

Feedback and Marking Policy

“Listen to advice and accept instruction, that you may gain wisdom in the future.”

Proverbs 19:20

What we mean by feedback:

The response (written or verbal) that teachers and Teaching Assistants (TAs) give children as a result of the work that they have produced or are producing; in order to move the learning on.

Research from the Education Endowment Foundation (EEF) shows that *‘Effective feedback, along with metacognition and self-regulation, has the greatest impact on learning.’* Through effective feedback we aim to make a difference and ‘inspire, give children belief and allow them to achieve their best.’

Dylan Wiliam states, “Feedback should cause thinking... it functions formatively only if the information fed back to the learner is used by the learner in improving performance... it must not only move the learning forward, but also the learner.”

We aim to build a learning environment in which learners are receptive and skilled at receiving feedback positively and are motivated to engage with the challenges posed. Our staff aim to be accomplished in understanding and giving exceptional feedback.

The EEF research shows that feedback should:

- Redirect or refocus with either teacher’s or 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.
- Provides specific guidance on how to improve and not just tell students when they are wrong.

It is an expectation that all children are receiving immediate feedback given as close to the point of learning as possible. This will include verbal feedback - 1:1 or group, stimulating questions, opportunities for challenge, mini-plenaries and ticking or annotating.

Peer and self-assessment, pupil conferencing and digital feedback will also be used to offer individual, group and whole class feedback. Written comments will only be given if it is deemed to be the most effective form of feedback.

Objectives:

This purpose of this policy is to help teachers provide children with consistent and effective feedback in order to improve learning.

General guidelines:

- Children will be taught the feedback code in Year 1. It will be displayed in each classroom and group learning space.
- Feedback will be regular. It will be carried out in the lesson, or as soon as possible after the children have completed the work, so that it is meaningful and can inform their next steps.
- Verbal or written feedback can take place with the child at their desk as part of the lesson.
- There should not be a queue of children at a teacher’s desk – when not teaching to the whole class or working with a group, the teacher should be moving around the classroom giving feedback to groups or individual children.
- Written feedback should be in black pen.
- Teachers’ handwriting when giving written feedback should follow the school handwriting policy.

Verbal Feedback

When children are given verbal feedback, either individually, in a small group or as a whole class, VF may be recorded in their books in the margin or just underneath their current work. From that point on, the work should show an improvement as a result of the feedback. It also acts as a marker to the adult and child as to when the point of feedback occurred. This can be useful when subsequently looking through books and as a signifier to the other member of staff in the class that feedback has already occurred with a particular child.

Written feedback

Written feedback will be used if deemed the best form of feedback; it will be fit for purpose:

- Some work might be annotated only by ticks or dots;
- Some written feedback may be completed by the/a child as part of peer marking;
- Some written feedback may have comments that will require the child to take action in the piece of work to improve it, or set a further challenge. Sometimes it will simply celebrate the work.
- Some work may appear 'unmarked.' This doesn't necessarily indicate that effective feedback has not occurred.

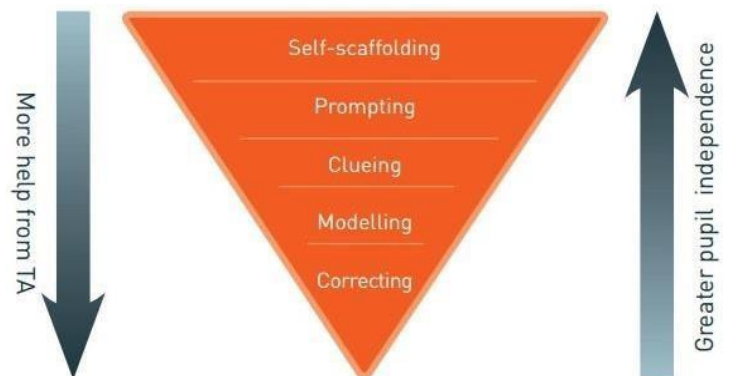
Checking and responding to feedback:

- Key errors noted during 'live feedback' may be shown by being underlined or 'dotted' in black pen. This may not be all the errors present. The expectation is that children respond to this feedback immediately.
- Time will be given at the beginning of lessons, where appropriate, for children to look for written feedback, act upon it and make improvements. Ultimately, this should be done as soon as feedback has been given.
- If teachers have given written feedback (this may include ticking of a toolkit/success criteria), it is expected that child responds by improving their work.
- If children are asked to redo work, there will be evidence that it has been redone.
- Teachers will respond positively when children have acted upon previous advice given. This aims to promote metacognition and develop the child's self-regulation.
- By doing this, we aim to see the impact of feedback over time not only improving the quality of work but also improving the learner.

Developing Metacognition and Independent Learners

Work by 'Teacher/TA Research Groups' has identified feedback must develop a child's metacognition through developing them as a reflective learner. The model below summarises the stages of support/feedback that could be given. Questions and sentence stems that could be used are listed in the accompanying table. This is a non-exhaustive list and is dependent on each individual child.

As Dylan Wiliam advocates, we aim to develop the child as a learner and not just improve the piece of work. This may be through scaffold prompts when questioning and giving feedback, e.g. rather than directly pointing out the mistakes/areas for improvement, if the child is able to work it out themselves then say, *"In this paragraph there are three that need fixing. Find and fix them"*. Or, *"4 of your answers are correct and 2 need fixing. Find and fix them. As an extra challenge, explain what your mistake was."*



Stage of support/independence	Things we might say/ questions we could ask	Things in the class/lesson that may support/have been used
Self-scaffolding	<p>Have you got everything you need? I love how you've used....to help you</p> <p>You have done really well here because....</p> <p>What do you need/need to do today to be successful?</p>	<p>Word mats, sound mats, dictionaries, thesaurus, working wall, washing all, phonic board, success criteria, previous work, manipulatives (Numicon etc.)</p>
Prompting	<p>Tell me what you need to do first...</p> <p>Which bit don't you understand/tell me which part you need help with? Is it this part you don't understand/find tricky? How could we start this?</p> <p>Have you read through your work/checked your success criteria? Is there anything here that needs fixing? What ideas did you write down earlier?</p> <p>When you were stuck last time, what did you use to help?</p>	<p>Open suggestion of resources that have helped in the past</p>
Clueing	<p>You might want to check this part of your success criteria (e.g. let's read to check if you've....)</p> <p>Here are some sentence starters...could you use one of those? Numicon/Dienes etc. may be helpful here</p> <p>There's a spelling/punctuation/calculation that needs fixing in this part...what is it?</p> <p>Last time you were stuck you used....</p> <p>Closed Qs – do we start by.....am I right if I do this next?</p> <p>What did (adult) do on the flip chart? What strategy was used? Where is the....sound mat/tricky word wall/working wall? Adults marking against the success criteria</p> <p>Marking something specific with a dot/line or using the marking code, e.g. an 'S' next to a sentence to indicate incorrect spelling.</p>	<p>Directing to specific resources/ methods</p>
Modelling	<p>Showing the process (breaking it down to small steps)</p> <p>Direct modelling</p> <p>Direct modelling but child does an element of the process</p> <p>Adult prompts allows child repeat back the process Giving example of basic sentence and working together to improve</p> <p>Sharing of good examples and modelling how to magpie</p> <p>Peer feedback (if suggesting improvement/ideas)</p>	<p>Adult use of a mini whiteboard, sound cards, maths apparatus etc.</p>
Correcting/directing	<p>Marking a mistake and writing spelling for child to practice.</p> <p>Peer feedback (if directly showing partner mistakes, e.g. missing full stop)</p>	

Milldown Marking & Feedback Code

Marking Code	What it Means
✓ . —	A mark in black pen (dot under a word, a line under a word/sound, a tick) is used to focus children's thinking when live feedback is given.
VF	Verbal feedback given.
S	An 'S' in a circle alongside a sentence and/or paragraph indicates there is a spelling that needs fixing. <u>NB/ Sounds~Write error corrections will be used in most cases.</u>
P	A 'P' in a circle alongside a sentence and/or paragraph indicates there is punctuation that needs fixing
^	This shape indicates where something is missing in the sentence (it may be a word or piece of punctuation). The child must then think what is missing and add it to their writing.
Initials	Peer marked work is normally indicated by a success criteria/toolkit. It will sometimes be seen by the peer writing their initials next to the part that was peer-marked.
T	Adult (teaching assistant) supported was given for part or all of this work..
TA	Adult (Teacher) support was given for part or all of this work.
Supply	Supply Teacher marked work to be annotated with 'supply.'
Initial of marker	When work has been marked, the marker should indicate this by writing their initials at the bottom of the piece of marking/work.

<i>Policy approved by</i>	<i>Governing Body</i>	<i>Date: September 2023</i>
<i>Policy implemented on</i>	Teaching Staff	<i>Date: September 2023</i>
<i>Policy review date</i>	Teaching Staff and SLT	<i>Date: January 2026</i>