Feedback and Marking Guidance

Rationale

Regular, timely and individualised feedback can lead to substantial learning gains and should be given by teachers, teaching assistants and peers. Impactful feedback, both verbal and written, can occur in the presence of children and all teaching staff provide meaningful feedback throughout lessons to individuals and groups. The marking of children's work after lessons can also have an important impact, both for teachers to develop a better working knowledge of the needs and abilities in their class and to provide clear next steps.

Cubitt Town Primary School is committed to effective, impactful marking and feedback. This document acts as guidance to be used by teachers as appropriate to the needs of their class.

Aims

The aims of marking and feedback at Cubitt Town Primary School are as follows:

- Assess what children can do in order to provide clear next steps in their progress
- Identify misconceptions in understanding and implement strategies to overcome them (see AFL guidance for more detail)
- Celebrate children's successes and praise their work and effort, in order to motivate them to succeed
- Develop an environment where mistakes are seen as learning opportunities
- Provide children with personal and achievable next steps or challenges to extend their learning
- Equip pupils with the ability to assess their own work critically, to help develop independent learners
- Provide opportunities for pupils to assess each other's work, identifying strengths and areas for development
- Form the basis of formative and summative assessment

Principles of marking and feedback

- It should be manageable in terms of time for both teachers and pupils
- It should be positive and motivating for children
- Feedback can be a combination of verbal and written
- It is most impactful when given promptly
- Any adult working with a pupil is expected to provide feedback
- Pupils can be trained to provide feedback to one another
- The process should involve the pupil either verbally or through a written response
- It should be appropriate to the individual needs and abilities of pupils
- It should provide clear and achievable strategies for improvement
- Time should be given for children to react and respond to their feedback
- Teacher's analysis of pupil's books will inform future planning and teaching
- Pupils can be trained in assessing each other's learning

Marking and Feedback Process

Written Feedback

The process of marking is a valuable formative assessment tool that can continuously inform future planning. Written feedback in pupils' books can celebrate successes, highlight mistakes and move their learning on. Teachers mark using red pen in line with the school's marking code and pupils respond in green pen. Time is set aside for pupils to absorb the feedback and respond accordingly – marking is only of value if comments are read and/or responded to.

Verbal Feedback

Children can progress rapidly through formative verbal feedback. This feedback can be in response to pupils' answers and comments, or in reference to the learning they are doing. All teaching staff can provide comments, questions, clarifications and verbal next steps. Verbal feedback can occur throughout lessons and the assessment of learning on one day can inform the verbal feedback given to the class or individual children in subsequent lessons.

Self and peer assessment

Self and peer assessment aims to develop autonomous learners who can reflect on their own and their peers' learning. Training children in providing and responding verbal and written feedback adds a further dimension to formative assessment. Furthermore, having assessed the work of others, pupils will find it easier to identify weaknesses in their own work and to see how they can make improvements. Both forms of assessment can be utilised across the curriculum. Teaching staff may need to oversee and regulate this feedback in some cases, but in others, pupils will be able to constructively build on peer and self-assessment to set their own targets.

Learning Intentions

Most lessons require a Learning Intention, which can be met using specific steps to success. Learning intentions can be shared and discussed with pupils, who should then be able to

reflect on their success at the end of the lesson. Learning intentions can focus on a specific skill, the acquisition of certain knowledge or the development of a better understanding. Steps to success can be either procedural (more common in maths and science), offering a set of instructions to complete a certain task, or more broad, offering a list of requirements or elements to include (more common in literacy). Steps to success should be in pupil friendly language and specifically linked to the learning intention.

Retrieval

Teachers locate regular opportunities for children to retrieve prior knowledge as we are aware of the importance of revisiting learning in order for key information to become embedded. In most lessons this will involve a retrieval activity to begin. End of unit assessments are also used to check on knowledge retention and highlight any key information that needs to be retaught.

As children progress through the school, they are encouraged to retrieve prior learning around similar themes. This is clearest in maths, where topics are revisited and built upon, but also present in other subjects, where key concepts reappear throughout learning journeys. For instance, in history, a number of comparable ancient civilisations are studied and themes of migration and local history recur in different year groups. These key concepts help to anchor learning and increase the prospect of knowledge being committed to long-term memory.

Monitoring

Monitoring consists of (at least) termly books-looks by the SLT and/or subject leads, in collaboration with the class teacher, with a focus on discussing the effectiveness of marking and feedback. Achievable next steps will be agreed upon. This monitoring cycle aims to continuously improve the impact of our marking and feedback.

Teacher Workload

We are aware of the time consuming nature of certain aspects of marking, and following the advice outlined in the 'Independent Teacher Workload Review Group' (2016) aim to ensure that marking and feedback is impactful, but also manageable. As such, staff should use their professional judgement as to when and in how much detail to mark, depending on the impact that can be gained from doing so. Whilst we do not set a specific figure as to how often books should be marked in depth, we expect teachers to be **regularly** interacting with their pupils' learning in an impactful manner, and look for evidence of this during the monitoring process. Marking that is not used to support improvement or is not acted upon by the children, is wasted marking and simply adds to workload.