Tittensor First CE (VC) School
Feedback and Marking Policy

Policy date: September 2024
Review date: September 2025

At Tittensor First School, we recognise the importance of feedback as an integral part of the teaching & learning cycle and aim to maximise the effectiveness of its use in practice. We are also mindful
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 effective practice from a range of expert organisations, including the Education Endowment Foundation (EEF), the National Centre for Excellence in Teaching Mathematics (NCETM) and Ofsted.

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to high levels of workload. As such we have investigated alternatives to written marking which can provide effective feedback.

We believe that three principles underpin effective marking and feedback: it should be meaningful, manageable and motivating.

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 are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Embedding the principles of effective feedback

Meaningful

At Tittensor First School, we firmly believe that feedback should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their analysis of work and whether pupils are progressing.

Feedback varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Research (Black et al, 2003) shows that the most effective and beneficial forms of assessment are ones which support learning (i.e. are formative) and are built-in to lesson design. However, the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.
Therefore, marking and feedback strategies should be efficient so that they do not steal time that would be better spent on lesson design and preparation or result in an excessive workload for teachers.

Manageable

At Tittensor First School, marking and feedback practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.

Evidence shows (Black and William, 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.
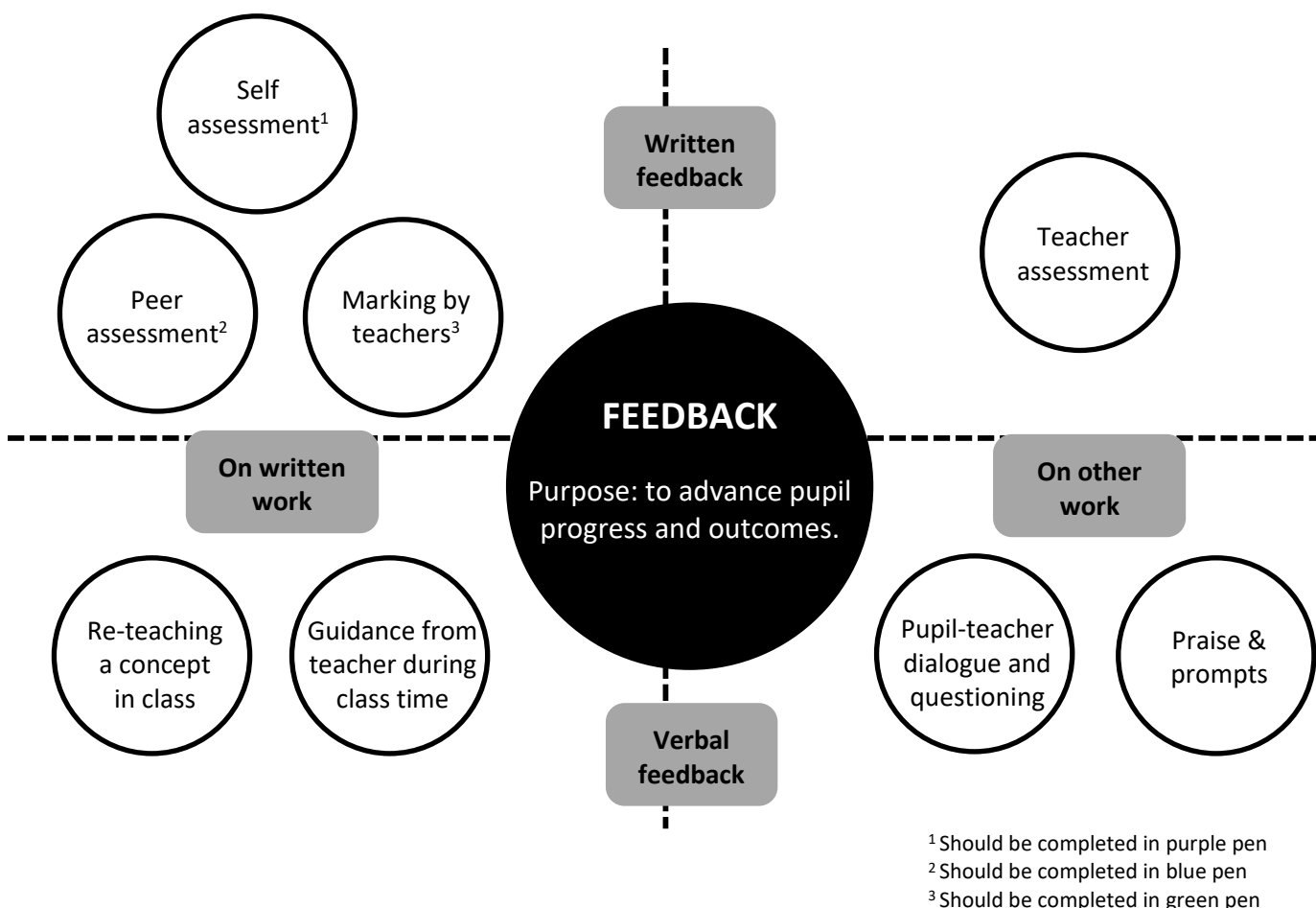
For the vast majority of pupils' work, we would expect that written comments in books are only used as a last resort. Where appropriate, staff use *Work Analysis & Feedforward* records to support their effective implementation of the MARK → PLAN → TEACH cycle.

Motivating

Feedback should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

An important element of feedback is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. However, there are many ways to do this without extensive marking. Furthermore, too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.

Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Self assessment[1]

Written feedback

Teacher assessment

Peer assessment[2]

Marking by teachers[3]

FEEDBACK

Purpose: to advance pupil progress and outcomes.

On written work

Re-teaching a concept in class

Guidance from teacher during class time

Verbal feedback

On other work

Pupil-teacher dialogue and questioning

Praise & prompts

[1] Should be completed in purple pen
[2] Should be completed in blue pen
[3] Should be completed in green pen

New learning is fragile and is easily forgotten unless explicit steps are taken over time to revisit and refresh it. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Learning and growing together as we follow Christ

Consistency across year groups, key stages and the whole school is still important, but this can come from consistent high standards, rather than unvarying practice.

Learning and growing together as we follow Christ