FEEDBACK & MARKING POLICY

- **Policy Reviewed Spring 2022**
- **Next Review Spring 2023**

RATIONALE

At Gotham Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We know that the purpose of feedback is to advance pupil progress and outcomes. We are mindful of the research surrounding effective feedback and the workload and well-being implications of written marking, as well as research from cognitive science regarding the fragility of new learning. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

Notably, the Department for Education's research into teacher workload and the well-being charter has highlighted written marking as a key contributing factor to workload and the adverse effects it has on work-life balance. 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.

The purpose of feedback at Gotham Primary School is to support children to develop metacognitive skills and become self-regulated learners. Our policy is built upon the EEF summary report recommendations for

- Teacher Feedback to Improve Pupil Learning and
- Metacognition and Self-Regulated Learning

These documents can be found in appendices A and B

Feedback and Marking in Practice

Effective feedback is an important part of the learning process. Research shows that performance in one lesson does not indicate learning. Soderstrom's research indicates that learning is the relatively permanent change in knowledge or behaviour. It is the goal of education. Whereas, performance is a temporary fluctuation in knowledge or behaviour that can be measured or observed during, or shortly after, instruction. In light of this, regular recapping, retrieval and interleaving of knowledge will take place so as to support children to embed knowledge.

Through our approach, children will become independent learners with strong meta-cognition and self-regulation skills. This will support them to become life-long learners who make good progress in all areas.

Learning Behaviours

FS2 and KS1

Excellent	Good

Staff will tick to show when children's learning behaviours have been excellent or good. No tick shows that learning behaviours need to improve.

KS2
If a learning intention is being stuck into the book, the above chart will be used. Otherwise, learning behaviours will be linked with Zones of Regulation and discussed with the children.
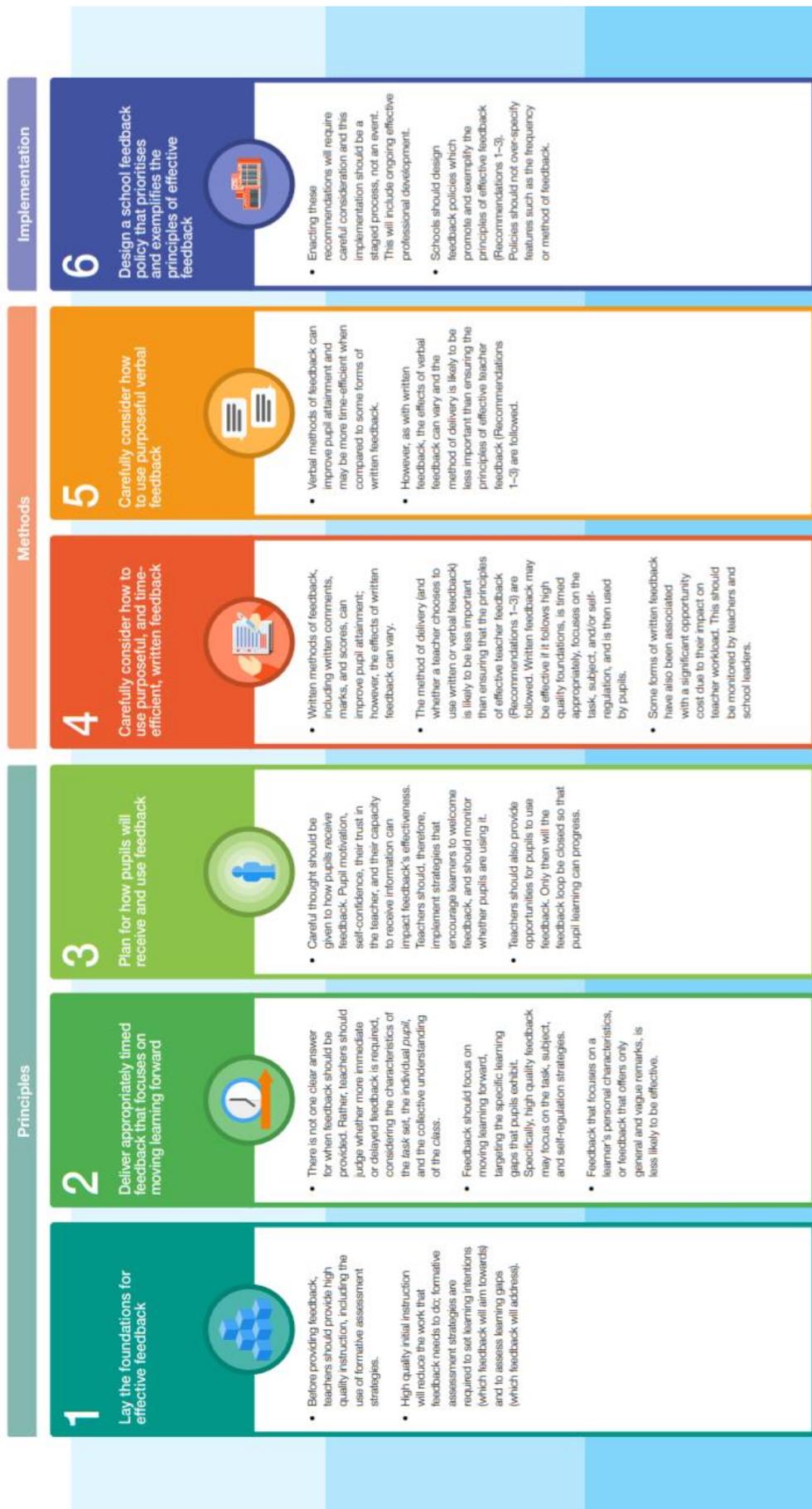
Type	What it looks like
Immediate	- Includes teaching staff gathering feedback from teaching, including mini-whiteboards, book work etc. - Takes place in lessons with individuals or small groups - Often given verbally to pupils for immediate action - May involve use of support or further challenge - May re-direct the focus of teaching or the task - May include highlighting/annotations according to the marking code
Summary	- 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 - In some cases, may guide a teacher's further use of feedback, focusing on areas of need
Review	- Takes place away from the point of teaching - May involve written comments/annotations for pupils to read/respond to - Provides teaching staff with opportunities for assessment of understanding - Leads to adaption of future lessons through planning, grouping or adaption of tasks - May lead to targets being set for pupils' future attention, or immediate action

Appendix A - Marking Guide

Sp	Spelling Error
?	Your sentence doesn't make sense!
^	Missing Word
VF	Verbal feedback
I	Independent
S	Supported
//	New line or paragraph needed.
✔	Correct
.	Check again
SC	Self-corrected
Blue Pen	Self-assessed
Green Pen	Marked by an adult

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING
Summary of recommendations

Education Endowment Foundation

Principles

1. Lay the foundations for effective feedback

- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

2. Deliver appropriately timed feedback that focuses on moving learning forward

- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

3. Plan for how pupils will receive and use feedback

- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

Methods

4. Carefully consider how to use purposeful, and time-efficient, written feedback

- Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.
- The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.
- Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.

5. Carefully consider how to use purposeful verbal feedback

- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.
- However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.

Implementation

6. Design a school feedback policy that prioritises and exemplifies the principles of effective feedback

- Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.
- Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

Appendix B — Metacognition and Self-Regulated Learners

Education Endowment Foundation

METACOGNITION AND SELF-REGULATED LEARNING
Summary of recommendations

1
Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge

- Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.
- Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.
- Teachers should support pupils to **plan, monitor, and evaluate** their learning.

2
Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning

- Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning.
- While concepts like 'plan, monitor, evaluate' can be introduced generically, the strategies are mostly applied in relation to specific content and tasks, and are therefore best taught this way.
- A series of steps—beginning with **activating prior knowledge** and leading to **independent practice** before ending in **structured reflection**—can be applied to different subjects, ages and contents.

3
Model your own thinking to help pupils develop their metacognitive and cognitive skills

- Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills.
- Teachers should verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task.
- Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources.

4
Set an appropriate level of challenge to develop pupils' self-regulation and metacognition

- Challenge is crucial to allow pupils to develop and progress their knowledge of tasks, strategies, and of themselves as learners.
- However, challenge needs to be at an appropriate level.
- Pupils must have the motivation to accept the challenge.
- Tasks should not overload pupils' cognitive processes, particularly when they are expected to apply new strategies.

5
Promote and develop metacognitive talk in the classroom

- As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills.
- Pupil-to-pupil and pupil-teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies.
- However, dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge.

6
Explicitly teach pupils how to organise and effectively manage their learning independently

- Teachers should explicitly support pupils to develop independent learning skills.
- Carefully designed **guided practice**, with support gradually withdrawn as the pupil becomes proficient, can allow pupils to develop skills and strategies before applying them in **independent practice.**
- Pupils will need timely, effective feedback and strategies to be able to judge accurately how effectively they are learning.
- Teachers should also support pupils' motivation to undertake the learning tasks.

7
Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately

- Develop teachers' knowledge and understanding through high quality professional development and resources.
- Senior leaders should provide teachers with time and support to make sure approaches are implemented consistently.
- Teachers can use tools such as 'traces' and observation to assess pupils' use of self-regulated learning skills.
- Metacognition shouldn't be an 'extra' task for teachers to do but should be built into their teaching activities.