



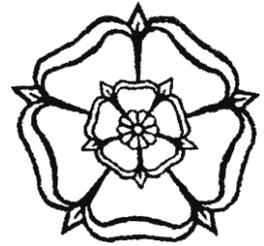
Thornton-in-Craven Community Primary and Nursery School

Cam Lane, Thornton-in-Craven, North Yorkshire, BD23 3SX

Tel: 01282 843381

Email: admin@thornton-in-craven.n-yorks.sch.uk

Headteacher: Mrs K Smith



Feedback policy

1. Aims of feedback and marking

Feedback and marking is an integral part of assessment. Quality feedback and marking allows for self assessment where the child can recognise their difficulties and mistakes/areas of development and encourage them to accept help/guidance from others. Furthermore, it reinforces learning through reflection. We do this positively to enhance self-esteem and confidence. Our marking policy is focused on a 'no written marking' approach: Covid-19 guidance meant that there were more and more precautions that you have to take if you want to collect and mark pupils' work, which can increase the risk of transmission, and can potentially mean a huge delay in feedback being given to pupils, reducing its effectiveness even further. By moving to a no marking approach, we were able provide high quality feedback efficiently. This did not lead to a further decrease in attainment and furthermore, written marking takes up a huge amount of teachers' time – if a teacher spends 10 hours per working week marking this is almost 400 hours per year. This creates a huge workload issue. By adapting a 'no written marking' approach, this also represents a huge opportunity cost – this time could be spent curriculum planning, investigating research, creating resources, improving subject knowledge or ensuring a better work: life balance. There is no reliable evidence to support the effectiveness of written marking. In fact, written marking which is individual results in an over-reliance on very specific comments and so pupils do not develop their own understanding of how to improve their work. This is why we have taken the decision to implement a 'no written marking' approach.

2. Purpose of feedback and marking

Firstly, we have changed our viewpoint from one that values written marking to one that values feedback, and see these as two different things, both of which can achieve the same intended outcomes. Feedback can be given without 'marking' which has traditionally been seen as writing comments on pupils' work; as long as feedback can achieve the same intended outcomes of written feedback. The reasons we mark/give feedback are:

- Assess pupil understanding – both on a daily basis (formative assessment) and also to assess at the end of a topic / unit (summative assessment).
- Give children individual / specific feedback, including recognising achievements.
- To encourage, praise, motivate and support pupils, promoting positive attitudes.
- Identify/address errors and common misconceptions.
- Inform planning.
- Involve pupils in self-assessment, and allowing them to reflect on their learning.

A 'no written marking' approach can still achieve these goals, as long as we keep these core principles and aims at the heart of the policy.

3. Marking Strategies

A: Whole-Class Verbal Feedback

Step 1 - The teachers collects in and reads all pupils' work, noting down common misconceptions, common errors, main areas to improve, main things pupils are doing well and any good examples of work to share with the class. On most occasions, teachers use a whole class verbal feedback sheet.

Step 2 – In the next lesson the teacher shares this information with the class. This could be through a PowerPoint slide, typed notes or verbally sharing written notes. They could also share examples of good work through a visualiser or photograph, to show pupils how to improve their own work. Pupils could then spend some time using these notes to then improve their own work. This could be corrected in pen to show where feedback has been acted on.

B: Modelling

This gives feedback and guidance before writing/a task takes place, using the 'I do-we do-you do' approach (gradual release of responsibility):

C: 'Live' whole-class/individual feedback

Use a visualiser during a live lesson to review a model answer or a pupil's work as a class. This could be to either identify strong elements for others to see and use to reflect on their own work, or to highlight areas to improve. Pupils should then use this to improve their own work. As pupils complete work during the lesson, the teacher views individual work (use a visualiser, or can sit near the pupil to do this), and points out strong elements, recommends an improvement or highlights an error. Pupils then improve their work immediately.

D: Feedback on Retrieval Practice

Retrieval practice completed in lessons or for homework should be self-marked as this improves the pupil's memory of the correct answer in the future (this is known as the hypercorrection effect). This can be achieved through a class discussion of answers, through providing the correct answers to pupil or through pupils self-checking using their previous work. This gives the pupils instant feedback on the questions they got right/ wrong and the correct answers. Teachers can use house points to reward effort and areas of strength.

E: Self-Assessment

This might include self-assessment of a whole piece of work, or could be for one particular paragraph/section of work, using criteria and/or keyword checklists. This should then be used to improve work. This helps to develop the ability to improve their own work and understand assessment criteria; this can be useful for upper KS2 as they begin to look at criteria for the expected standard in writing. This would be corrected in pen to show where feedback has been acted on.

F: Conferencing with pupils

This would work best 1:1 or in very small groups. This then adopts the 'live marking' approach work can be reviewed and can be edited. This would be corrected in pen to show where feedback has been acted on. It also allows the teacher the opportunity to give praise for specific areas of the learning.

There is still a place for marking though, in some situations, especially when completing summative assessments of how well pupils are learning the intended curriculum. Thinking about planned assessment opportunities (essays in topic/RE; extended writing); these do lend themselves to being marked physically as we may need the information to inform teacher assessments. We believe that the approach and strategies above will still allow us to give the children quality feedback which adheres to the core principles of feedback and marking highlighted earlier. There is still the expectation that teachers will still be looking in children's books and assessing their understanding. This is about shifting the focus from having to record written feedback to children in books to finding other, different ways (and mixing this up) of giving the children the same feedback.

Appendix 1: Whole-Class Feedback Sheet

Lesson: WHOLE CLASS FEEDBACK		
Date:		
WWW: •	EBI: •	WAGOLL:
To address next lesson:	Common mistakes:	Anything else?