

“Effective feedback should focus on moving learning forward, targeting: the task, the subject and self-regulation strategies” *EEF Guidance Report- Teacher Feedback to Improve Pupil Learning.*

Definitions:

Marking = the routine activity of reading, checking, monitoring, correcting and giving a mark to pupils written work.

Feedback = providing more detailed guidance to the learner in order to help them to improve their knowledge, understanding and skills.

At Lyndhurst...

- We know that before feedback we need to ensure that our instruction is of a high quality.
- Feedback needs to be delivered in a timely fashion for it to be purposeful.
- Feedback should be a positive experience focussed on improvement.
- Feedback is carefully planned so that it is manageable and effective.
- Pupils misconceptions or errors are addressed rather than allowed to persist.

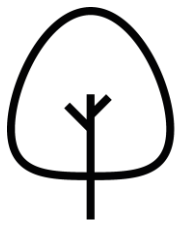
This looks like:

- **Closed tasks** including maths (tasks with one answer)—will be marked by pupils or an adult.
- **Short written answers**—teachers will provide feedback either to groups or the whole class.
- **Extended written work** – pupils will use a success criterion (3 item limit) to focus feedback or marking.
- **Pupils** will describe what happens when they get something wrong, find something easy or hard or when they don't understand.
- **Teachers, Middle and Senior leaders** will not see repeated unaddressed errors in books during moderations and book looks.

Range of Delivery Methods:

Work is assessed and feedback given in a variety of ways:

- Live feedback within a lesson
- Small-group and one-to-one conferencing after a lesson
- Distance written feedback after a lesson
- Whole class feedback
- Self- and peer-assessment Live feedback within a lesson



Live marking allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.

- Live marking is time-efficient and reduces the need for distance marking at the end of the day. This in turn frees up time to plan for the next day.
- Live marking can be written or verbal
- If a child has needed help within the lesson, the adult giving the help will indicate this by initialling the work. This will support the teacher's summative assessment at the end of each term.
- Where verbal feedback has been given, this is recorded in children's books, either by the adult for non-writers (VF: finger spaces) or by the child, in green pen, (I spoke to my teacher and we agreed that I need to use more conjunctions).

Small-group and one-to-one conferencing after a lesson

- A conversation with a child or group of children about their work can be more effective than written marking as both adults and children develop an unambiguous shared understanding of the next steps.
- Conferencing sessions are recorded in children's books in the same way as live verbal feedback (see above).

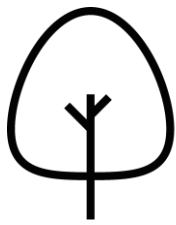
Distance written feedback (short answers or extended writing)

- When immediate feedback cannot be given, work is assessed later to inform future planning and provide feedback to children.
- Teachers exercise professional judgement about the level of written marking that is required. This varies according to age group, subject and task.
- Lengthy written marking is not a proxy for effective feedback.

Whole class feedback (marking on a page)

- This works when similar feedback can be given to the whole class: a common misconception or shared next step.
- Whole class feedback is also helpful to model the feedback process and support self- and peer-assessment. Marking one piece of children's work as a group/class also teaches particular points at the same time. Another strategy is to show two pieces of work with the same title, and discuss their differences.
- After this, children then mark against a checklist (written or oral) of requirements such as features of a genre or a good descriptive sentence.

Self-marking



- Children mark their own work in green pen and have opportunities to correct as they go along.
- Children are given answer sheets or use Success Criteria to ensure accuracy of marking.
- When self-marking, children include a reflective comment on their work. E.g. 'I remembered my capital letters and full stops. Next time I will try to use more adjectives', 'I can add fractions when they have the same denominator'.
- When work is self-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

Peer-marking

- Children mark a friend's work using green pen, using answer sheets or Success Criteria.
- Children give feedback verbally. This is recorded by the child receiving the feedback. 'My friend said that I need to remember commas after fronted adverbials.', 'My friend said that I need to remember that taking away makes numbers smaller.'
- The child receiving the feedback also records who has marked their work.
- When work is peer-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

Written Marking: Closed Tasks

- Work is marked in blue pen with comment.
- Correct answers indicated with a tick
- Errors indicated with a X.
- Feedback that requires a response is indicated with an arrow at the bottom of their work.