

Marking and Feedback



Whole-Class Feedback

Class: _____





Marking and Feedback Policy

Updated September 2022

To be reviewed September 2023

“The main purpose of feedback is to improve the pupil and not simply the work.” *Dylan William*

Common Opinions Regarding Marking and Feedback

“I spend hours marking every day and a lot of the time, the pupils spend less than 5 minutes responding.”

“Quite often the feedback I am providing doesn’t feel purposeful and doesn’t necessarily lead to children making rapid progress, which is mostly because the feedback is being given too late, after the lesson has already taken place.”

The Differences Between Marking and Feedback

Although clearly marking and feedback are connected, they are not the same. Cambridge Dictionaries Online define marking and feedback as follows:

Marking - the activity of checking, correcting, and giving a mark to students' written work

Feedback - information or statements of opinion about something, such as a new product, that can tell you if it is successful or liked; information about something such as a new product or someone's work, that provides an idea of whether people like it or whether it is good; the return back into a machine or system of part of what it produces, especially to improve what is produced.

A clear understanding of the difference between these two related activities lies at the heart of this updated marking and feedback policy. In this policy we will distinguish and define the two terms as follows:

- Marking = the routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark.
- Feedback = providing detailed guidance to the learner in order to help them to improve their knowledge, understanding and skills.

Previous Marking and Feedback Policies arguably meant books were being marked, rather than pupils receiving feedback that supported learning.

What is feedback?

Feedback is information given to the learner or teacher about the learner’s performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students’ learning. Feedback redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student’s management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Effective Feedback

Feedback is effective when it is **timely** (not too late after the task), **frequent** (not too scarce) and **acted on** (not ignored). Written marking often militates against this: teachers burn out and it becomes less timely, less frequent and less acted on by pupils and teachers.

According to the Education Endowment Fund's report 'A Marked Improvement' (2016), it was found by researchers at the University of Oxford that there was a 'significant disparity between the enormous amount of effort teachers invest in marking and the research available to tell them which marking approaches are the most effective'.

There's a widespread belief, largely unexamined, that by marking students' work we are providing the kind of feedback they need in order to be successful and make progress. This assumption may be erroneous. While there's no doubt that marking and feedback are connected, they are not the same. It is possible to make marks in students' books without providing anything in the way of useful feedback.

As marking often happens outside of the lesson and outside of where the teaching and learning takes place, it is not the best way to give feedback to children. As well as voraciously consuming teachers' free-time, often the gap between learning and feedback blunts its effectiveness.

Heavy teacher marking places the onus of checking and improving work on the teacher, but not the pupil. Such practice results in teachers spoon-feeding pupils, showing them mistakes and omissions without actually asking them to hunt down mistakes in their own work themselves. The time and effort used by teachers to mark books can also often lead to work being improved, instead of the pupil improving.

Ineffective marking and feedback policies essentially subcontract the responsibility for hard work on to the teacher rather than the learner. In reality, it should be the other way round. This distinction is important if we are to believe Daniel Willingham ('Why Students Don't Like School'), when he said: memory is the residue of thought, meaning that the more you think about something, the more likely it is that you'll remember it later.

Mathematics

1. Pupils self-check their maths work

Teachers should make answers to problems available during the course of a lesson in order for children to self-check and mark their own work.

This can be done at regular intervals throughout a lesson, rather than just at the end of a session. By giving children the opportunity to self-check at various stages in a lesson, teachers will gather valuable assessment knowledge that can be used to re-direct a lesson if required. Additionally, this approach avoids the situation where a child has diligently worked through reams of sums, as the class teacher works with a group, but has done entirely the wrong thing. This is worse still if it happens with a whole group. Self-checking means that mistakes are realised ten minutes into the lesson, rather than at the end.

Providing pupils with regular opportunities to self-assess also helps improve peer marking. For example, when more confident pupils finish their work with time to spare, they can consolidate their learning by 'marking' other children's books. Crucially, those pupils actually have to do the calculations again – faster and possibly mentally – rather than just 'checking' against their own answers.

All this places the onus on the learner to check their work and identify their own errors which in turn increases the likelihood that learning will be embedded.

2. Teach pupils the skills of self-checking

Teaching self-checking involves teaching pupils to think deeply about the work they have just learnt. Otherwise, they might just scan through their work, reading but not really thinking.

When pupils think deeply about something, it is much more likely to get stored in their long term memory. To get pupils thinking about their work, teachers may use a visualiser to model ways of checking (as an alternative to providing answers). We expect pupils to do the same.

For example, pupils might repeat a calculation in a different coloured pen and check they've got the same answer. Here, we remind them that for addition calculations involving more than two numbers, adding the numbers in a

different order is an even better way of checking. Alternatively, when marking a set of addition questions, pupils could be asked to apply their understanding of inverse and use subtraction to help them assess their work.

3. Provide marking prompt sheets for children

Pupils can be provided with prompt sheets to help those who are struggling to identify their mistakes. These are shared at the start of a lesson and are essentially simply a list of steps to success, albeit recast as an error-spotting checklist. The example below is for a lesson on column addition:

	Key Questions	Yes	No
1	Did I put each numeral in the correct place value column?		
2	Did I start from the rights and work my way to the left?		
3	If the total of a column was greater than 9, did I exchange to the next column on the left?		

English: Reading and Writing

The assessment of English work and the quality of feedback provided to pupils has traditionally been weaker than in maths. The reasons for this are arguably summed up perfectly by Dylan Wiliam in his book 'Embedded Formative Assessment'.

"I remember talking to a middle school student who was looking at the feedback his teacher had given him on a science assignment. The teacher had written, "You need to be more systematic in planning your scientific inquiries." I asked the student what that meant to him, and he said, "I don't know. If I knew how to be more systematic, I would have been more systematic the first time." This kind of feedback is accurate — it is describing what needs to happen — but it is not helpful because the learner does not know how to use the feedback to improve. It is rather like telling an unsuccessful comedian to be funnier — accurate, but not particularly helpful, advice."

As Dylan Wiliam goes on to say, 'The secret of effective feedback is that saying what's wrong isn't enough; to be effective, feedback must provide a recipe for future action.'

Whole-class feedback

In short, one of the problems with traditional written comments is that they are not that useful. When a pupil reads a comment at the bottom of a piece of work that says 'you need to use tense consistently', what is the pupil supposed to do in response to that feedback? After all, if they knew how to use tense consistently, they would have done so in the first place!

Whole-class feedback, therefore, has the potential for teachers to give more useful feedback that is not tied to the format of a prose sentence. Imagine if a teacher read a set of 25 narratives by their class that all had problems with tense consistency. The teacher could write at the bottom of each essay: 'you need to make your tense more consistent'.

Conversely, teachers could write **nothing** in pupils' books, and at the start of the next lesson they could display the following two sentences:

The spaceship buzzed around the sky and then landed. Two aliens get out and threaten the locals!

Teachers could then ask the class to find the error, correct the error, and then find a similar error in their own work and correct that. A visualiser could be used as a means of live modelling and pupils could be given the opportunity to practise on their whiteboards, before applying their new learning to their books by editing part of their work.

Such activities are more likely to prompt mental activity than a written comment, especially if, as is often the case, pupils are not given time to read and respond to written feedback.

However, one risk is that teachers could simply replace unhelpful individual written comments with unhelpful whole-class written comments. Instead of writing 'be more systematic' in each pupil's book, teachers might write 'be more systematic' on the board at the start of a lesson and give pupils ten minutes to reflect on how they can 'be more systematic'. While this approach is sure to save time, it will not improve the quality of feedback. For whole-class feedback to be more effective, it has to move from a statement to a specific action; from a written comment to, in Dylan Wiliam's words, 'a recipe for future action'.

Whole-class feedback: Feedback as actions

If feedback is to move pupils forward in their learning, it can be helpful to frame it as an instruction to do something. This can be more useful and easier to understand than focusing on describing work that has been done previously. In giving feedback as actions, pupils are being set a task that addresses their learning needs; the feedback is embedded in the selection of the task. Five simple ways to do this are:

1. **Redraft or Re-do:** Redraft this piece of work / this paragraph/ this graph...by doing X, by adding Y, by correcting Z; Re-do this piece of work but this time make sure you include X, you measure Y, you state Z correctly...Redrafting is very powerful provided that the actions are very specific and the scale of the task is manageable for both teacher and child.

2. **Rehearse or Repeat:** This could also be called practise and drill. As any musician will know, the feedback from most instrumental lessons is to practise something specific: some scales, sections of the piece, some finger exercises, a performance, each time paying attention to some very particular skill element for additional fluency. This could work for many subjects including writing, for example: "Practise spelling X, Y or Z" or "Practise using synonyms of happy in sentences describing the dog."

Note, it is no good asking most pupils to simply 'practise doing X'. They need to be given specific questions/prompts so that they are doing X at right level of difficulty and at the right pace and scale. It is also no good giving them a series of one-off questions. Pupils need to do lots of the same type of questions/task to consolidate their understanding before being challenged with a wider variety.

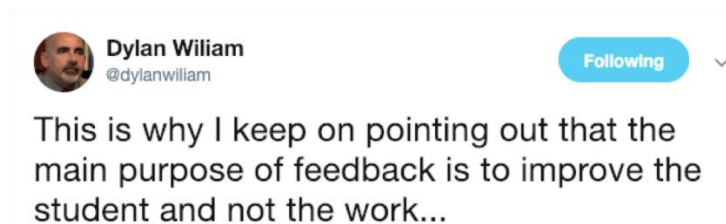
3. **Revisit and Respond:** Very simply, this means 'do these questions/tasks'. It means, on the basis of what the teacher has seen, pupils need more practice completing questions/tasks like this. It could mean going back over fundamentals or being given extension questions/tasks. Instead of a commentary on what pupils have done before, teachers simply issue new questions/tasks informed by their reading of student work or their test performances. This replaces a focus on retrospective marking with the proactive forward-looking approach of issuing questions or giving students work to do.

4. **Re-learn and Re-test:** This is very simply a case of specifying a set of knowledge and asking pupils to return to the routines of retrieval practice. They may need to re-visit previous learning too but mainly it is a case of self-quizzing repeatedly using a variety of memory techniques to ensure certain ideas, words, equations, facts, details, quotations – are learned. It's a very specific form of feedback: You still don't know all of these facts: go and learn them; prepare for a mini-test. That might be more productive as feedback for a history or geography essay than any number of comments on their paragraph structure.

5. **Research and Record:** Here, pupils may have some issues with the scope of their exposure to ideas and are showing the need to show deeper insight, wider references, more imagination. The solution to this could be more reading or more research of a different kind. However, the instruction to 'do some more research' could be horribly unproductive or lead down too many blind alleys. Teachers could specify what reading should be done or where exactly pupils should research – but also require them to record their findings.

Whole-class feedback: Improve the pupil, not just the work

Whole-class feedback needs to be specific and actionable. However, this shouldn't mean it only focusses on the piece of work pupils have just completed. This tweet by Dylan Wiliam makes it clear that the aim of feedback is not primarily to improve the work, but to improve the student:



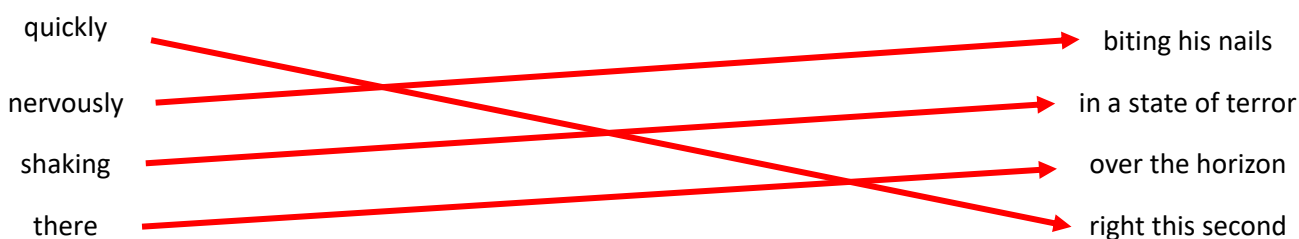
A potential shortfall of whole-class feedback is that it stays at the level of the piece of work. This is another problem with vague comments like 'make your work more systematic' or 'develop your inference'. However, this is also a problem even with more specific and helpful comments.

For example, after a lesson about adverbial phrases, a teacher's feedback gave the following detailed action: "You have confused adverbial phrases with adverbs. Go back and replace X, Y and Z adverbs with A, B and C adverbial phrases."

However, given that the pupils were confused in the first place, is there really enough guidance here to unpick their confusion? Can this teacher be sure that by attempting to rewrite the piece of work, they will successfully eradicate pupils' original misconception, replace it with the right one, and ensure that pupils never make the same mistake again?

The aim with the feedback here should not be to improve the piece of writing, but to improve the pupil's thinking so they no longer have that misconception. Instead of asking pupils to improve their writing, the teacher could give them the following three activities:

1. Read the following ten sentences and sort them into two columns: 'Contains an adverb' or 'Contains an adverbial phrase'.
2. Match the adverb on the left with an adverbial phrase on the right that offers similar information



3. Place a paragraph that contains this misconception under the visualiser and task pupils with the following: This paragraph contains a number of adverbs and several adverbial phrases. Highlight the adverbs in yellow and the adverbial phrases in blue. Then convert the adverbs into adverbial phrases, for example: "Ben ran down the stairs quickly" compared with "Ben ran down the stairs in the blink of an eye."

This feedback provides a specific 'recipe' that pupils can immediately act on. It is also designed to provide a general benefit beyond just the improvement of the current piece of work. The major aim of feedback should be to improve pupils' thinking, understanding and learning. It is more important to ensure that the standard of subsequent pieces of work will improve, than to endlessly edit and redraft the current piece. Sometimes improving the original work can be a step on the way to these wider goals, but it should not be the end goal in itself.

Whole-class feedback: Improve the curriculum, not just the work

As stated previously, whole-class feedback should be specific and actionable, but also designed in such a way that it can generalise to future tasks. However, there are times when misconceptions are too complex and deep-rooted to address at the start of the next lesson, or even in a single lesson.

For example, an often seen example of this in English is ‘add more full stops’. On the surface this is an apparently specific and simple target which pupils can easily act on. However, it requires all kinds of prerequisite knowledge that may be lacking, and which may take enormous amounts of time to teach. In order to know where to add full stops pupils need to know — at the very least — what a subject is, what a verb is and what a main verb is. Just to get pupils to reliably and securely identify the main verb in a typical English sentence can take hours of teaching time. If pupils are writing a lot of run-on sentences and comma splices, then there may not be much effective feedback teachers can give them in one lesson. The feedback here is for the curriculum and for the teacher, not for the pupils.

Instead of designing a short activity where pupils have to read a paragraph containing five sentences and add full stops in the right place, the aim must be to improve pupils’ understanding of full stops. Teachers will not be able to do much about pupils’ understanding of full stops one lesson, but instead they will have to note this problem and work out when and where they can address it over a series of lessons.



Whole-class Feedback

Date:

Learning Objective:

“The main purpose of feedback is to improve the pupil and not simply the work.”

What went well:

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Targets for improvement:

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LO not Achieved: Pupil	Missing Work	SPAG Errors	Additional Support	Share to Improve	Notes

LO Achieved: Pupil	Praise	Share work	Notes



Whole-class Feedback

Date: 27/8/20

Subject: Writing

“The main purpose of feedback is to improve the pupil and not simply the work.”

What went well:

- pupils defined nouns/adjectives
- all pupils easily sorted adjectives and nouns
- at least one adjective used in each sentence

Targets for improvement:

- use a thesaurus to find synonyms for commonly used adjectives
- show several pieces of writing; all of them contain the same emotions – happy/sad/angry
- refer to alphabet on the working wall
- improve sentences
- show three pictures of happy people; varying degrees of happiness – order in terms of happiness – assign an adjective to each person – content, happy and ecstatic
- discuss how synonyms enable a writer to use adjectives for effect

LO not Achieved: Pupil	Missing Work	SPAG Errors	Additional Support	Share to Improve	Notes
Keano		x			inconsistent tense
Bruno	x				only completed a third
Brian				x	change adjectives to change meaning of sentence

LO Achieved: Pupil	Praise	Share work	Notes
Kelly	x		huge improvement from the last lesson
Kimora		x	comparison with Brian's and the use of antonyms to change the meaning of a sentence

Other key points

In the moment feedback

Pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning. Therefore, as much as possible, 'In the moment' feedback should be used throughout each lesson.

During the independent practice stage of a lesson, teachers and teaching assistants should use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. Rapid and responsive interventions may subsequently be delivered by teachers or teaching assistants. These may take the form of a pre-teach, in-lesson intervention and/or a post-lesson intervention.

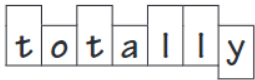
Marking may take place at this time too – showing the children the successes they have achieved and giving extra direction to support or extend learners.

Written feedback

A lengthy next step or gap task comment is not necessary as misconceptions will be addressed either 'in the moment' or in the next lesson.

Marking code

Basic errors must be identified when necessary, particularly spelling mistakes and grammatical errors. The following codes can be used across the curriculum, but particularly in English:

SP	<ul style="list-style-type: none">• Correct a spelling mistake• Placed in the margin or above the word in question• Where a child has made an error – the teacher draws the shape of the boxes for the word and partially completes it, leaving space for the erroneous letter/s to be corrected. 
//	<ul style="list-style-type: none">• Start a new paragraph here
^	<ul style="list-style-type: none">• Word missing from here
S	<ul style="list-style-type: none">• This work has been completed with adult-support• Placed next to the LO

Pens

Any comments written by an adult must be done in green pen. Any corrections or comments written by pupils must be done in red pen. In English (writing), editing should be done with a pencil rather than a red pen.

Frequency

Maths – each lesson must be marked by either an adult or by pupils.

Reading and Writing – detailed whole-class feedback must be given at least once a week.

Foundation Subjects – All Exit Tickets must be marked. Misconceptions must be addressed as and when they arise.

Finally...

Marking and feedback must not be timetabled. No teacher should find themselves in a routine where they mark X, Y and Z books on certain days of the week or group A, B and C's work according to a timetable. Pupils must receive feedback that is **timely** (not too late after the task), **frequent** (not too scarce) and **acted on** (not ignored).

In Summary...

1. Teacher to use **whole class feedback** sheets, in books, to support pupil progress
2. **Spellings** and **grammar** (across all subjects) should be tackled.
3. **Editing** and **proof-reading** should be built in, alongside the writing process, for **ALL** year groups: individuals and peers
4. **Time** should be built in to allow children to complete suggestions from feedback, the next day.

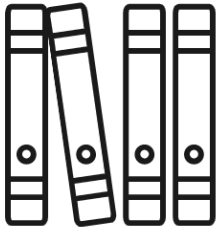


Whole-class Feedback A Summary

“The main purpose of feedback is to improve the pupil and not simply the work.”



- Feedback must be timely and frequent.
- Whole-class feedback must be given once a week as a minimum.



- English – whole-class feedback for writing lessons.



- Feedback must be a central part of lessons (see five-part model) and planned accordingly.
- Marking must result in direct instruction that addresses misconceptions or identified next steps in learning.
- Pupils must be given the opportunity to act upon feedback.



- Instead of providing a commentary of what pupils have done, feedback must explain what pupils should do next to improve and advance.
- There must be evidence of pupils acting on feedback, including an improvement in work and the use of red pen.



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LO Achieved: Pupil	Praise	Share work	Notes



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Learning Objective:

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“Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning,”

— Dylan Wiliam, Embedded Formative Assessment



For all children to fulfil their God-given talents and to aspire to achieve a university education.

Community - Aspiration - Learning - Love