

Effective Feedback and Marking Approach

November 2019

Developing reflective pupils by creating a dialogic environment



Principles - We aim to:

- Develop the effective learning characteristics of reflection, analysis and review.
- Give staff some autonomy in selecting the marking and feedback process that they believe is most beneficial depending on the particular learning or task.
- Recognise dialogic approaches as highly important.
- Ensure written or oral feedback is to be specific, targeted and built on strong relationships between pupil and adult.

Purpose

- To inform adults' understanding of individuals' progress.
- To address misconceptions.
- To inform future conversations, targets, planning or focus groups.
- To educate children on the importance of analysis, reflection and review.
- To teach the pupils how to be self-reflective and continually improve.
- To acknowledge the effort children put into their work and pride in their achievements.

Document Number: FPS-POL-FEE-001

Body reviewed and approved by: Teaching and Learning Committee (on a trial basis)

Date approved: November 2019

Date for review (latest): September 2020

Types of feedback and marking

As a school we believe that marking and feedback is most effective when conducted as an ongoing dialogue with individual children to help them understand their next steps. We encourage teachers to use immediate oral feedback as much as possible in all phases. This said, children also need to feel that teachers are proud of their efforts and for this reason **all work will be celebrated and at least acknowledged with stickers or stamps.**

Immediate feedback

Completed whilst learning is taking place and results in immediate advice from the adult which supports children to adapt their thinking or process or address a misconception.

This can take place at any stage of the learning process and could form part of individual or group discussion.

This is indicated as VF in the child's book or FG if this is part of a targeted group.

Self/ Peer review

Completed during the session and used to edit and improve their own or each other's work. Teachers recognise the limits to self and peer review and will take measures to ensure that this practice does not compound misconceptions.

Peer reviewed work will also be looked at by the teaching staff.

Summary review

Completed after a lesson or piece of work. It provides a mechanism for the teacher to review all of the children's work and note down key findings with the aim of identifying misconceptions or determining next steps in order to inform future teaching or target setting.

This could result in adapting levels of challenge set in future learning; planning for focus groups or identifying additional teaching required for individuals.

This is recorded on a book look sheet or daily reflection sheet in EYFS and all books will receive an acknowledgement stamp/ sticker/ highlighted objective.

Marking

Marking is written feedback and will be completed when the teacher determines this to be beneficial and in line with minimum requirements set out below:

EYFS

Immediate Feedback will happen continually in EYFS, this will form the majority of the feedback in the EYFS phase and occur on a daily basis throughout different activities and subject areas.

Summary Feedback is recorded as part of daily planning in order to decide the focus groups and make planning adaptations for the next day. This is very responsive and could also take account of observational notes recorded that day.

Marking should be completed in small groups or with individuals present in order to model writing and demonstrate pride in the children's achievements.

Other Phases

Marking for errors is important for some subjects, particularly **maths**, where the answers are either right or wrong. Where errors have not been addressed as part of immediate, group or peer feedback these should be marked and corrections made. Up to three **spelling** errors will be highlighted in any one piece where the teacher believes this will impact progress.

Next step marking will always be followed by time for children to respond to advice and will be applied as a minimum requirement to all extended writing pieces. There are many other times when this type of feedback might be beneficial and it is largely at the teacher's discretion when to apply this method.

Next step marking will be objective focused and use green and orange highlighters to identify areas of strength and areas for development. It will also include a developmental comment and possibly a follow up question.

Monitoring

In order to ensure children are receiving productive feedback team leaders, senior leaders and subject leaders will monitor the implementation of this policy through:

- *Environment walks/lesson observations*
- *Reviewing whole class feedback sheets completed*
- *Monitoring planning*
- *Completing team lead checks*
- *Completing pupil progress reviews*
- *Talking to the children about their learning*