The Discovery School Feedback and Marking Policy.

This policy has been written following consultation with the staff of The Discovery School as well as a range of creditable research from the Education Endowment Fund (EFF) and beyond. The heart of this policy is ensuring that all children are able to 'Be the best that they can be', without creating unnecessary workload for the adults that work with them.

What is feedback?

Feedback is fundamental to the success of all children. The purpose of feedback to our children is:

- To enable them to improve their learning, responsibly and confidently.
- To enable them to know how to take the 'next step' in their learning.
- To model learning approaches and methods to them.
- To motivate them.

Research from the EEF, shows that feedback to primary aged pupils can enable +7 months progress and that it is effective for all lessons, but particularly in Maths and Science. It also has a significant on children who are low attaining as the direct feedback enables better progress for them.

However, before feedback is provided, teachers need to ensure that their instruction is of a high quality and that formative assessment is used throughout their instruction. If lessons are well planned, the need for feedback, be this verbal or written may not be required. The Discovery School expects teachers to plan and teach their lessons using Rosenshine's Principles of Instruction to ensure that children are guided expertly through their learning journey.

However, if feedback is needed, teachers and teaching assistants will need to think about the specific type of feedback that they give to pupils. The correct type of feedback, be that verbal or written, can and should help to both develop and move learning forward. Feedback requires our teachers/teaching assistants to be knowledgeable about the specific strategies that work for each pupil, in order to get the best outcomes.

How does feedback look at The Discovery School?

We believe that all feedback and marking should be meaningful, manageable and motivating and for the most part, happen at the moment of learning to be the most effective. Feedback should serve a dual purpose; to challenge misconceptions and advance pupil progress. Teachers should be clear about what they are trying to achieve and the best way of achieving it.

Feedback, both written and verbal should be focused on the primary learning of the lesson. Key spellings may be picked up as part of this but shouldn't be the only focus of feedback. Wherever possible, feedback should involve the children directly so that a meaningful conversation can take place about their next steps.

At The Discovery School, feedback can take many forms including verbal and written feedback. The table below shows the agreed forms that feedback is used in lesson delivery and planning.

Type of feedback	What this looks like
Immediate/in the moment	- This takes place during a lesson with individual child, groups or as a whole class. - This is often seen as verbal feedback given directly to the child to either help them to 'get back on track', provide further challenge or to challenge a misconception. - Includes formative assessment (hinge questions, low stake quizzes, whiteboard work, live marking etc.) from the teacher/teaching assistant - Praise effort and contributions.
Responsive (Catch up/Zap the gap/Marking for Improvement)	- Takes place after the lesson or activity. - Addresses the learning question/knowledge from the lesson. (Misconceptions or missing prior knowledge) - Children are given time to practise this knowledge. - Often this feedback is verbal. - Can be delivered by either the teacher or teaching assistant (guided by the teacher). - Marking for Improvement.
Summary (Pre-teaching and preparing)	- Takes place after the lesson or even the following lesson. - Involves reading a piece of work and providing written feedback. - Identifies children or groups strengths or specific misconceptions for groups of children who could benefit from pre teaching. - May involve peer to peer assessment. - Can be delivered by either the teacher or teaching assistant (guided by the teacher).

At The Discovery School, teachers use their professional judgments and knowledge of the children, to choose the most appropriate way to feedback to the children. This ensures that all children are continually challenged and that not a moment of learning time is wasted.

Verbal feedback

Verbal feedback is the most powerful tool a teacher has in ensuring immediate impact on the children's learning.

Verbal feedback should:

- be meaningful.
- be linked to the learning question of the lesson.
- should focus on addressing misconceptions or errors in learning.
- help to clarify children's understanding and also challenge too.
- happen in the moment of learning-to help the children identify their next steps in improvement.
- be constructive and not demotivating for children.
- be provided by all adults in the classroom (teaching assistants under the direction of the class teacher)

When this has occurred during a lesson, a teacher may write a green V at the point of the intervention. This clearly shows where the conversation has occurred. If this has occurred after the lesson then 1:1 conference will be noted in the child's book.

Written feedback (Marking)

On occasions, written feedback is suitable for pieces of work. Examples of this could be a final written piece of work or where children may need to edit a piece of maths or English work. It is the responsibility of the class teacher to view and mark books regularly to support the teaching, learning, planning and assessment. Under the direction of the class teacher, teaching assistants are encouraged to carry out acknowledgment marking using a green tick.

Written feedback should:

- be written in green pen by the teacher/teaching assistant
- be written in clear, legible handwriting.
- help to motivate pupils to progress.
- ensure that children are maintaining high standards of presentation (dates underlined etc.)
- not mean writing in-depth comments; sometimes short, challenging comments are more effective.
- Should use the school's agreed marking codes. (Appendices 1 and 2)
- be focused on the learning question for the lesson and not any other knowledge or skills. (Unless there is an identified target for the child).
- acknowledge the work a pupil has done (a green tick), to value their efforts and achievement, and to celebrate progress. On these occasions, the use of "Well done!", "Excellent effort!" and "Good work!" could also be used at the end of a piece of work.
- take into consideration the age of the child. Written feedback is not necessary in EYFS.

Marking for Improvement (MfI)

Some marking relies on the children to revisit their prior learning to either practise a skill or to edit and improve a piece of work. This will be presented as green bubbles in children's books. (See below for further guidance.) For this, children are expected to use either a purple pencil (KS1) or pen (KS2) to improve their learning. More often or not, MfI is done alongside an adult who will also provide the verbal feedback needed.

Green bubbles in books – the use of the green bubble could be used to:

- Challenge a child
- Consolidate a part of the learning journey or
- Practise a skill

Below are a few examples of the expectations for MfI:

Year 3 DT.

Year 6 Writing

Year 1 Writing

Year 4 Maths

Year 3 DT

Peer Marking

Children can also use a purple pen to mark their own or peer assess work when directed by the class teacher. Examples of this could be marking Flashback 4s in Maths or a simple quiz being marked in a science lesson. Research shows that children are often more receptive to peer feedback as it is often instantaneous and helps to motivate them further with their learning. We clearly structure this form of feedback and marking to ensure it is effective as a tool and has a positive impact on all children. When appropriate, children are encouraged to peer-evaluate to the learning question.

Teachers may use tools like "two stars and a wish" to help children balance their comments:

Year 6 Writing

Special Educational Needs and Disabilities

When marking the work of children with SEND, we take into account the wide range of abilities of our children. Children's individual educational plans will be used to support the type of verbal and written feedback that is used. Reasonable adjustments will be made to ensure that every child with SEND can access the full curriculum and the feedback needed to help them thrive.

Feedback and Marking in EYFS

There is no need to provide written feedback to children in EYFS, as the best feedback for children of a young age is verbal. However, acknowledgement marking can be used when appropriate. Research from the EFF states that "feedback should be timed appropriately, it should focus on moving learning forward, and teachers should plan for how pupils receive and use it." Questioning should also be used by adults to extend children's learning as should scaffolding to support children's learning in the EYFS.

However, appendix 1 provides codes should teachers want to annotate any written learning the children may take part in.

Research and Literature used to help formulate this policy:

Keith J. Topping (2017) Peer Assessment: Learning by Judging and Discussing the Work of Other Learners. University of Dundee, Dundee, Scotland, UK https://riverapublications.com/article/peer-assessment-learning-by-judging-and-discussing-the-work-of-other-learners

Feedback Toolkit EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback

Wynne Harlen & Mary James (1997) Assessment and Learning: differences and relationships between formative and summative assessment, Assessment in Education: Principles, Policy & Practice, 4:3, 365-379, http://dx.doi.org/10.1080/0969594970040304

Reducing Teacher Workload https://assets.publishing.service.gov.uk/media/5a7f4d82e5274a2e8ab4b5b7/6.2799_DFE_MB_Reducing_Teacher_Workload_Poster_20161213_print.pdf

Supporting teachers through the school workload reduction toolkit Richard Churches Education Development Trust (March 2020) https://assets.publishing.service.gov.uk/media/5f08d616d3bf7f0416418520/Supporting_teachers_through_the_school_workload_reduction_toolkit_March_2020.pdf

Appendix 1: Best Practice Guidelines: Codes to aid effective marking and feedback in EYFS

There is no need to provide written feedback to children in EYFS as the best feedback for children of a young age is verbal. However, should an adult want to mark or provide written feedback the following codes can be used.

MARKING CODES	Personal Social and Emotional PSE	Literacy L	Communication and Language CL
Physical Development PD	Maths M	Understanding The World UW	Expressive Art and Design EAD
Teacher Directed TD	Child-initiated time – Plan, Learn, Review PLR	Independently I	Date and Learning Question 12/12/2023 LQ: ……

Appendix 2: Best Practice Guidelines: Codes to aid effective marking and feedback in KS1 and KS2

All staff (including supply teachers, cover teachers and trainee teachers) will follow the guidelines for marking set out below:

Marking is in green pen/pencil.

✔ = denotes that the work is correct

● = work or number sentence is incorrect

The assumption is that the work is independent, unless one of the following codes is marked by the teacher or TA:

T = teacher supported / guided group   **ST** = Marked by a Supply teacher

TA = TA supported / guided group   **CS** = Marked by a Cover teacher

The most effective feedback will always be that given immediately and verbally, in which case the following symbols will be used:

V = Verbal feedback given already

1:1 Conference / = teacher / TA will provide individual feedback or an additional guided group to address this need

We use the following editing symbols:

word/number/symbol is underlined = check this/change this e.g. spelling, inappropriate choice, incorrect number.

Word/number symbol wiggly underlined = child needs to check or change through self-editing

// = start a new line or paragraph

∧ = word missing/ add a word

◯ = something missing e.g. capital letter or punctuation