

Feedback, Assessment and Marking Policy

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Feedback, Assessment and Marking Policy

Purpose and Aims

Purpose of this policy:

- Provide a consistent approach on feedback throughout school so that pupils have a clear understanding of what is expected of them
- Be accessible to all pupils, ensuring it is at their level and focussed on learning intentions
- Focus on feedback as a tool in improving learning, not simply compliance
- Allow time, or ensured it's planned in, for children to reflect and respond to feedback and marking
- Be manageable for teachers

Aims of this policy and our approach to feedback are to:

- Support children's learning and improve their outcomes (including fluency of basic skills)
- Develop pupils' positive attitude to learning and achievement
- Improve the impact of feedback on learning
- Create self-sufficient learners that are expected to self-improve and can take ownership of their own learning
- Ensure that teachers' time is used economically and therefore the focus is on planning and assessment

What is feedback?

Feedback is a process through which learners interpret information about their performance and use it to improve both the quality of their work and their approaches to learning.

This can take the form of either verbal (both individual and whole-class), written, peer-marking and self-assessment or evaluation.

At Westcliffe, we recognise that verbal feedback can be just as valid as written feedback. The quantity of feedback is not to be confused with quality feedback. We use a conferencing grouping system to allow teachers to give this high-quality feedback in a way that is accessible to the children who need it most. This is supported by the Marking Policy Review Group (2016) who state,

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.'

Why is feedback important at Westcliffe?

Assessment and feedback are closely linked. Teachers use ongoing formative assessment before, during and after learning to identify pupils' strengths, misconceptions and next steps. The information gathered through questioning, observation, discussion and pupils' work enables teachers to determine whether feedback is required, the most effective form it should take and how future teaching should be adapted to meet pupils' needs.

Feedback works as part of a wider assessment process that allows teachers to provide an appropriate level of support, or challenge, to allow them to make good progress. Evidence shows that giving effective feedback to pupils will lead to pupil progress.

Effective feedback should empower children to take ownership of their own work take responsibility for improving; feedback given should not take away from this responsibility by teachers doing the hard thinking for the child.

Principles of effective feedback

In their guidance report 'Teacher Feedback to Improve Pupil Learning', the Education Endowment Foundation provides a summary of recommendations for effective feedback. The key principles are summarised below:

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.
2	Deliver appropriately timed feedback that focuses on moving learning forward	• There is not one clear answer for when feedback should be provided. Teachers should use their professional judgement to decide whether more immediate or delayed feedback is required. • Feedback should focus on moving the learning forward. High quality feedback may focus on: ○ The task (feedback focused on improving a specific piece of work or task) e.g. *'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'* ○ The subject (feedback targets the underlying processes in a task, which are used across a subject. The feedback can be applied in other subject tasks) e.g. *'Let's look at how you are writing your d's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape.'* ○ Self-regulation strategies (feedback is usually provided as prompts and cues and aims to improve the learner's ability to plan, monitor and evaluate their own learning) e.g., *'Look at our display of strategies that we've used to solve problems we've tackled in the past. I think one of those could help you solve this problem.'* • Feedback that focuses on a learner's personal characteristics e.g. 'This is ok, but you can do better!' or that offers vague remarks e.g 'Be clearer' is likely to be less effective and should be avoided.
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 the effectiveness of feedback. Teachers should implement strategies that encourage pupils to welcome feedback. They should also provide opportunities for pupils to use and respond to feedback. ○ **Discuss the purpose of feedback**. Discuss with the class why feedback is important. The key is to emphasise that feedback is provided not to be critical but because the teacher has high standards and believes the pupils can meet them (mindset). ○ **Model the use of feedback.** Pupils may be more likely to welcome and use feedback if this is modelled to them by their peers. For example, could whole-class discussions focus on a learner who has improved their work as a result of acting on feedback? ○ **Provide clear, concise, and focused feedback.** Sometimes less is more. Teachers should avoid feedback that 'overloads' pupils. ○ **Ensure the pupils understand the feedback given.** Careful thought should be given to the language and content used in feedback to ensure that pupils understand what the teacher is saying. If providing written feedback, teacher handwriting also needs to be clear enough for pupils to comprehend.
4	Carefully consider how to use purposeful, and	• Written methods of feedback, including written comments, marks and scores, can improve pupil attainment; however, the effects of written feedback can vary.

	time-efficient, written feedback	• **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 recommendations 1 – 3 are followed.** Written feedback can be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, or self-regulation, and is then used by pupils. • Some forms of written feedback have also been associated with a significant cost to teacher workload. This should be monitored by teachers and senior leaders. • Strategies for written feedback are described later in this policy.
5	Carefully consider how to use purposeful verbal feedback	• Verbal feedback is an integral aspect of effective instruction that can be delivered in a variety of different ways. It can be pre-planned and highly structured, such as whole-class feedback or a structured one-to-one discussion; alternatively, it can be instantaneous and spontaneous, such as quick prompt task advice ('you could do with more detail in that answer'). It can be directed to an individual pupil or a specific group with shared learning needs. On the other hand, it could be offered to a whole class. It can accompany written feedback or it can stand alone. • Regardless of how it is delivered, it is crucial to note that verbal feedback is not simply an 'easy' alternative to written feedback. While it may offer a time-efficient alternative to some forms of written feedback, careful thought and consideration is still required when delivering it. • **Again, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring recommendations 1-3 are followed.**
6	Design a school feedback policy that prioritises and exemplifies the principles of effective feedback	• 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.

Marking and Feedback Principles

In 2016, the Department for Education published a report, 'Eliminating Unnecessary Workload Around Marking', which described three principles of effective marking:

Meaningful: *marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*

Manageable: *marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.*

Motivating: *marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.*

At Westcliffe, in line with Department for Education and Education Endowment Foundation guidance, the emphasis is on the impact of feedback and marking on pupils' learning and progress rather than fulfilling a marking task.

Approaches to Feedback

Below is a non-exhaustive list of the methods we use to provide meaningful feedback to pupils at Westcliffe.

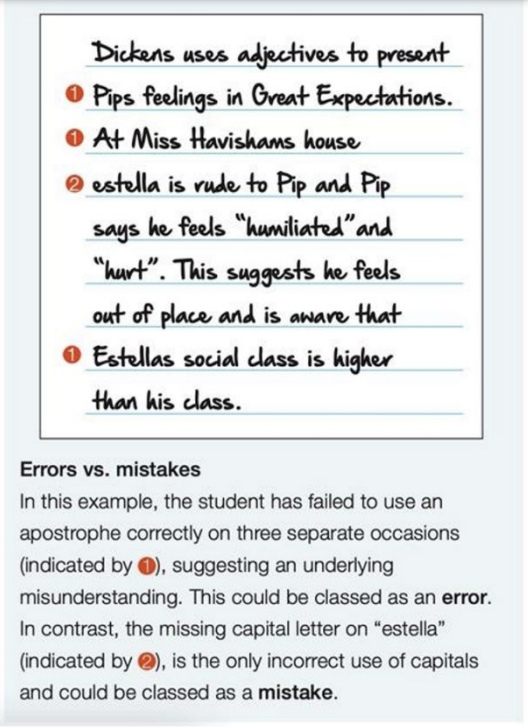
- **Live feedback** – in-lesson feedback provided by teachers or support staff in response to pupils' understanding. This should support, embed and deepen current learning. Children should respond to this within the lesson.
- **Planned feedback** (whole class, individual or group) – evaluating the performance of children in their lesson through formative assessment as well as looking at pupil outcomes in books, identify misconceptions or errors that need to be addressed either within the lesson or at a future time or lesson. This could be through retrieval activities. **This assessment would also be used to inform which pupils are in the conference group to give focussed individual and group feedback to those that need it.**
- **Peer feedback** - this could involve reading of one another's work, making suggestions for improvements. This will require forethought to ensure mixed year groups and abilities are.
- **Self-evaluation and marking** – Self-evaluation is encouraged and uses strategies like checklists to allow children to reflect on their own outcomes. Self-marking is also a useful tool when the to ensure children are doing this throughout the lesson, not just at the end. This allows misconceptions to be corrected quickly. This also works as an indicator for children who need to move in and out of the conference group during the lesson. Self-evaluation and self-marking should **always** be checked for accuracy.
- **Written feedback** – teacher provides written feedback or marking for children to respond to, either live in the lesson or after the lesson, ensuring children are given time to reflect upon it.

Responding to Mistakes and Misconceptions

It is important to note that there are different expectations for responding to mistakes rather than misconceptions or errors.

A mistake is when a pupil has given an incorrect response not through lack of understanding but due to something else (e.g. carelessness, being distracted, not checking thoroughly). Once identified as a mistake, this can be marked so that pupils adjust their work accordingly (marking codes could be used here).

An error or misconception is made when a pupil gives an incorrect response due to a lack of understanding. This error is likely to have been made several times and pupils may require further intervention in order to correct their work. In written marking, hints or questions could be provided to lead pupils to the correct answers.



Errors vs. mistakes
In this example, the student has failed to use an apostrophe correctly on three separate occasions (indicated by 1), suggesting an underlying misunderstanding. This could be classed as an **error**. In contrast, the missing capital letter on "estella" (indicated by 2), is the only incorrect use of capitals and could be classed as a **mistake**.

Written Marking and Feedback

Written marking and feedback should be used where it has the greatest impact on pupils' learning and progress. Teachers should use written feedback where appropriate to support pupils in correcting mistakes, addressing misconceptions, deepening their understanding and providing further challenge.

Written feedback may be provided through live marking or distance marking and should be **purposeful, manageable and linked to the learning intention. If they have not achieved that learning intention, consider the best way written feedback could support next steps.** Comments should enable pupils to make improvements, reflect on their work and take greater responsibility for their learning. Some marking will ensure basic skills mistakes are corrected, but as pupils move through school the expectation is on them to proofread more independently.

Where written feedback is provided, it should model high expectations for handwriting, spelling and grammar. Feedback should be clear and accessible to pupils, supporting them to make corrections, respond to guidance and demonstrate progress over time.

Feedback Expectations at Westcliffe

At Westcliffe, effective feedback should:

- Be purposeful and linked to the learning intention.
- Support pupils to understand what they have done well and how they can improve.
- Be appropriate to the age, needs and stage of the pupil.
- Allow pupils time to reflect, respond and improve their work.
- Encourage pupils to take ownership of their learning.
- Address misconceptions and develop deeper understanding.
- Be manageable and proportionate for teachers.

Conferencing

At Westcliffe, conferencing is used as a way of providing focused, responsive feedback to pupils based on formative assessment.

KS1 - While the format may differ across phases, the purpose remains the same: to provide timely feedback that moves learning forward. Feedback is embedded throughout teaching, guided group work and continuous provision. Through adult interaction, questioning, modelling and discussion, pupils receive immediate feedback that supports them to develop their understanding and improve their learning. As pupils progress through school, they are increasingly expected to articulate their thinking, identify next steps and respond more independently to feedback.

KS2 - Teachers use assessment information from lessons, pupil discussions and work outcomes to identify pupils who would benefit from additional explanation, challenge or support. These will typically be provided in 'conference groups'. A set group of children that are identified to be the key focus of the teacher's time in that lesson. Conference groups are flexible and responsive to pupil need rather than fixed.

Conferencing allows teachers to provide high-quality feedback that supports pupils to:

- address misconceptions;
- deepen understanding;
- reflect on their learning;
- develop independence and ownership.

Subject-Specific Feedback Expectations

	Reading, Science and Wider Curriculum	Writing	Maths

During each lesson	Live feedback (with marking stations where appropriate) Pupils respond to feedback in green pen (this could be individual feedback or whole class/group feedback given verbally). Re-do elements of work if presentation is poor. Pupil conferencing can be used if the next lesson is appropriate to address.	Pupil conference groups to be organised based on assessment from previous lessons. Live feedback Pupils respond to feedback in green pen (this could be individual feedback or whole class/group feedback given verbally). Time given for children to complete self or peer proofreading and editing where required. Use of checklists, or compositional titles to guide this process. Re-do elements of work if presentation is poor.	Pupil conference groups to be organised based on assessment from previous lessons. Live feedback Marking stations around the classroom, with a set of number of questions to check throughout the lesson e.g. check after your first three answers. Pupils respond to feedback or complete corrections in green pen (this could be individual feedback or whole class/group feedback given verbally). Re-do elements of work if presentation is poor.
After each lesson/ piece of work	Read through all work. If used, for conference group children, you may have made your assessment and completed enough feedback within the lesson. Gather information for next lesson – whole class feedback or conference group organisation. If there is consistent transcriptional mistakes that the child is able to understand (see 'responding to mistakes and misconceptions' section), these should be addressed in one of two ways: verbal feedback and followed by child correction with green pen or use of marking code for no more than 3 examples for children to complete in green pen.	Read through all work with an acknowledgement on either checklists or compositional titles (simply a tick or dot). For conference group children, you may have made your assessment and completed enough feedback within the lesson. Gather information for next lesson – whole class feedback or conference group organisation. If they have been assessed as not achieving the compositional focus of the lesson, decide on next steps: intervention, conference grouping etc. It is most important that transcriptional mistakes are monitored and addressed for writing lessons. If there is a consistent mistake (more than once or twice) address using the marking code (again no more than 3 examples of a mistake to fix). Ensure you are not 'fixing' these for children including spellings.	Read through all work. Work should have been self-marked, but tick for successful work, dot next to unsuccessful work if needed. Questions shouldn't be left unchecked. Check accuracy of self-marking. Gather information for next lesson – whole class feedback or conference group organisation. If needed provide a number formation practise. Set aside if presentation is poor and ask children to re-do elements of work where needed.

	Check any self-marking is accurate. Set aside if presentation is poor and ask children to re-do elements of work where needed.	Check any self-marking/proofreading is accurate. Set aside if presentation is poor and ask children to re-do elements of work where needed.	
Next lesson planned feedback (depending on your assessment) *You would not do all of these but select as appropriate.*	Lesson replanned or aspects replanned if all/most have not understood. Celebrate good examples of work, including presentation with the class. Share any whole class issues and use examples for pupils to discuss and review – maybe even as a teaching point. Feedback with specific child or group on an identified area. Pupil-conferencing (where appropriate) in response to assessment and progress within previous lessons. Or use conferencing as a chance to challenge successful pupils from assessment also.	Lesson replanned or aspects replanned if all/most have not understood. Celebrate good examples of work, including presentation with the class. Share any whole class issues and use examples for pupils to discuss and review – maybe even as a teaching point. Feedback with specific child or group on an identified area. Pupil-conferencing in response to assessment and progress within previous lessons. Or use conferencing as a chance to challenge successful pupils from assessment also.	Lesson replanned or aspects replanned if all/most have not understood. Celebrate good examples of work, including presentation with the class. Share any whole class issues and use examples for pupils to discuss and review – maybe even as a teaching point. Feedback with specific child or group on an identified area. Pupil-conferencing in response to assessment and progress within previous lessons. Or use conferencing as a chance to challenge successful pupils from assessment also.

Feedback and Presentation Codes

KS1

KS1's first books do not have margins, so use these in appropriate places e.g. at bottom of work CL x3. Discuss with phase leader if further support needed. As margins are introduced, train these children to recognise the code being in the margin and to find the mistake within the line.

Feedback Codes	
Ⓢ	If lots of support was provided outside of the conference group (written in top corner)
SP (with squiggly line to identify if needed)	Spelling mistake – focus on words at the child's level or below.

_____	Punctuation missing – place onto line
. , ? !	Specific punctuation missing in line (when using margins)
CL	Missing capital letter
CC	Incorrect capital letter used
highlighted sentence	Check for sense
^	Missing word
x3 and relevant word, letter or number	Correcting letter and number formation or practising a spelling
✓	This learning is good/correct answer
•	Error/ answer needs to be checked or corrected
	If needed – additional challenge to move learning on
PR with identified section	Presentation not at acceptable level – re-do given section.
FS with identified section	Finger spaces missing – re-do with correctly spaced words

KS2

These marking codes should be used in margins unless stated otherwise. The onus is on the pupils to find their mistakes within the line. This may need further training in year 3.

Feedback Codes	
CG or I (KS2 use)	Children should mark this themselves, but add if not. To show whether they have worked in the conference group or independently (written in top corner)
Ⓢ	If lots of support was provided outside of the conference group (written in top corner)
SP (with squiggly line to identify if needed)	spelling mistake – focus on words at the child's level or below.
P	missing punctuation (specific punctuation can be identified for PKF ?!,.~)
CL	missing capital letter
CC	incorrect capital letter used
G	grammatical errors (sense/tense)
^	Missing word in the line.
x3 and relevant word, letter or number	correcting letter and number formation or practising a spelling
✓	this learning is good/correct answer
•	error/ answer needs to be checked or corrected
	If needed – additional practise or challenge to move learning on
PR with identified section	presentation not at acceptable level – re-do given section.

Monitoring the impact of feedback

The impact of feedback will be evaluated through:

- pupil discussions;
- lesson visits;
- work scrutiny;
- teacher reflection;
- progress information.

Monitoring will focus on the impact of feedback on pupils' learning rather than the quantity of marking completed.

If this policy is working well, we should see evident progress in all pupils' work. Teachers are responsible for reflecting on whether their feedback is having an impact and to make changes to their practice if this is not the case.

The impact of the policy should be seen by teachers and SLT in the following ways:

- Identified errors addressed by the teacher in verbal feedback or to the whole class stop happening with time: in books, you should not see an error picked up in Autumn term still happening in Spring if your feedback has been effective.
- The impact of marking on learning should be evident through the range of feedback given and the nature of pupils' responses to it. Much of this should show a deepening of pupils' understanding and their use of subject knowledge. Books should show evidence of continuous improvement in a range of specific ways .e.g presentation, grammar, sentence construction, etc
- Teachers should be able to talk with confidence about pupils' work and how they have helped them to improve
- Pupils can tell you what the teacher has fed back to them and what they have been working to improve - some of this is evident in their books in green pen
- Pupils can talk about their learning with confidence, talk about their mistakes and how they have fixed them.
- Pupils can demonstrate how they have extended, deepened, or refined their learning because of feedback.
- Pupils in older cohorts are beginning to self-edit their own work as they do it, without the need for frequent live feedback.