

Mousehold Infant & Nursery School



IST Inclusive
Schools
Trust

Title of Policy:

Feedback & Marking

Subject Leader/Contact Person:

Ian Tolson

This policy has been developed, reviewed & adopted as follows:

	Date of Draft	Date Agreed	Date of Review	Date of Review	Date of Review
Staff	June 2022				
Trustee		29.6.2022			

School Aims:	Respect, Help, Learn, Enjoy, Achieve.
School Self Review:	<ul style="list-style-type: none">• How high are standards?• Pupils' attitudes, values & personal development.• How well are pupils taught?• How good are curricular & learning opportunities?• How well does the school care for its pupils?• How well is the school led & managed?• How well does the school work in partnership with parents?• How effective is the school?

Signed:  (Headteacher)

Signed:  (on behalf of Trustees)

Feedback & Marking Policy

“Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy.”

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

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 sparingly so that it is meaningful
- Put the onus on students 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. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF’s recommendations, and those of the DfE’s expert group which emphasises that marking should be: Meaningful, manageable and motivating. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles: Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children’s learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work. Adults should not take this responsibility away by doing the hard thinking for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The ‘next step’ is usually the next lesson.
- 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.

Providing Feedback to pupils

“Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance.”

— Dylan Wiliam, **Embedded Formative Assessment**

At Mousehold Infant and Nursery School, we believe 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 an ‘In the Moment’ feedback approach. Throughout independent learning stages of a lesson, the class teacher and learning support staff will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. This may lead to fluidity in ability groupings within lessons so that the needs of all children are met. Rapid and responsive interventions may also be used and could be delivered by teachers or support staff. These may take the form of a pre-teach, in-lesson intervention and/or a post-lesson intervention. Marking may take place at this time too –showing the children the successes they have achieved and giving extra direction to support or extend learners.

“In the Moment”/ Live Marking

At Mousehold Infant and Nursery School marking should, where possible, be done in the moment within the lesson being taught. This is to maximize the feedback both the teacher and the students receive in order to adapt lessons and assess whether they are on the right track in their learning. Live marking is part of our AFL (Assessment for Learning) strategies that should be a core aspect of every lesson. There is no expectation for written feedback in books beyond ‘in the moment feedback’. A lengthy next step comment is not necessary as misconceptions will be addressed in the next lesson. However, basic skills errors will be marked and children should be given time to edit their work.

Teachers are required to identify the successes and areas for development using the agreed procedure:

- Teaching staff use a purple pen to mark work that shows that the children are on track/working correctly or applying the right concepts.
- The purple pen is also used to underline/highlight where children are required to look again at their work. At this point, the Teacher/TA will discuss and unpick where the issue has arisen and provide further support if necessary. This may take the form of a quick: “Don’t forget to...” or “Check this again and see how you can improve it.” or a longer discussion with further modelling and support.
- This modelling may also be in purple pen to show the scaffolding and dialogue taking place.
- Spelling errors are addressed in the books. A purple pen is also used to mark these, but feedback needs to be verbal, not written. Do not highlight every spelling mistake (max 3-4) as this can be highly demotivating for some children.

Equity

Work and tasks are structured to be challenging to promote progress. We have a wealth of experience at Mousehold Infant and Nursery School; Teaching Staff and Support Staff. Different groups will work with different support throughout the week and will also work independently. To ensure what support has been given and as a means of showing differentiation, a code will be used alongside the children's work, which will state:

Staff Assisted Work (S)

If no code is visible, the work has been completed independently.

Other points

The Broader Curriculum promotes independent learning, and all children are expected to investigate areas of learning. There may also be times when learning takes place through practical activities, which may result in no written recording, but instead, a photo may be used to demonstrate the learning that took place. If a practical activity takes place, the learning objective will still feature in the child's book and assessed by the teacher and pupil using 'in the moment marking'. Progress and attainment will be evaluated by the subject leaders and Headteacher on a termly basis and will ensure that marking and feedback is being used to develop learning. The Headteacher and senior members of staff will conduct termly work scrutiny and lesson observations to monitor that the Feedback Policy is being effectively applied and that procedures are promoting progress for all pupils regardless of ability and position.