

Liberty Academy Trust

Feedback and Marking Policy

Date	September 2023
Written by	Director of Education
Review date	September 2024

Contents

Definition	3
Aims of the Liberty Feedback Policy.....	3
Research	3
Specific considerations for specialist settings	4
Approach to feedback.....	4
Types of Feedback.....	5
Marking pupils' books	6
Pupil response time.....	6
The importance of editing.....	6
Quality assurance and professional development.....	6
References.....	7
Appendix 1.....	8
Appendix 2.....	11
Appendix 3.....	12

1. Definition

Liberty Academy trust has adopted the Education Endowment Foundation (EEF) description of Feedback:

Feedback Is Information given to the learner about the learner's performance, relative to goals or outcomes.

2. Aims of the Liberty Feedback Policy

There are two main reasons for feedback:

- To motivate the learner
- We can see an opportunity to further an Individual's learning by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a learner's understanding or ability to do something

Feedback must empower the learner to take responsibility for improving their own work; it should not take away the responsibility of adults in making corrections to spellings, punctuation, or elements of grammar, as examples, but should ensure the learner is able to see how they can make improvements over time.

3. Research

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Their 2021 good practice guidance on [Teacher Feedback to Improve learning](#) states that "effective feedback should focus on moving learning forward, targeting the tasks, subject and self-regulation strategies."

The [Eliminating unnecessary workload around marking](#) report highlighted "that marking had become a burden that simply must be addressed" (DfE, 2016). In line with this, written evidence of feedback given should always be proportionate and for the benefit of the learner - and not simply to provide additional evidence for external verification.

The [EEF 2016 Marking review](#) highlighted that the quality of existing evidence in relation to written marking and feedback, identifying some features of marking and feedback that are unhelpful to the learner.

Examples of unhelpful practice include:

- Marking an error as incorrect, without giving the right answer
- Awarding grades for every piece of work potentially reducing the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comments.
- Acknowledgement marking is unlikely to enhance pupil progress.

Examples of effective practice include:

- The use of targets to make marking as specific and actionable as possible.

- Ensuring time is set aside to enable pupils to consider and respond to marking.
- Marking less but marking in more depth.

4. Specific considerations for specialist settings

Autistic learners may have poor self-image, low self-esteem and may not always have an accurate view of their own or others' abilities. They may find it difficult to assess the standards they achieve, and some may be driven by an internal desire for perfection.

Some autistic learners may find verbal feedback particularly difficult because it requires engaging in a social interaction and this may mean the learner finds it difficult to process the feedback as described in work by [Larson et al \(2015\)](#) or that they are focussed on how to engage in the conversation and what they should say next rather than being able to focus on the points being made.

All contributions made by learners are to be valued, acknowledged and commented upon in some form by staff. These comments will be framed in positive language directed to the learner and may be delivered verbally or in written form.

No assumptions should be made on the above considerations. Engagement with the learner and with parents / carers is crucial to understand what factors are important to each individual and what will work best in order to support them in their learning. We follow the LAT Quality of Life Framework which includes ensuring pupil voice is listened to and contributes to designing their education and support.

5. Approach to feedback

It is vital that teachers evaluate the work that learners undertake in lessons and use information obtained from this to allow them to adjust their teaching.

The type of feedback given will vary depending on the age of the learner.

Feedback given in EYFS and year 1 is prominently immediate, verbal feedback. When working with very young learners, feedback given later in time is likely to have little or no impact, therefore it is important that the feedback is timely and relevant to ensure the fullest benefit.

6. Types of Feedback

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or additional adult e.g., whiteboard / book work, verbal answers. • Live marking – this is a quick, immediate feedback methodology where teachers give verbal feedback and mark aspects of the work the learner is completing in lessons. • Often given verbally to the learner for immediate actions and may re-direct the focus of teaching or the task. 	Lesson observations; learning walks.
Responsive (catch-up)	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Usually delivered by an additional adult in the classroom based on guidance from the teacher. • An element of the learner's responses to catch-up are recorded in books to show progress over time. <ul style="list-style-type: none"> • May include Peer and self-assessment. These are effective assessment for learning tools and should be used with regularity throughout each half term as appropriate. Opportunities need to be regularly offered to enable learners to look at and learn from each other's work and the work of more experienced learners and experts. 	Learning walks; catch-up observations; feedback grids; book looks.
Summary (feed-forward)	<ul style="list-style-type: none"> • Involves reading/looking at the work of all learners at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during a subsequent lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from an additional adult in the classroom. • May be delivered by the teacher or additional adult. 	Planning looks; lesson observations; learning walks; book looks.

7. Marking pupils' books

A teacher should only write in a pupil's book to impact on progress.

And if...

- they are pointing out a good attribute that a learner must continue to use.
- they are pointing out a literacy error.
- they are pointing out an area for development (this can be highlighted in the text)
- The work will conclude with a tangible next step to move learning on.

Teachers are encouraged to be selective; marking that which has a meaningful impact on the knowledge, understanding and progress of the learner.

There is no requirement to tick every page of a learner's book as some work may not require acknowledgement, such as note-taking for future use. **Marking should be purposeful and selective.**

8. Learner response time

Learner response time should be built into lessons – this is time within a lesson to ensure learners proofread, edit, and enhance the work that is to be marked. This promotes an ethic of excellence and ensures learners recognise the importance and value of marking. It also enables learners to respond to feedback/guidance provided in class or after marking. Learner Response Time (LRT) is a Trust wide term, helping to promote consistency of practice.

9. The importance of editing

“Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils’ responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.” (DfE, 2016).

It is vital that opportunities for editing are planned within a unit. Such opportunities allow learners to reflect on their own knowledge and make corrections or improvements when cognitive load is reduced. For editing to be successful it must be focused by success criteria. This may present an additional difficulty for autistic learners, some of whom may tend to demonstrate rigid thinking and find it difficult to consider alternatives. This is a reason for creating more opportunities to develop this skill.

See Appendix 1 for LAT Marking codes.

10. Quality assurance and professional development

Senior leaders quality assure marking and feedback and provide appropriate support. In the first half term the senior leader(s) will prioritise staff needing support (based on work scrutiny) and agree next steps. Staff who demonstrate good practice in feedback and marking may be

asked to coach others. Other opportunities to share good practice related to feedback will be built into the CPD calendar and team meetings.

The focus of work scrutiny is to look at how the learner is making progress. It is not a focus on what the teacher writes, but on the impact this has had on the progress of the learner. The actual practice of a learner improving their work is more important than how much the teacher writes.

11. References

[DFE July 2022 School Workload Reduction Toolkit](#)

[EEF 2016 A marked improvement? A review of the evidence on written marking](#)

[EEF 2021 Feedback to Improve Learning](#)

[Larson et al \(2015\) Feedback and reward processing In high-functioning autism](#)

Appendix 1 - Literacy Marking

All subjects have integrated the teaching of literacy into their planning and have adopted a whole school approach to the marking and assessment of literacy. There is a strong relationship between marking for literacy and marking in general as marking the literacy elements of pupils' work can complement and support the focus on subject knowledge and understanding. There is also a case for responding to the effectiveness of pupils' use of language in speech as well as writing.

Purposes of Marking for Literacy

- To give feedback to pupils which will help them to improve their use of literacy in all subjects
- To motivate pupils to communicate their subject knowledge and understanding effectively
- To monitor pupil progress in the use of language
- To respond to pupils' use of language in speech as well as writing
- To identify future targets for literacy teaching

Some key Principles:

Make Marking Criteria Explicit

At the outset of any task set, pupils should be made aware of the specific literacy features being taught and assessed. Clear criteria for assessment should be made explicit to pupils to focus their learning, to focus teacher marking and to ensure that marking informs future teaching and planning. Feedback should relate to this process.

Mark Selectively

The focus of marking should relate to the literacy objective taken from weaknesses in pupils' work or from the cross curricular priorities. It should also focus attention on the literacy skills which coincide with the meaning and purpose of the work. Marking should identify features relating to this literacy focus and comment on these in a constructive way, giving specific advice which tells pupils exactly where and what they need to do to improve.

Prompt and Praise

Literacy marking should not only encompass spelling and punctuation but should also draw attention to style, sentence structure, connectives and grammar. Comments should be constructive and offer advice. They should include questions related to the marking criteria and the number of errors should be identified on work so that pupils take responsibility for improving their own standards of literacy. The purpose of the teacher's comment is to suggest constructive ways forward for the pupil to improve whatever aspect is the focus of the work. It should establish a dialogue between pupil and teacher, identify strengths and target next steps for improvement, particularly in terms of language use. Marking should be personal in tone making reference to pupil by name as this is a motivating technique. Marking needs to be obvious but intrusive which is why use of pencil on final drafts is appropriate.

Active Involvement from Pupils

Pupils should be encouraged to proof-read their work and correct errors before handing it in,

and act on teacher advice. Time should also be allocated in lessons so that pupils can find their errors, make corrections, and set themselves related targets. This involves them in moving their learning forwards rather than focusing on the comparison of grades with other pupils. Furthermore, pupils should be set tasks resulting from the marking. Opportunities for self and peer group assessment can be used to engage pupils in a dialogue about their work and encourage them to set learning related targets.

Develop a Consistent Approach

All teachers from all curriculum areas should respond to pupils’ work using a whole school marking policy which provides helpful prompts and is not focused only on proof reading. A few clear principles are more constructive than a complicated code which obscures understanding and impedes action and progress.

Provide Immediate Feedback

Comments made at the point of writing are more beneficial to pupils and reduce the mark load since marking work with pupils facilitates dialogue about the work and encourages pupils to discuss their language choices. Prompt return of work means that comments are more meaningful and likely to be acted upon. However, it is important to note that this level of marking and feedback is not expected on every piece of work.

Feedback linked to Literacy

Writing sessions will include or be followed up with editing time. During this time, learners receive whole class feedback about strengths and areas for development and direct teaching about how to identify and address individual development areas.

The editing time will be divided into two stages (these do not necessarily have to be within the same lesson):

Stage 1: Changing Punctuation	Stage 2: Editing
Checking and changing spellings Correct letter formation and handwriting Changing grammatical errors	Improving the composition (and effect on the reader) by <ul style="list-style-type: none"> a) Improving word choices b) Adding further clarity (description, action, speech) c) Experimenting with word order and sentence structure

Monitoring Pupil Literacy

This can be done with a teaching group, as a year group exercise or as a cross curricular exercise.

- Scan the written work of a representative sample of pupils across the class, subject or across the curriculum for the current term, noting patterns of strength and weakness.
- Monitor the reading diet of pupils and intervene to keep it active and varied.
- Sample the work of a cohort across the subject or curriculum to identify patterns, such as type and frequency of extended writing opportunities and look for ways of broadening the range of writing genres and tasks.
- Sample work across the key stage to see whether the cross- curricular targets are being met to inform the setting of the next set of priorities.

Assessment for Learning

This should build on and inform an integral part of work in response to The Literacy Strategy which aims to improve standards across the curriculum. AFL gives pupils the ability to move onto the next level or grade and this can be facilitated by improved communication skills.

Formative Assessment

Marking should be formative with an emphasis on helping pupils to improve their work. Pupils need to consider their work and learn from comments written by the teacher. Work should be planned to allow pupils to learn from their mistakes and develop new skills.

Appendix 2 - Feedback linked to Numeracy

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Learners must be taught how to do this purposely; otherwise, they think it just means scanning quickly through their work, reading but not thinking. Checking involves the learner thinking deeply about the knowledge they have just learnt. When you think deeply about something, it is much more likely to be moved from working memory into your long-term memory.

As an alternative to providing answers, teachers may sometimes model ways of checking and then ask learners to do the same, in effect 'proof reading' calculations. In line with this, teachers should model how learners can use the inverse operation to check their workings and answers.

With multi-step problems, a common misconception is to give the answer to the first step of the problem and forget about following through to the second (or third) part of the question. Often, word problems are written with each instruction on a different line. Teachers should show the learner how to check their working as they go, returning to the question and ticking off each line. To make this process clear, they write each answer alongside each line, being clear where the final answer comes from having done all the previous steps.

Appendix 3 - LAT Marking Codes

These codes should be introduced as appropriate to pupil's stage/ understanding.

- E A capital 'E' is used to mean Excellent Editing Ethic. Used to praise pupils for responsibly editing mistakes in their work, there may still be errors, but this is a learning gap not related to editing ethic.
- A circle is used to show something is missing or inaccurate i.e., punctuation, capital letter, word.
- // Two short parallel lines drawn in the margin to show a new paragraph is needed. Do not identify where the paragraph should start but highlight in margin on the appropriate line)
- ✓ Correct/good point/ well written
- √√ Great thinking
- CAP Use a capital letter
- P Check punctuation
- Spa A capital S and a small p are used to show where there is inaccurate spelling. Place Spa in the margin and underline inaccurate spelling. Use your judgement as to whether the pupil can spell but has worked quickly so can self-correct or whether unable to spell and requires spelling and / or the rule.
- } A wavy line in the margin when clarity of writing is unclear for a whole paragraph and needs to be rewritten (teacher must decide if this is due to a mistake which pupil can rectify alone or if it requires teacher support through written or verbal comment).
- ? This needs to be clearer
- E.G. Provide examples
- VF Verbal feedback given
- WWW What went well
- EBI Even better If
- AP Action Point

Green pen should be used for comments from the teacher.

Purple pen should be used for pupil comments and self-marking.

Presentation standards and skills should be explicitly taught and modelled by the teacher i.e., ruling lines, underlining headings, labelling diagrams, layout etc.

PROUD protocols must be keenly promoted by teachers and reflected in pupils' work.

- P** write in pen – blue or black ink
- R** use a ruler for straight lines and to rule off work when finished
- O** oops! Draw a neat line through mistakes.
- U** underline the title and date
- D** draw in pencil