



Ferndown
Middle School

CASTLEMAN ACADEMY TRUST

POLICY: Feedback and Marking

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Date: September 2022

Review Body: School Standards Board

Date Adopted: October 2022

Review Date: Summer 2023

Feedback and Marking Expectation

Feedback in the classroom - Live Marking

The feedback process is integrated into teaching and learning and is immediate and impactful.

It means focusing on giving feedback directly to pupils during the lesson and a chance for pupils to respond to feedback quickly.

Feedback is given while pupils are working so they are able to respond to it straight away and teachers identify next steps to address in the following lessons.

Better feedback during teaching helps empower pupils to take ownership of their learning. By freeing up teachers to plan exciting and engaging lessons, analysis marking can improve teaching and learning experiences for all involved.

Whole-Class Analysis

Analyse the work for common errors, misunderstandings, and strengths.

An analysis sheet is used to note good ideas, to guide teachers as they move away from individual feedback and towards whole class and group feedback.

This could include:

- Work to praise – e.g. accurate use of punctuation, sound understanding of place value or excellent descriptive word choices.
- Further support needed – e.g. pupils who haven't finished, have weak sentence structure or for example confusing 2D and 3D shapes.
- Basic skills and presentation – e.g. punctuation, spellings and general clarity of layout.

Use this analysis, along with notes on significant misconceptions and next steps to form the basis of the following lesson. Are there several pupils mixing up tenses? Could you share some work which shows excellent understanding of fractions? Should you reteach some key points from the previous lesson?

For pupils showing sound understanding, you could set a challenging activity to broaden their skills?

Feedback Session

Use this whole class analysis to plan a feedback session. This would include sharing great examples to start with, then covering basic skills mistakes such as spellings and number bonds before moving on to address key misconceptions from the previous lesson. Pupils check through their own work and improve it based on the feedback or work on a different task to focus on the areas highlighted for development.

Self-Checking in the lesson before work is analysed

In lessons such as maths and grammar, self-checking can be embedded into the lesson structure. Make answers to problems available to pupils and pupils check their own work after they have completed 4 or 5 questions. This introduces an ethos of addressing mistakes quickly and ensuring pupils don't waste entire lessons misunderstanding the topic.

Self-checking helps to increase pupils' confidence too as they quickly see that they are getting questions right and move on to a greater level of challenge or they have a chance to address difficulties straight away and make progress in every lesson.

For writing tasks and analysis activities, pupils can use a marking prompt list to check their own and their peers' work. This could include prompts such as:

- Did I use the place value columns correctly?
- Did I use speech marks for direct speech?
- Did I use varied adjectives and adverbs?

Use these prompts yourself to self-check a piece of work at the beginning of the lesson and model how the pupils should use them.

Redrafting work before work is analysed

For writing tasks, you can use examples found in the analysis of particularly good work for pupils to check their own work and redraft where appropriate. For example, highlight excellent use of embedded clauses with the whole class and ask them to redraft their work to include an embedded clause.

Redrafting can also be used to correct common errors. Pupils can read a piece of work and suggest how it could be improved, discussing and highlighting this in pairs or small groups.

This approach can be effective in quickly addressing misconceptions and improving writing immediately. Following a redrafting lesson, the next step involves a writing task which builds on the work covered. If pupils work on redrafting by including more varied descriptive words today, tomorrow they would write a different descriptive piece of writing and put their learning into practice straight away.

The Next Step is the Next Lesson

The guiding principle of analysis marking policy is that the next step is the next lesson. It addresses next steps in the context of the whole class, rather than writing 30 individual next steps and then moving onto a whole new topic.

It empowers learners and uses teacher time more effectively so that pupils make progress and have misconceptions dealt with quickly.

Monitoring

The evidence will be in the books- we will see the progress that pupils make.

Staff will share the analysis sheets with Subject Leaders and Appraisal Leaders when monitoring is taking place.

Discussions in meetings with regards to progress, misconceptions.

Symbols in the book

M – Misconception

Sp - spelling error (high frequency words across all subjects, no more than 3 and these spellings are corrected by the pupil).

WS - with support

Whole Class Feedback Sheet

Date:

Lesson:

Work to Praise	Need Further Support
Misconceptions	Next lesson notes
Other notes	