



**Robert
Bakewell**
Primary School

FEEDBACK, MARKING & ASSESSMENT Policy



Title: Feedback Policy
Agreed by Head teacher:
Review Date:

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Feedback, Marking and Assessment Policy

Introduction

“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**

Aims

The aims of this policy are:

- To ensure high quality feedback and marking are provided to the children of Robert Bakewell which enables high quality learning and progress.
- To provide clarity on the expectations around feedback and marking.
- To ensure assessment is robust and effective.
- To ensure fair and consistent practice is used across the school for all children.

To enable these aims to be met we need to ensure workload and time spent is managed to ensure this does not hinder the learning or progress of the children.

Robert Bakewell Primary School is committed to promoting an ethos of inclusivity and therefore applies all processes and systems in a manner which is equal and respectful of all.

Research

The Education Endowment Foundation, through research and evidence collection, identified that teachers have a range of decisions to make when providing effective feedback.

Feedback can:

- Focus on different content
- Focus on different methods
- Be directed to different people
- Be delivered at different times



Dylan Wiliam will also be referenced throughout this policy. He uses theory and evidence to explain how formative assessment strategies work to increase student engagement and learning. Formative assessment is a large part of our CPD offer at Robert Bakewell as high quality assessment, marking and feedback can have a huge impact on learning.

Strategies

1. Lay the foundations for effective practice

Before feedback can be given, we know that high quality instruction, modelling, scaffolding and task selection is critical. Feedback can only be purposeful if the foundations for the feedback to be effective are laid. Therefore, feedback is intertwined closely in to our teaching and learning offer: Keep up, not catch up. Therefore the key message here is the first task of the teacher, before feedback is delivered, is to provide effective instruction.

2. Deliver appropriately timed feedback that focusses on moving learning forward

Staff work on a basis on immediate and delayed feedback. Immediate is in the moment feedback that quickly moves learning on – this can be delivered verbally or written. Delayed feedback is where a learning sequence is altered or refined to meet the needs of the children; misconceptions unpicked or addressed; or a learning need is addressed after learning has taken place.

3. Plan for how pupils will receive the feedback

Children will need to be motivated to act on feedback, therefore every lesson has a review session in its design to allow students to reflect on their learning and also give the teacher the opportunity to address any necessary feedback. Feedback given in the moment will be acted on immediately by the child or will influence their next decision with learning. This will be followed up by staff to ensure impact.

We have opted for a whole class feedback format in light of opportunity cost. Therefore, by using research backed evidence (EEF), we are using the most impactful strategy for collecting, delivering and utilising feedback whilst avoiding a negative impact on wellbeing for staff.

The overall objective of whole class feedback is to close the gap between where a pupil is and where the teacher wants them to be.

This diagram shows the careful design of how feedback links together:

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Eliciting evidence of learning.	3. Providing feedback that moves forward.
Peer		4. Activating learners as instructional resources for one another.	
Learner		5. Activating learners as owners of their own learning.	

Application of strategies

- a. Evidence of feedback and marking will be collected on whole class feedback sheets.
- b. Feedback will be delivered to students most commonly as verbal comments as this creates motivation to apply the feedback.
- c. Feedback about effort will be given regularly but rarely noted.
- d. Feedback given to pupils will be age appropriate for the development and learning
- e. Learning questions are used in lesson so that children can use the question as a means of self-assessment. Their work should directly link to answering the learning question.
- f. Feedback is part of the school's wider commitment to assessment and therefore should inform teachers' judgements about their children's progress and attainment.
- g. As a result of the whole class feedback sheets, there will be a significant reduction in written comments, ticks or acknowledgments in children's books as feedback will be recorded centrally.
- h. Pupils' work will be reviewed by teachers however not at a negative cost to wellbeing.
- i. Feedback will allow teachers to appropriately adjust the pace and sequence of lessons.
- j. We do not assess or gather feedback for any external validation process.

General guidance

- a. The children must understand the whole class feedback approach and be on board with its aims and rationale.
- b. Parents must also understand this approach through careful communication.
- c. Regular monitoring of practice must ensue to maximise the impact of the approach on children's learning and progress.
- d. Teachers comments in books will be made in *orange pen* only as children can see the difference between their comments and their teachers.
- e. In EYFS, comments will be written in learning journeys to maximise evidence collection.
- f. Spellings will be identified by teachers and addressed. This can be either on whole class feedback sheets or in books. *This is at the teachers' full discretion.*
- g. No written indication will be made to suggest whether the child has fully been successful in the lesson, as the approach to teaching and learning we have, should allow the children to reflect at the end of the lesson in the review part to judge whether they have been successful. We are also well aware that some lesson do not need recording and therefore verbalisation of learning is a powerful mechanism for committing learning to long term memory, which is the desired outcome of teaching and learning.
- h. We are of the mind-set, if it does not benefit the child, we won't implement it into our practice.





Subject Specific feedback and Marking

In Maths and English books there is no specificity to the amount of feedback and marking required.

In Theme books there is also no specificity to the amount of feedback and marking required but there will also be a recognition that this book will be recording a range of disciplines from across the curriculum and therefore the feedback should still be recorded on the whole class feedback sheet but specific to the discipline being taught.

Effective feedback in the classroom – what does it look like (EEF)

The following diagram shows how we structure our high quality, impactful feedback:

	Feedback more likely to move learning forward			Less likely
	<p>Task</p>  <p><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></p>	<p>Subject</p>  <p><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></p>	<p>Self-regulation strategies</p>  <p><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></p>	<p>Personal</p>  <p><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></p>
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'

Pupil recognition

We do not see any immediate response to marking in books but rather a longer picture of progress should be seen. Elements of learning that have been given feedback should be seen to have progress been made with over time. This will be picked up on in book looks, work scrutinies and lesson observations to ensure the desired impact is being seen.

Appropriate response to staff members will be made to address underperformance from this monitoring to ensure high quality provision for all children.

Assessment

Assessment at Robert Bakewell is linked heavily with feedback and marking. Assessing what the children know along with identifying their next steps is the fundamental aim of feedback and marking but the aim of assessment.

'Effective feedback needs to be used as a windscreen, rather than a rear-view mirror. In other words, it should be a 'recipe for future action'.

— **Dylan Wiliam**

How we assess

We use both summative and formative strategies to assess the children.

Summative

We use a range of summative assessments to make accurate judgments about the children's abilities, gaps in learning and next steps.

We use:

- a. Rising Stars Reading Assessments (Termly)
- b. PM Benchmark (Termly)
- c. Rising Stars Grammar and Spelling Assessments (Half termly)
- d. White Rose Maths Assessments Arithmetic and Reasoning (Termly)
- e. Phonics Trackers – Little Wandle (6 weekly)
- f. No More Marking comparative judgements (yearly)
- g. Writing moderation (ongoing)

Formative

- a. Questioning
- b. Low stakes quizzing
- c. Retrieval practices
- d. Exit cards
- e. Self-assessments
- f. Metacognitive processes

Formative strategies are used in foundation subjects to determine progress and attainment, whereas summative and formative are used in the core subjects.

Educator

As a school we purchase a subscription to the online data tool Educator. This allows us to make and record judgements as well as access a wide range of analysis.

The codes we use to assess the children are WTS (working towards), EXS (Expected standard) and GDS (Greater depth) These allow us to track the progress the children over time and capture their 'in the moment' attainment.

Management of this Policy

Governors will work closely with the Head Teacher and Senior Leaders to ensure the fulfilment of the aims, implementation and resourcing set out in this policy. The Governors will also review this policy annually to ensure it remains implemented, effective and impactful.

The Head Teacher will ensure the consistent application of this policy in full.

The Senior Leadership Team will ensure that feedback and marking across the school adheres to the aims and strategies set out in this policy through regular monitoring,

evaluation and review through lesson observations, professional dialogue and child voice.

A link between teaching, learning, feedback and assessment will be made explicit by all stakeholders.

Feedback, marking and assessment will be reported to governors once a term as part of the wider teaching and learning focussed meeting.

Monitoring and review

Policy written December 2021 and is monitored by the Governing Body and will be reviewed every year or earlier if necessary.

Agreed & adopted by The Governing Body of Robert Bakewell Primary School

Signed.....

Chair of Governors

Date

Appendix i

Class:

Whole Class Feedback

Date:

Writing/Grammar

WWW

EBI

Retrieval Focus:

Reading/Phonics

WWW

EBI

URGENT NEXT STEPS:

Maths

WWW

EBI

Behavioural issues:

Absences:

Wider subjects:

WWW

EBI

High Needs Support:

WWW

EBI

Wider subjects:

WWW

EBI

Interventions:

WWW

EBI