

# Leedon Lower School

## Marking and Feedback Policy



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## Leedon Lower School Marking and

### Feedback policy

#### Rationale:

To create a feedback policy that puts the relationship between pupils and teachers at the heart of it. To enable teachers to be professionals and to allow progress. To reduce workload and make it purposeful. To give pupils immediate feedback as close as possible to the point at which the work was done. Peer assessment and self-assessment to be effective so that more time can be addressing misconceptions.

#### Leedon's Key Principles:

1. The sole focus of feedback should be to further children's learning; it should respond to the individual needs of the children to make progress.
2. Feedback should empower children to take responsibility for improving their own work and make a difference to them both academically and personally, emotionally and socially; it should be motivational.
3. Inform future planning of lessons.
4. Children can receive feedback either within the lesson itself or in the next appropriate lesson to identify next steps.
5. Effective peer and self-assessment develop reflective and metacognition skills.

*Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers can gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons*

*"The first fundamental principle of effective classroom **feedback** is that **feedback** should be more work for the recipient than the donor." "the shorter the time interval between eliciting the evidence and using it to improve instruction, the bigger the likely impact on learning." Dylan William*

#### Pupil articulation of learning:

Children should be able to answer the following questions:

- What am I learning in this lesson?
- What skills am I learning in this lesson?
- Why am I learning this (what is the outcome) and how will it help me?
- How will I know that I have been successful in this learning?
- Where am I on the learning journey and how can I get to the next stage?
- What feedback have I received and how will it help me improve?

### **Teachers should evaluate and reflect on their lessons:**

- Were there successes to engage the children?
- Was the learning challenging?
- Was the learning engaging?
- What were all the adults doing to help learning in the classroom?
- What didn't work in the lesson and what will I need to change for the next lesson?
- How did my feedback support each child to progress?

### **Providing Purposeful and Meaningful Feedback to pupils at Leedon:**

Feedback should give a deeper understanding or improve in children's work. We know that pupils make the most gains in lessons when feedback is immediate, and misconceptions are addressed at the point of learning. Therefore, we have adopted a 'responsive teaching' 'assessment for learning' feedback approach as a strategy. We respond to the needs of the individual. Live marking is a strategy for providing immediate feedback.

Throughout independent learning stages of a lesson, the class teacher and learning support assistants will use their time to support and guide individuals or groups of pupils as misconceptions occur or further challenge or support is required.

Instant and responsive interventions will be used within a lesson and are delivered by teachers or Learning Support Assistants. These may take the form of a pre-teach, in-lesson intervention and/or a post lesson intervention. – showing the children, the successes they have achieved and giving extra direction to support or challenge learners

### **Feedback Strategies:**

Strategies teachers might use within their class are:

- Talk partners (A and B partners so that all children can discuss their thoughts), no hands up approach, cold calling and open and closed questioning to deepen understanding to ensure that all pupils are involved in the feedback process.
- Peer and self-assessment. The children will be taught to mark accurately, honestly, and, for peer-marking, kindly but linked to the objective and success criteria.
- Basic skills errors will be marked when seen, and children will be given time to reflect and edit their learning through peer assessment, self-assessment and adult feedback to build on their learning.

### **Addressing Teacher Workload:**

At Leedon Lower School all work will be looked at, however, due to 'responsive teaching approach' that has been given, there is no expectation for written feedback in books, but this may be used when appropriate. A lengthy next step comment is not necessary as misconceptions will be addressed in the next lesson or there and then. Equally, further challenge can be addressed in the next lesson as well. Teachers may choose to use 'whole class feedback sheets' to record their observations and support the teaching of subsequent lessons or as a whole class or group feedback tool. **See Appendix 1.** Where teachers provide written feedback to support learning, the marking policy is used, and children should understand the codes and how to use to improve their work. **See Appendix 2.**

### **Practical Activities:**

As part of enriching our children's lives, learning may take place through practical activities, which may result in no written recording. If a practical activity takes place, then it will show the progress in the written work at the next opportunity; this may also be within a reflection or a daily review.

### **Progress and attainment:**

Progress and attainment will be evaluated by the English and Maths leaders on a termly basis and report back to the Senior Leadership Team. The Headteacher and Subject Leaders of staff will conduct termly book looks and lesson observations to monitor the 'Feedback Policy' and support the review stage.

### **Appendix 1: Example of whole class feedback sheet:**

<b>Next Steps in learning/progression:</b>	<b>Misconceptions/errors:</b>	
	<b>Further support:</b> (When? How? who with?)	
	<b>Spellings/vocabulary:</b>	
<b>Good examples:</b>	<b>Presentation issues:</b>	<b>Incomplete:</b>  <b>Absent:</b>



## Appendix 2

### Progressive marking strategy

- Underline the crime – explicitly show where the error is but do not disclose it. Children must attempt the correction or spot the mistake.
- Spot the dot: in the margin – there is an error on this line. Children must correct.
- P – perfect the paragraph – read back through and edit/change. Can apply to all subjects.

*(At times these may not be applicable and re-teaching needs to happen through modelling and extra scaffolding)*

### Key Stage 1

T LSA	Work completed with support from an adult T = Teacher LSA = Learning Support Assistant
I	Work completed Independently
LO: To use capital letters correctly. 0LO: To use capital letters correctly. LO: To use capital letters correctly.	Assessed against the LO LO highlighted pink = LO met Pink dot = LO partially met Green dot = LO not met
CL	Missing capital letter
	Missing full stop
!	Missing exclamation mark
?	Missing question mark
_____	Write on the line
	Finger space needed
PH	Using phonics to sound out words
HW	Handwriting and presentation

Key Stage 2

V.F	<u>Verbal Feedback</u> – you have discussed your work with an adult and know what to edit from the conversation.
W.S	<u>With Support</u> – You have worked on this piece of work with the help of an adult.
CL	<u>Capital Letter</u> - You have forgotten to use capital letters so you need to check your work carefully to spot where they are required.
P	<u>Punctuation</u> – You have made a mistake when punctuating your work. Read your sentence and put the correct punctuation in.
SP	<u>Spelling mistake</u> – either you have made these marks to check a word in the dictionary later or an adult has found a mistake and you need to find the correct spelling.
//	<u>New paragraph</u> – You need to miss a line and create a new paragraph where you see these lines.
?	<u>Misunderstanding</u> – If you see this mark it means your sentence doesn't make sense or the adult is not sure what you mean. Re-read your work and edit it carefully so it is clear.
^	<u>A missed word</u> – This mark shows a word is missing in your sentence. Re-read the sentence and put the missing word in.
T	<u>Tense</u> – This will show if your writing has been written in the wrong tense. Edit your work to ensure the correct tense is being used.
H	<u>Homophone is incorrect</u> – you have the correct word but the wrong spelling, use the dictionary to correct this.