

Intent

At Lawnside Academy, 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, as well as research from cognitive science regarding the fragility of new learning. 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 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. As such we have investigated ways to 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.**

It is vital that we, as teachers, demonstrate to children how to respond to comments or improvement prompts in their work. Modelling at all levels and in all classes will ensure children respond appropriately with sufficient thought and effort to make a difference in their work. Over time, children's responses will mature although the highest expectations should extend to corrections, improvement prompts and additional challenges.

Implementation

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. Effective feedback is an important part of the learning process which can be:

1. Immediate feedback – at the point of teaching.
2. Summary feedback – at the end of a lesson/task.
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher, or complete an additional challenge.
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.
5. *Remote learning feedback – for those children learning remotely, guidance and comments will be shared via Purple Mash and/or email.*

These practices can be seen in the following table:

Type	What it looks like	Evidence
Immediate feedback	<p>Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork etc.</p> <p>Takes place in lessons with individuals and/or small groups.</p> <p>Often given verbally to children for immediate action.</p> <p>May involve use of an adult to provide support or further challenge.</p> <p>May re-direct the focus of teaching or the task.</p>	<p>Lesson observations.</p> <p>Learning walks.</p> <p>Book monitoring.</p>
Summary feedback	<p>Takes place at the end of a lesson or activity.</p> <p>Often involves whole groups or classes.</p> <p>Provides an opportunity for evaluation of learning in the lesson.</p> <p>May take form of self or peer-assessment against an agreed set of criteria.</p> <p>May take the form of a quiz, test or score on a game.</p> <p>In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.</p>	<p>Lesson observations / learning walks.</p> <p>Some evidence of self / peer-assessment.</p> <p>Quiz and test results may be recorded in books or logged separately by the teacher.</p>
Next lesson feedforward	<p>Challenge activity, if appropriate, highlighted in blue.</p> <p>Corrections completed independently or through verbal feedback with an adult or peer.</p>	<p>Lesson observations / learning walks.</p> <p>Evidence in books of pupils editing and redrafting their work.</p>
Summative feedback	<p>End of unit quiz or test to check understanding.</p> <p>Application of skills task e.g. through problem solving and reasoning questions.</p>	<p>Book monitoring.</p> <p>Lesson observations.</p> <p>Learning walks.</p> <p>Test/quiz scores.</p>
Remote learning feedback	<p><i>Finished and then returned to the relevant member of teaching staff who will make a comment based on their learning.</i></p> <p><i>Comments made by staff are supportive, appropriate and within the timeframe of work submitted.</i></p> <p><i>Completed to the best of the child's ability, including presentation.</i></p> <p><i>Must be the child's own work.</i></p> <p><i>Teaching staff will contact parents if their child is not</i></p>	<p><i>Lessons / activities / quizzes accessed via Purple Mash.</i></p> <p><i>Comments from parents via Purple Mash.</i></p> <p><i>Comments on children's work made via Purple Mash from teaching staff.</i></p>

	<p><i>completing their schoolwork or their standard of work has noticeably decreased.</i></p> <p><i>Teaching staff will monitor the academic progress of children accessing remote learning via Purple Mash.</i></p> <p><i>Teaching staff will monitor the academic progress of children with SEND and discuss additional support or provision with the SENDCO if necessary.</i></p>	<p><i>Checking-in phone calls.</i></p>
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Types of Feedback and Marking

Verbal Feedback

This type of feedback will be used with individual children, small groups and whole class groups where appropriate. It will focus on the positive aspects of children's work and the areas needed to improve. Evidence of response to this feedback will be seen in proofreading, editing/correcting alongside subsequent work. There is no need for verbal feedback to be written down in children's books.

Verbal feedback may also be in the form of questioning and probing between the adult and child(ren). Much of this feedback will take place naturally during the development of lessons and teaching sequences and also via support and guidance from adults working in the class.

Written Feedback

Written feedback will enable the child to quickly identify their success and areas for improvement. It is not expected that written feedback will be lengthy or in much detail.

Self-Assessment

Children will have opportunities to self-assess their work across a range of subjects. This may be in the form of proofreading, editing, or redrafting. Assessing their own work against learning objectives and success criteria may also form aspects of self-assessment. There may also be times where children are given the answers to their work and they are able to mark their own work, for example, in Mathematics.

Self-assessment is an important aspect of a child's learning journey, where they become increasingly skilled in identifying their successes and areas to develop further. Effective self-assessment generates a culture of self-improvement, reflection and progress.

Peer Assessment

Children will have opportunities to assess the work of their peers. This could be via dialogue, written feedback, assessing against a marking grid and/or marking answers etc. Peer assessment enables children to identify aspects of successful learning and areas to develop in the work of others and then, at times, support others to improve.

'Self and peer assessment are important aspects of assessment for learning practice. Assessing their own work or that of others can help pupils develop their understanding of learning objectives and success criteria. Research has shown that pupils make more progress when they are actively involved in their own learning and assessment.' NFER 2012

Using the information and feedback strategically (Next lesson feedforward)

Once teaching staff have reviewed the work of pupils, this information will feed directly into the next session.

Common misconceptions or errors will be identified by the teacher and highlighted to the children. This may be via specific teaching and consolidation of an aspect, looking at a good example of a piece of work (named) and/or looking at a piece of work with some errors / development needed (anonymised).

Written feedback in pupils' books will not necessarily show detail individually. This strategic, minimal marking approach will replace this.

This may be completed as a whole class or in smaller groups - whichever is deemed to be most appropriate to develop the learning further. Pupils will be given time to review their work if needed.

It is expected however, that teaching focuses may be adjusted as a result of pupil outcomes irrespective of the types of feedback given and used.

Each member of staff (including student and supply teachers) must use the marking guide, Appendix 1, to support them in sharing feedback effectively with children as part of the learning process.

Impact

Through the implementation of our feedback and marking policy:

- Teaching staff will use a variety of feedback approaches to respond incisively to children's work;
- Feedback and support from teaching staff is timely and provides guidance on how to improve;
- Teaching staff will use their time effectively to provide learning opportunities to promote successful learning and progress;
- Children will be given regular time to consider and implement the feedback given to improve their work;
- Children will be eager to improve their learning and support their peers to improve, making the most of the opportunities given;
- Children will be adept at assessing their own and the work of their peers;
- Children will make appropriate progress within the whole curriculum.

Version	Date	Author	Notes on revision(s)	Date ratified by governors	Next review date
2	November 2021	C. Johnson	Implement strategic, minimal marking approach.	November 2021	November 2024
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Appendix 1:

Feedback and Marking Policy

Marking Guide

	Work is correct
	Have a look at where you have gone wrong
	Challenge
Comment	If it is appropriate, teacher makes a comment
I	Work completed independently
AS	Supported by an Adult
VF	Verbal Feedback
SC	(Pupil) Self Corrected