Marking and Feedback Policy

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| **Approved by:** | Daniel McCann (Headteacher) |
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**Introduction**

This policy gives guidance to staff on the purpose, types and frequency of feedback and marking.

At Music Stuff Education, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful of the research surrounding effective feedback.

Our policy and practice is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF October 2021, *Six recommendations for using teacher feedback to improve learning*) whose research shows that effective feedback should be based on the following three 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).

1. 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.

1. 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.

Alongside the three principles, recommendations four and five consider the methods of feedback:

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

* Written methods of feedback 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 cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.

1. 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

Finally, recommendation six considers effective implementation of the approaches:

1. 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.

This policy serves as a guide to staff as to the principles of effective feedback, it also gives staff examples of effective feedback and school expectations. However, in line with the EEF guidance, it is not over prescriptive and trusts teacher discretion in knowing and implementing the principles of effective feedback and selecting the most effective feedback to move learning on, with CPD to enable staff to do this effectively. However, there is an expectation within school that children know their work has been seen, assessed, valued and acknowledged by their teacher and one part of this is written marking.

We aim to ensure all pupils have their work marked effectively and consistently across our school. 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. However, this can often be achieved without extensive written dialogue or comments.

**Feedback in Practice**

* The focus of feedback and marking should always be to further children’s learning
* 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 is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms
* Feedback is part of the school’s wider assessment processes in the classroom which aim to provide an appropriate level of challenges to pupils in lessons, allowing them to make good progress
* All pupils’ work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books in some way.
* Children will be asked to be active participants in the feedback loop through use of:
* *Self-editing* errors (Different coloured pen: e.g. pink pen) following verbal feedback or correcting errors within their own capabilities.
* Extended Learning Opportunities will be used as an opportunity for children to rehearse and have an opportunity to put feedback into practice where an error is observed. This could be for a group or individuals. (e.g. if a child has missed capital letters for names and this is something they have experience of, they may be asked to complete a short SPaG ELO.) Also DIRT tasks will be completed after summative assessment.
* ‘Take – up’ of verbal and written feedback in future learning. Staff will specifically look for this and focus future feedback on this.
* Opportunities for review of feedback during lesson time.

**Types of Feedback that may be used include:**

* Verbal Feedback
* Immediate / on the spot feedback (verbal or written using the marking code)
* Written Feedback
* Retrospective marking
* Self-assessment and evaluation
* Peer-assessment and evaluation
* Online programs

Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the start or end of a lesson / task
3. Review feedback – away from the point of teaching (including written comments)

**As a school, we utilise a variety of approaches but do place considerable emphasis on the provision of immediate feedback**. Where feedback is based on review of work completed, the focus will often be on providing feedback to the teacher to further adapt teaching.

At Music Stuff, these practices can be seen in the following ways:

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| **Music Stuff Feedback Practices** | | |
| **Type** | **What it looks like** | **Evidence** |
| **Immediate** | * Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, questioning, quizzing etc. * Takes place in lessons with individuals or small groups * Often given verbally to pupils for immediate action * May involve use of a teaching assistant to provide support or further challenge * May re-direct the focus of the teaching or the task * May include highlighting / annotations according to the marking code | * Lesson observations / learning walks * Some evidence of annotations or use of marking code |
| **Summary** | * Often takes place at the end of a lesson or activity * Can be in response to what is seen in independent practice within the lesson with a pause and reshaping of a task * Often involves groups or whole 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 review feedback, focusing on an area of need | * Lesson observation / learning walks * pre-and –post teaching based on assessment * Some evidence of self (or peer) assessment * May be reflected in selected focus review feedback (marking) |
| **Review** | * Takes place away from the point of teaching * May involve written comments / annotations for pupils to read / respond to, including ELOs. Will inform feedback times (e.g. dirt tasks). * Provides teachers with opportunities for assessment of understanding * Leads to adaptations of future lessons through planning, grouping or adaptation of tasks * May lead to targets being set for pupils’ future, or immediate action | * Acknowledgement of work completed * Written comments according to marking policy guidance codes. * teaching sequences when compared to planning |

**Focus on Marking**

**Aims**

* Marking should be **meaningful**, **manageable** and **motivating.**
* Marking should serve a single purpose –to advance pupil progress and outcomes.
* Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work.
* Be as positive as possible, and **where necessary** suggest a **NEXT STEP**.
* Don’t correct everything; focus especially on the target, objective, or success criteria or repetitive errors.

**Purpose of marking**

1. To inform the teacher of a child’s progress and needs for future planning.
2. To provide constructive feedback about current work
3. To demonstrate the value of a child’s work and celebrate success.
4. To allow for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.

**When to Mark**

1. Marking (or review of work) should take place ASAP and before the next lesson where possible. A marking key will be used (See Appendix A)
2. During the lesson- **Effective marking can happen throughout the lesson**.

**Marking Approaches**

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives.

Written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage in learning, this need not be annotated. In most cases, written comments will be focused on extended pieces of written work, or extended tasks (Summative assessments one per half term). These will allow children’s achievements to be recognised and provide further guidance for future learning.

**Marking will have a literacy focus to ensure that students literacy skills are being considered and addressed across the curriculum**.

Marking codes will be written using a different colour pen (e.g. green)

Appendix A

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| **Annotation** | **Meaning** |
|  | Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome |
| ? | Incorrect |
| sp | Incorrect spelling. This will be used selectively when marking work, focusing on spelling patterns which should either have been secured by a pupil, or represent a pupil’s next step in spelling development, or subject specific vocabulary. This will be underlined and may be accompanied by the correct spelling or students could find the correct spelling using a dictionary (with support as necessary) |
| P | Punctuation error |
| // | New paragraph needed here |
| ^ | Missing word or letter |
| BW | Better word |
|  | Grammatical error/doesn’t make sense |
| S | To identify where a child has needed some support to answer a question |
| **Assessment Prompts** | These should be against the objective and success criteria and after assessed piece of work (one per half term) |
| LO | Learning Objective |
| STR | Strengths - These should be against the objective and success criteria and after assessed piece of work (one per half term) |
| NS | Next steps - These should be against the objective and success criteria and after assessed piece of work (one per half term) |
| VF | Verbal feedback |
| SA | Self assessment |
| PA | Peer assessment |
| Further symbols / codes may be used in a manner which relates directly to success criteria used or subject specific e.g. SWO in maths for show working out. |  |