



## Marking and Feedback Policy

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**The purpose of feedback:** To help pupils reflect upon and improve their performance. To help teachers understand how pupils have done in a lesson or task, in order to inform what or how they teach next. To resolve misconceptions and move learning forward.

**Feedback and marking should always be purposeful and should not be onerous.** Teachers should only ever record what is useful for the pupil or for themselves – marking should not be seen as a ‘job on the list’ but an important part of the learning process. Pupils should always, where at all possible, be part of this process to ensure that they understand the feedback that is given and how to act on it.

**What Ofsted say about marking and feedback:**

*Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, 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, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning. While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.*

**The Brooklands approach:**

As part of ongoing planning, teachers will identify what they want pupils to know and be able to do as a result of any teaching or activity. This information will be used to inform whether pupils need further support to grasp or retain a concept or whether they are ready to move on. Every lesson will contain a brief opportunity for an assessment of this, either through a simple practical task (e.g. can you count these beanbags in twos?), through questioning (e.g. how do you know that it is ai not ay?) or through a short task (e.g. a reasoning problem or some questions for pupils to complete to demonstrate their understanding). Teachers should ensure that these opportunities are given sufficient time and importance within the lesson and this should be a routine part of practice in every aspect of school life.

In line with findings from the Assessment Commission, feedback at Brooklands will be delivered in three ways:

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

Type of feedback	Possible mechanisms
Immediate feedback	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> </ul>

	<ul style="list-style-type: none"> <li>• May include highlighting/annotations according to the marking code.</li> <li>• May involve focused peer-assessment</li> <li>• Corrections, editing and improvement should be carried out by the children at the time using green pen</li> </ul>
Summary feedback	<ul style="list-style-type: none"> <li>• Takes place at the end of an activity or lesson</li> <li>• Can be delivered to whole groups or classes</li> <li>• Evaluates understanding of learning</li> <li>• Should include an element of self-assessment</li> <li>• May highlight pupils who require further support or a deeper look at their understanding/misconceptions</li> </ul>
Review feedback	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• Provides teachers with opportunities to assess understanding more deeply</li> <li>• Involve teachers looking at books and identifying strengths, basic errors, presentation issues and common misconceptions and noting these on whole-class-feedback grids</li> <li>• Informs a whole class feedback session at the start of the next lesson and/or adaptation of future planning</li> <li>• Can result in a task for pupils to respond to in the next lesson</li> <li>• May involve written comments/annotations for pupils to read and respond to</li> <li>• May lead to next steps being set for pupils</li> </ul>

As much responsibility for assessment as possible should be transferred away from the teachers to the pupils themselves. Children should be taught to self-mark accurately and honestly and encouraged to do so as much as possible.

#### Review Feedback In Practice:

The books are handed in at the end of the lesson and the teacher then checks each child's work. Basic errors may be indicated by the teacher using the school's marking code which should ensure that this process is not onerous for teachers but adds value to pupils. It is designed to offer sufficient guidance to pupils to identify and correct the error but be open enough to promote discussion about this, in order to fully understand the misconception or reason for error.

Symbol	Meaning
Circle around a letter e.g. peoPle	Should be capitalised/decapitalised
^	Missing word or element of punctuation
//	New paragraph or line
Wiggly line under a word	Spelling error (Teachers should identify errors only where the spelling rule has been taught so pupils should have the necessary understanding to correct the error. Teachers should identify no more than 5 spelling errors in a piece of work and pupils should be well supported to correct these errors.)



Next steps (with guidance recorded as below)

During the book check, the teacher makes notes in their teacher's feedback grid to analyse the set of books and identify excellence, common errors and misconceptions which can be addressed at the start of the next lesson in a 'Feedback Session'. Initials of children who need further support are recorded, as are those who exceeded expectations. Written next steps may be used if a child needs more detailed feedback which cannot be given during the Feedback Session.

Example feedback sheet (see appendix)

Praise To Share:	Reviewing Lesson Outcomes (Add Initials):	
	Not Met:	Exceeded:
Common Misconceptions To Address:	Planning information to feed forwards (and when it will be addressed):	
Presentation:	Other reflections:	

Teachers use the feedback sheet to identify areas to target in a short feedback session in the next lesson, or to build into longer term planning going forwards.

Feedback sessions should take approximately 5-10 minutes. A typical feedback session would have some of the following features:

- Sharing high quality feedback with the whole class, groups or individuals.
- Celebrating good work, picking out and analysing the key features using a visualiser.
- Live marking a piece of work to demonstrate strengths and areas for improvement using a visualiser.
- Correcting of common basic errors— e.g. show a sentence/calculation containing the common mistake and ask children to identify the mistake and correct it.
- Addressing common misconceptions in knowledge or understanding from previous lesson through a consolidation activity.
- Drawing attention to common spelling errors e.g. Common exception words / statutory word lists / taught spelling rules
- Modelling key handwriting misconceptions or presentation issues

- Children responding to the feedback given (e.g. editing their work for errors / improvement in some other way / clarify a misconception). Green pen should be used for this.

Where possible feedback focuses on improving children's knowledge and understanding not just improving their previous piece of work.

Teachers will use Whole Class Feedback as a key strategy for identifying and resolving misconceptions that arise through teaching. This will include teachers reviewing outcomes in lessons and books to help them understand which elements of the curriculum pupils need further support with and how future lessons can be adapted to address this. The most important part of this process is teachers identifying how they will feed information forwards so that misconceptions are evidently resolved in subsequent learning outcomes.

The EEF research shows that feedback can be a very effective strategy for improving outcomes for pupils, when done well. Teachers will use their professional judgement to personalise and adapt the strategy so that it is meaningful and purposeful for every pupil in their class, while maintaining consistency with the school approach.

Mark Less Mark Better (2018) V3.indd (londonsothtsa.org.uk)  
Feedback | Toolkit Strand | Education Endowment Foundation | EEF

Appendix: Whole Class Feedback Sheet For English

Date:	Subject:	Year:
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Praise To Share:	Reviewing Lesson Outcomes (Add Initials):	
	Not Met:	Exceeded:
Common Misconceptions To Address:	Planning information to feed forwards (and when it will be addressed):	
Presentation:	Other reflections:	

Appendix: Whole Class Feedback Sheet For Maths

<b>Date:</b>	<b>Subject:</b> Mathematics	<b>Year:</b>
<b>Praise to share:</b>	<b>Reviewing Lesson Outcomes (Add Initials)</b>	
	<b>Not Met:</b>	<b>Exceeded:</b>
<b>Common misconceptions to address (including vocabulary):</b>	<b>Planning information to feed forwards (and when it will be addressed)</b>	
	<b>Fluency</b>	<b>Reasoning</b> <b>Problem solving</b>
<b>Fluency</b>		
<b>Other reflections:</b>		

