through practical activities, which may result in no written recording. If a practical activity takes place, then it will show the progress in the written work at the next opportunity; this may also be within a reflection or a daily review. For some lessons, learning is recorded in a whole class book (eg PSHE and RE); in these subjects it is most likely that teachers will assess through questioning and listening to discussions - oral feedback will be given immediately.

## **Progress and attainment:**

Progress and attainment will be evaluated by the English and Maths leaders on a termly basis and report back to the Senior Leadership Team. The Headteacher/SLT will conduct regular book looks, learning walks and termly lesson observations to monitor the 'Feedback Policy' and support the review stage.

## **Stages and opportunities for formative assessment**

1. Teacher explains
2. Teacher models
3. Teacher checks for understanding
4. Student engages in guided practice with scaffolding as needed
5. Scaffolding and support and support is gradually withdrawn
6. Student engages in independent practice; straight to this will lead to children going back to what they know
7. Student becomes fluent

*Consistent language - I do, we do, you do*

## **AFL strategies**

- Monitor the quality - tracking, not watching
- Cold calling
- Individual mini white board responses
- Daily, weekly and termly reviews
- Questioning
- Written and verbal feedback

- observation
- Think, pair, share, stand and share,

### **Appendix 2: Marking Codes:**

- Staff will use green pen for positive feedback, to show progress, good understanding and knowledge. A green highlighter may be used to identify specific progress (e.g. to show where child has used a newly learnt concept like a subordinating conjunction.) Purple pen is used by adults to identify incorrect answers, misconceptions and skills/errors to develop and improve. Children will respond to short focused marking using a blue biro. Longer redrafting will be completed in pencil, but the learning intention will indicate the function of the work.
- Redrafting is written on blue strips of paper and glued over the original as a flap.
- Feedback from peers from peer assessment should be initialled by the peer.