The Collaboration of East Harptree and Ubley Church of England VC Primary Schools Feedback and Marking Policy

This policy should be taken and used as part of the Collaboration of East Harptree & Ubley Church of England Schools' overall strategy and implemented within the context of our Christian values and Vision Statements: *Celebrating 'life in all its fullness' John 10:10 'East Harptree Church of England School aims to encourage each child to dream, believe, achieve together.' 'Ubley Church of England School aims to equip each child to be caring, capable and confident in an ever-changing world.'*

Introduction
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 are mindful also of the research surrounding effective feedback and the workload implications of written marking. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation. Research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given when needed
- Put the onus on children to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Our teaching team have investigated alternatives to written marking which can provide effective feedback and in line with the DfE's expert group which emphasises that marking should be meaningful, manageable and motivating.

Key Principles
The sole focus of feedback should be to further children's learning.
Feedback should empower children to take responsibility for improving their own work,
Children should receive feedback either within the lesson itself or the next appropriate lesson
Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to children in lessons.

Feedback and Marking in Practice
It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process.

Immediate feedback – at the point of teaching
Summary feedback – at the end of a lesson/task
Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson has finished
Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

Type	What it looks like	Feedback Type
Immediate We believe that live feedback is often the most effective.	Includes teacher gathering feedback from teaching within the course of the lesson, including whiteboards, bookwork etc Takes place in lessons with individuals or small groups Often given verbally to children for immediate action May involve use of a teaching assistant to provide support of further challenge May re-direct the focus of teaching or the task	Verbal feedback Pink highlighting Green highlighting
Summary	Takes place at the end of a lesson of activity Often involves whole groups or classes Provides an opportunity for evaluation of learning in the lesson May take the form of a quiz, test or score on a game In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	Pink highlighting Green highlighting Post-teaching
Feedforward	For writing in particular, a part of the next lesson will be spent giving feedback to the class about strengths (including use of good models) and areas for development and giving time for development areas to be worked on and improved through proof reading and editing their work Misconceptions and errors are recorded and analysed daily. They are addressed in subsequent lessons	Verbal feedback Lesson planning Pre-teaching
Summative	End of a unit or term tests or quizzes Starters may be used for short summative assessment pieces	Verbal feedback Lesson planning Over-learning

Feedback Guidelines	
All pieces of work in the books should be read by teachers and feedback should be provided for the children. A combination of different types of feedback will be used. Teachers will use their professional judgement to decide on the most effective method.	
Feedback	**Verbal feedback** Where possible teaching staff will live mark with children to provide immediate feedback **Written feedback** This will either address a misconception or enable the learner to deepen their understanding. ==Pink -== This demonstrates knowledge of the learning intention or other good practice that has been taught ==Green -== This identifies something that needs editing/improving.
Assessing Writing: Teachers assess 3 pieces of independent writing each term. An assessment criteria chart is used for each assessment.	

Feedback and Marking

All books are read by teachers following the lesson and misconceptions and errors are addressed in subsequent lessons. This may be with the whole class, in groups or with individuals.
Teachers use their professional judgement to decide on the most effective feedback method. Where possible, teachers live mark with children during the lesson.
Written feedback is sometimes used to address a misconception or enable the learner to deepen their understanding.
==Pink== demonstrates good knowledge of the learning intention and examples linked to this.
==Green== indicates a developing understanding of the learning intention and identifies something that needs checking, editing or improving. (green for growth)