

Ash Grove Academy



Belgrave Road
Macclesfield
Cheshire
SK11 7TF

Policy for Feedback and Marking





Drafted and Agreed by Ash
Grove Academy Teachers
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Policy for Feedback

At Ash Grove Academy, we believe feedback should provide constructive advice to every child, focusing on success and improvement in relation to learning intentions and outcomes. Feedback enables children to become reflective learners and helps them to close the gap between current and desired performance.

Teachers at Ash Grove Academy provide high quality initial instruction alongside clear learning intentions and ongoing formative assessment methods in order to elicit evidence of progress and assess gaps in learning. These gaps will then be addressed by the feedback given to pupils by adults.

Feedback should be informative, effective, and reflective, and both written and verbal feedback must impact positively on pupil progress. We understand the importance of quality first teaching and learning, and recognise that feedback must come after this and build on the learning that has already taken place. As a result, feedback given to pupils at Ash Grove Academy focuses on the **task**, the **subject**, or the learner's own **self-regulation strategies**.

Feedback more likely to move learning forward			Less likely
Task  <i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i>	Subject  <i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i>	Self-regulation strategies  <i>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</i>	Personal  <i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i>

Taken from the Education Endowment Foundation's Guidance Report, 'Teacher Feedback to Improve Pupil Learning'

Implementing the policy

Wherever possible, feedback will be given verbally though targeted and effective questioning during whole class teaching, through individual teacher conferencing during lessons, in guided groups, or during timely interventions. The continuous application of effective questioning, as well as the teacher explicitly modelling using a 'think aloud' strategy, are key approaches that are applied throughout lessons.

Where feedback is written, this must have a clear focus (see table above) and be accessible to the pupil it addresses. Time must be given in the next appropriate session for children to read and respond to any written feedback. Editing and redrafting lessons are explicitly planned for English, and regular timely interventions work effectively for maths. This is embedded within the mastery approach to teaching and learning.

Feedback also plays an integral role in the explicit teaching of self-regulation and metacognitive strategies particularly during the stages of identification of misconceptions and reflection.

Feedback and marking will be accessible to all children, with the aim being to promote children's self-assessment and understanding of their 'next step'.

Nursery and Reception

Teachers will continuously assess the children through a combination of teacher directed whole class, small group and individual activities and tasks, as well as through observations of the children in the environment and self-led play-based activities. The children are given immediate verbal feedback on any task that is recorded.

Principles for Feedback and Marking in English: Year 1 – Year 6

Key Stage 1

In Key Stage 1, we use the Literacy Counts program – an evidence-informed, text-based approach - to organise our writing curriculum. Spelling, grammar and punctuation skills are evidenced in the children's literacy books and marked through direct teacher conferencing during a lesson, or as soon as possible after a lesson. These skills, as well as any extended pieces of writing, are marked using the following system:

- a tick indicates correct work
- green pen is used by the teacher to indicate a correction needs to be made
- corrections are made by pupils using purple pens, either at the point of teacher conferencing or at the start of the following lesson

Particular attention is paid to correct letter formation and the accurate use of capital letters and full stops to demarcate sentences.

Key Stage 2

In Key Stage 2, we use the Literacy Counts program – an evidence-informed, text-based approach - to organise our writing curriculum, alongside the principles of IPEELL to support the writing structure. IPEELL stands for Introductory paragraph, Point, Example and elaboration, End, Links (such as connectives and openers), and Language (for example, genre specific vocabulary and punctuation).

Spelling, grammar and punctuation skills are evidenced in the children's literacy books and marked through direct teacher conferencing during a lesson, or as soon as possible after a lesson, using the following system:

- a tick indicates correct work
- green pen is used by the teacher to indicate a correction needs to be made
- corrections are made by pupils using purple pens, either at the point of teacher conferencing or at the start of the following lesson

The complete writing cycle in Key Stage 2 involves children creating a plan, followed by an initial draft which is edited and redrafted, culminating in a final draft which is 'published' either in the child's exercise book or for display purposes.

- corrections for editing are identified primarily through direct teacher conferencing and, where possible, addressed immediately
- additional corrections may be identified after a lesson, including after the work is 'published'
- green pen is used by the teacher to indicate a correction needs to be made
- editing and redrafting by pupils will take place in the following lesson, with children being encouraged to re-read the work completed so far and amend accordingly with purple pen. Children will repeat the process of editing, redrafting and correcting until their work is complete.

Where a teacher identifies a high proportion of children as having a similar 'next step', they will use this as a teaching point for the whole class prior to editing in the next lesson.

The use of the visualiser during shared and modelled writing is integral to all areas of literacy feedback.

Principles for Feedback and Marking in Maths: Year 1 – Year 6

At Ash Grove Academy, we follow a mastery approach to the teaching of mathematics – that is, all children achieve their potential through small-step progression to an appropriate level of depth and challenge.

Activities that develop children's understanding of **patterns and connections** across procedures and concepts may be recorded in the children's exercise books, but this is not a requirement of the maths curriculum. If these activities *are* recorded in books, children will be supported to mark their own work through shared discussion and the use of the visualiser to address any errors or misconceptions.

Independent activities will be recorded in books and marked primarily through direct teacher conferencing. Where possible, errors will be addressed immediately. Additional corrections may be identified after a lesson, particularly where misconceptions need to be retaught the following day.

- green pen is used by the teacher to indicate a correction needs to be made
- corrections are made by pupils using purple pens, either at the point of teacher conferencing, or during a timely intervention which is being used to provide further focussed support for a 'small step', or at the start of the following lesson
- reasoning or problem-solving corrections may be addressed as a whole class, using the visualiser to scaffold and model responses. Any corrections will be made by the pupils using purple pen.

The continuous application of effective questioning, as well as the teacher explicitly using a 'think aloud' strategy, are key approaches that are applied throughout maths lessons, and a range of open questions are used to ensure children are given rich opportunities to articulate their mathematical thinking.

Collaborative learning opportunities, such as the '**hook**' task, ensure peer-to-peer exploration and explanation of a concept. These are planned into a lesson as a platform for reasoning and problem-solving, as well as being an effective way to reveal misconceptions. Dialogue between adult (teacher or teaching assistant) and pupil will be positive, giving recognition and appropriate praise for achievement in order to move learning forward. Feedback from adults throughout this process will give children opportunities to become aware of and reflect on their learning needs. Children will be given clear strategies for improvement including the use of modelling next steps where appropriate.

Feedback and Marking in Wider Curriculum Subjects

The intent, implementation and impact of the Ash Grove Wider Curriculum is built upon the activation of prior learning and retrieval practise in order to embed knowledge and deepen understanding of key concepts. Through small-step progression planning, scaffolded learning opportunities and well-planned models, feedback is constructive, continuous and directed at the point of need; this means that outcomes in all wider curriculum areas are evidence of each pupil's attainment and understanding of a particular concept or theme. Written feedback is used sparingly since we believe targeted verbal feedback impacts directly and immediately on pupil outcomes. Any written work across the wider curriculum will be marked accordingly:

- green pen is used by the teacher to indicate a correction needs to be made
- corrections are made by pupils using purple pens, either at the point of teacher conferencing or at the start of the following lesson