Euler Academy

Marking and Feedback for Learning

1	Summary	Feedback for Learning			
2	Responsible person	Laura Harkin			
3	Accountable SLT member	Laura Harkin			
4	Applies to	☐All staff ☒Support staff ☒Teaching staff			
5	Who has overseen development of this policy	Senior Leaders and teachers			
6	Who has been consulted and recommended policy for approval	Staff team			
7	Approved by and date	Nicola Witham 23/05/2022			
8	Version number	2			
9	Available on	Every	☐Y ☐N	Trust website	☐Y ☐N
				Academy website	☐Y ☐N
				SharePoint	☒Y ☐N
10	Related documents (if applicable)				
11	Disseminated to	☐Trustees/governors ☐All staff ☒Support staff ☒Teaching staff			
12	Date of implementation (when shared)	23/05/2022			
13	Consulted with recognised trade unions	☐Y ☐N			

Contents

1.   Introduction

1.1.   At Euler Academy, all teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects.

1.2.   This Feedback for Learning is underpinned by research which suggests that providing feedback is one of the most effective ways of improving students' learning. The studies of feedback by the Education Endowment Fund found that on average the provision of high quality feedback leads to an improvement of at least six months progress over a year (EEF, Teaching and learning toolkit 2022)

1.3.   **What is feedback?** The EEF (2022), Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.

1.4.   Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).

1.5.   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

1.6.   **Key finding from the Education Endowment Fund:**

1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.

2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback.

3. Feedback can come from a variety of sources -– studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).

4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.

5. It is important to give feedback when things are correct -– not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.

1.7   **Behind the average progress gain** (taken from Education Endowment Fund)

Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months).

Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science

Low attaining pupils tend to benefit more from explicit feedback than high attainers.

Although some studies have successfully demonstrated the benefits of digital feedback, effects are typically slightly smaller (+ 4 months).

1.8   Closing the disadvantaged gap

There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.

2. Scope of the policy

2.1.   The Feedback for Learning policy encompasses all aspects of school life. The curriculum at Euler Academy develops the whole child. Euler pupils need to know how they are succeeding with their academic, social and emotional learning. Staff at Euler are experts at providing feedback throughout the day for example taxi time, meet and greet, classroom activities, lunch time, playtime, interventions and reflection points.

3. Implementation of the policy

3.1.   We follow these key principles:
- Marking and feedback is the simple dialogue that takes place between teacher and pupil, ideally while the task is still being completed, 'live marking'

- Celebrating and refocusing of behaviours and attitudes throughout the day, pupils will earn PEARL and will be noted behavior points reflection times (eg, thank you for walking on the left, I can see you are ready to learn by looking this way, thank you for using knife and fork correctly, well done for trying a new food)

- Marking should always relate to the lesson objective and learning targets

- Children are given time to respond to marking in the same week it is given

- Comments are age and ability appropriate

- Books are not "over-marked", comments are succinct and to the point so as to not deter the child from reading and therefore acting upon it

- Comments focus on only one or two key areas for improvement

- Children self-assess by linking marking and feedback and engaging them in their learning

- Wherever possible marking is done with the child as opposed to distance marking, giving the child further ownership over their improvement (live marking)

- The responsibility for marking is shared by all staff, with the class teacher having oversight of the children in their class.

Categories of Marking

Celebrate - To acknowledge and celebrate the small things that a child has done well, reinforcing the progress they have made; developing a positive attitude to learning. We use PEARL in the books.

Correct - To allow the child to quickly identify and correct errors and mistakes in their work, to help avoid making the same errors in their next piece of work.

Clarify - To deepen understanding by asking the child to demonstrate what they have learned independently or in a new context.
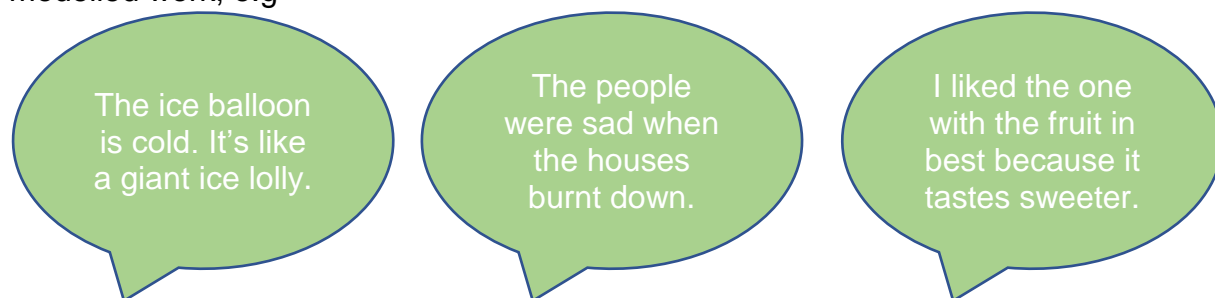
Now try - To identify a next step for learning for a child that they can make when they next attempt a piece of work. These comments should consider when the child will next revisit this skill. To extend a child's learning beyond what was covered in the activity / lesson, to ensure that the child is challenged appropriately.

Marking and feedback across the curriculum:

The celebratory language of PEARL (Presentation, effort, attitude, resilience and listening) is used by all staff to let children know what they are doing well and as a quick learning reminder for others. These can also be awarded in the work book.

Points reflection times happen 18 times through the day and the class reflect on the points they have earned and how they earned them.

Staff capture children's observations, thoughts, reflections and choices using post it notes throughout lessons, as part of class discussions, responses to shared and modelled work, e.g

> The ice balloon is cold. It's like a giant ice lolly.

> The people were sad when the houses burnt down.

> I liked the one with the fruit in best because it tastes sweeter.

All pieces of work have the objective at the top of the page, this is highlighted using green or yellow to show level of understanding / skill. A member of staff may also highlight examples of this within the piece of work:

Yellow – working towards / support
Green – achieved / independent

L.O: To use adjectives to describe
The ugly, hairy monster.
The big, fat, orange cat.

The following codes apply to all forms of marking and feedback within exercise books

Code	Explanation	
I	Independent work	This can be for a section of work within a piece eg sentence, paragraph, sum
S	Supported work	
VF	Verbal feedback given	
SC	Self-corrected	

Please note a cross is never used in any of our marking.

4. Personal development books

4.1. PD book feedback should reflect the child's journey at Euler with a clear focus of personal development not subject specific skills. Evidence in these books may come from, playground activities, interventions, school council, assemblies, school visits, dinner times. Feedback should highlight both areas of strength and ways forwards within their personal development.

Code	Explanation
green	Comments indicating a strength or progress in a child's personal development
yellow	Comments indicating an area for improvement. This area of a child's personal development should be revisited to indicate whether that child has made progress

5. Maths book marking

Maths marking should focus on the learning objective including the methods of calculation used, the pupil's working out as well as the final answer. It could also focus on number formation, modelling how to set out calculations.

Code	Explanation
✓	Correct work
•	error

6. English book marking

Marking in English should always be against the learning objective, however, spelling, grammar and punctuation errors, in line with the child's stage of development, should not be ignored, ideally throughout the lesson as live marking, highlighted with vf.

Sections of independent work should be acknowledged.

The following codes and marks should be used to address literacy and basic skills:

Code	Explanation	
CL	Capital letter should have been used	Non-fluent writers – adult to write where it needs to be. Fluent writers - Adult to put CL in the margin, pupils to correct
P	Punctuation	Non-fluent writers – adult to circle where it needs to be. Fluent writers - Adult to put P in the margin, pupils to correct
SP	Spelling	Non-fluent writers – adult to underline the incorrect spelling Fluent writers - Adult to put SP in the margin child to underline error All pupils to correct
//	New paragraph	At Euler we miss a line to indicate a new paragraph

Checklists should be used in extended pieces of writing in order to promote children's self-assessment of their work. The targets contained within these checklists should be appropriate for each child and the text type being written, and focus on their own small step targets.
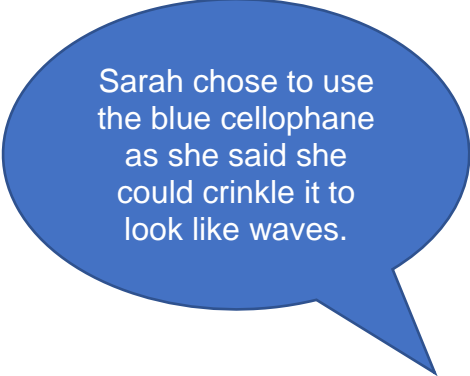
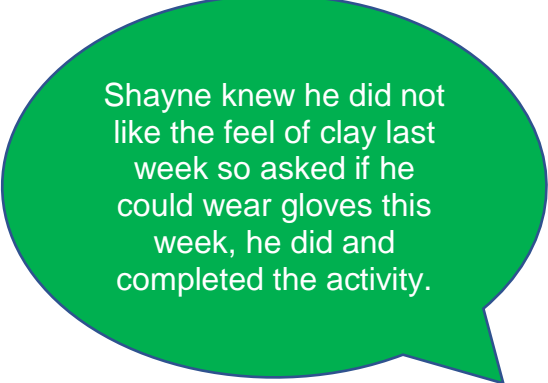| Ryan's Checklist |
|---|
| ☝ finger spaces |
| CL capital letters |
| . full stops |
| connectives because, however, although, therefore. |

Sketch books

Sketch books do not have 'traditional marking' as art work cannot be 'right' or 'wrong'. Alongside the learning objective for the lesson, staff capture the child's reflections, opinions, choices and skill levels. This can be completed as the child is working by recording on the speech bubble post it notes.

Billy said the painting reminded him of a dark, day in Autumn.

Sarah chose to use the blue cellophane as she said she could crinkle it to look like waves.

Shayne knew he did not like the feel of clay last week so asked if he could wear gloves this week, he did and completed the activity.