



WEST JESMOND PRIMARY SCHOOL

Interim Feedback Policy

Revision Record of Published Versions			
Author	Creation Date	Version	Status
Dominic Martin HoS	18/1/18	1.0	Interim – approved by Governors 23/1/18

AIM:

Policy informed by current education research, guidance from Ofsted and action research to ensure consistent, effective and efficient feedback to pupils.

RATIONALE:

Recent education research, from Education Endowment Foundation, suggests that our current policy and practice is in need of revision and what is more may be ineffective.

Our current marking policy (2013) places considerable demand upon staff to provide written feedback in the form of marking. The perhaps excessive demands of this current policy and practice; particularly its impact on staff well-being and work-life balance, were established during a recent staff survey / review on well-being and workload.¹ Similar views, about marking and its impact on teacher workload, were expressed by teachers nationally during a recent DfE survey². This highlighted the need to address 'duties' such as marking and feedback, to ensure they are efficient and effective, rooted in current education research and with a primary focus of improving pupil outcomes.

Following a CPD session reviewing the principles of effective feedback (January 2018), teachers will undertake a period of action research (one term) to determine, through practise, the most appropriate means of providing our pupils with effective and efficient feedback, while at the same time giving appropriate consideration to their workload.

Therefore, during this period of research feedback practice will vary according to methods and approaches undertaken by year group teams and individual teachers. The quality of feedback will remain a monitoring priority for members of the senior leadership team.

¹ Current volumes of marking were identified as having the most significant impact on teacher workload – WJPS staff meeting December 2017

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592499/TWS_2016_FINAL_Research_report_Feb_2017.pdf see page 96
https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf p6

Teachers have been asked to focus their research on three aspects of feedback:

1. **Immediate** – at the point of teaching; during the lesson;
2. **Feedforward** – points children towards identifying errors / possible areas of improvements with a view to them improving for themselves; sets a task to practice skills;
3. **Summary** - at the end of a completed task, investigation or longer piece of work.

GUIDANCE:

Action research will be informed by the following guidance:

Ofsted³:

'Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.'

While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.'

Education Endowment Foundation Review of Marking 2016 – Executive Summary⁴:

The quality of existing evidence focused specifically on written marking is low. This is surprising and concerning bearing in mind the importance of feedback to pupils' progress and the time in a teacher's day taken up by marking. Few large-scale, robust studies, such as randomised controlled trials, have looked at marking. Most studies that have been conducted are small in scale and/or based in the fields of higher education or English as a foreign language (EFL), meaning that it is often challenging to translate findings into a primary or secondary school context or to other subjects. Most studies consider impact over a short period, with very few identifying evidence on long-term outcomes.

Some findings do, however, emerge from the evidence that could aid school leaders and teachers aiming to create an effective, sustainable and time-efficient marking policy. These include that:

- *Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer*
- *Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comments*

³ <https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting> updated 21st December 2017

⁴ https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf

- *The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress*
- *Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking*
- *Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.*

There is an urgent need for more studies so that teachers have better information about the most effective marking approaches. The review has identified a number of areas where further research would be particularly beneficial, including:

- *Testing the impact of marking policies which are primarily based on formative comments and which rarely award grades*
- *Investigating the most effective ways to use class time for pupils to respond to marking*
- *Comparing the effectiveness of selective marking that focuses on a particular aspect of a piece of work to thorough approaches that focus on spelling and grammar, in addition to subject-specific content*

**Further Key Research Findings –
Impact Journal of the Chartered College of Teaching Vol.1 September 2017⁵:**

- *Feedback is amongst most common features of successful teaching and learning (Hattie 2012)*
- *Good feedback can significantly improve learning processes and outcomes (Shute 2008)*
- *Impact of feedback can be very variable (Hattie 2012)*
- *Providing feedback successfully is a real challenge – get it wrong children give up and reject the feedback (William 2011)*
- *Limited evidence of impact of written ‘marking’ (Elliot et al (2016)*
- *Verbal feedback can be highly effective but can it realistically be given to every child (Elliot et al (2016)*

EVALUATION:

Adopted feedback strategies will be shared and uploaded within the school’s teaching and learning community (Yammer) and their impact will be rigorously scrutinised within the school’s ongoing monitoring, throughout the spring term. During the summer term, once final evaluations have been completed, a draft revised policy document will be presented to governors and staff for finalisation and ratification.

⁵ <https://members.chartered.college/impact/1/1/guiding-student-improvement-without-individual-feedback>