Gulf British Academy
Feedback, Reflection and Marking Policy
Whole School

1 **'The WHY'**: PHILOSOPHY AND RATIONALE

The teaching standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and **encourage pupils to respond to the feedback'.** We believe that the volume of marking should be proportionate to the level of impact it can have in terms of improving learning outcomes and should be in line with current thinking within educational research. Research has shown that it is a **'pupil's response'** to teacher feedback that has the most impact on a pupil's learning rather than teacher feedback in and of itself. Consequently, reflection on teacher feedback, in the form of structured Dedicated Improvement and Reflection Time (DIRT) is central to our approach to feedback and marking. The focus on pupil reflection is supported by the latest thinking within cognitive science, as well as being central to promoting metacognition and self-regulation, which both improve pupil learning (Education Endowment Foundation, 2021). The amount of feedback and marking documented in a pupil's book does not equate to the quality of learning, nor does it guarantee that any learning has taken place; it merely shows the books have been marked. Therefore, the pupil's books at the Gulf British Academy document the ongoing dialogue between pupil and teacher in the form of feedback and subsequent reflection. Learning is best shown through the pupil's own hand or through the way they articulate, where they are, where they are going and what they need to do to get there; consequently, pupil reflection is integral to our approach to assessment, feedback and marking.

The policy that follows is designed to enable pupils to become reflective learners, promote metacognition and self-regulation with the aim of giving pupil's ownership of their own learning journey. To that end, we believe feedback (and marking) should be constructive, focusing on a pupil's successes, as well as their areas for improvement and measured for effectiveness by its impact on pupil learning.

2 GBA's FOUR PRINCIPLES FOR FEEDBACK AND MARKING
Feedback can take many different forms – one of which is marking, but all forms of feedback should have the same four goals – The Gulf British Academy's (GBA) principles for feedback and marking. Feedback and marking at GBA has four central tenets:

2.1 TO HELP PUPILS MAKE VISIBLE SIGNS OF IMPROVEMENT AS A RESULT OF FEEDBACK
Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and Teaching Assistants should ensure **time is given to act upon the feedback/marking so that pupils can make immediate improvements.**

2.2 TO HELP PUPILS UNDERSTAND HOW TO IMPROVE
To ensure all pupils understand how to improve, feedback and marking should provide students with clear next steps or scaffold further action. We use a mixture of teaching strategies (modeling, questioning, interleaving, retrieval practice, daily/monthly review, scaffolding, guided practice etc.) to support a pupil's improvement journey, ensuring all

pupils are able to learn, understand and remember new knowledge and skills, as they build their schemata.

2.3 SUPPORT TEACHERS' ASSESSMENT KNOWLEDGE OF EACH PUPIL

To ensure teachers have an accurate picture of pupils' knowledge and understanding, in order to plan and refine next steps for each individual pupil.

2.4 TO HELP PUPILS UNDERSTAND WHAT THEY HAVE DONE WELL

To ensure pupils understand what they have done well, they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both of these points. This supports pupil confidence and self esteem in learning, and contributes to accelerated learning.

GBA's four principles for feedback and marking should be evident in all classes and in all subjects throughout the school. However, approaches may differ. Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the principles for feedback and marking should be incorporated. **The quality of marking should not be confused with the quantity**. Teachers should focus on ensuring marking is **meaningful, manageable and motivating**. (See DFE Eliminating unnecessary workload around marking, March 2016). In order to meet this, and sustain the education benefits for children our policy requires that:

2.5 FEEDBACK SHOULD:
- Concise, accurate and purposeful
- Respond to the individual's learning needs
- Only be given when it has an educational benefit to the pupil, for example:

Address misconceptions
Consolidate skills
Deepen understanding
Give opportunities to apply learning to new context
Reflect or evaluate learning

- Relate to the learning objectives and success criteria explained to pupils at the beginning of lesson/the topic
- Involve all adults working in the classroom
- Include praise and recognises achievement to encourage pupils to expand their knowledge and further their understanding
- Give clear strategies for improvement
- Involve children in the process
- Inform future planning and individual target setting
- Be evident in books across a range of lessons and show that teacher intervention has led to pupils making progress

2.6 FEEDBACK SHOULD NOT:
- Be secretarial – improving the work for the pupils
- Be for anyone else apart from the pupils
- Be too much, so the next steps become unclear for the pupils
- Be given as a task which doesn't make best use of time or move learning on, for example:

A task too easy or hard for a pupil
A task which will be the next lesson and covered anyway
A task which the pupil doesn't have time to complete

3 GBA MINIMUM MARKING REQUIREMENTS

- All next steps and Even Better If (EBI) comments must be responded to by the pupil
- Pupils should have the opportunity to improve their work and complete a DIRT task twice a week in English/Maths and once a week in all other subjects
- All marking is to be carried out using the correct colours (see Appendix 1)
- All marking has to be clear and legible
- The marking code is to be followed (See Appendix 1)
- The marking code should be accessible to all pupils in the learning environment

3.1 FREQUENCY OF FEEDBACK AND MARKING

In reality, feedback and marking will take place every day through our shared approach to teaching and learning but this does not mean books will be marked everyday in the 'traditional' sense, as Section 4: 'The How' details. The frequency of feedback and marking should be **manageable** for both the teacher and the pupils, as too many targets/things to improve/reflect upon will dilute the impact of your feedback and also lead to teacher burnout. Professional judgment will be a key determiner of frequency, as will the age of the pupils and the subject being taught. However, the minimum expectation would be:

- At least one piece of work marked in 'Depth' with pupil reflection per half-term. This will likely be an end of unit assessment but does not have to be
- Peer and Self Assessment evident in every unit
- DIRT tasks as detailed in Section 3. As a consequence, you will be using some form of formative feedback to inspire an improvement/reflection.

N.B. The third point **does not mean the teacher has to write something in each book**. As an example, while conducting a daily review at the beginning of a Maths lesson, the teacher gives some whole class feedback to address a misconception that became apparent, as the teacher spoke to pupils/looked at books in the previous lesson. Pupils complete five sums after the whole class feedback/intervention, which the pupils self-assess. Pupils could simply give a thumbs up, use lollipop sticks or any other AFL technique to inform the teacher of their understanding. This would suffice, as an example of DIRT. **Remember, the focus is on the impact the feedback/marking has on the learning.**

4 '**The HOW**': HOW FEEDBACK IS GIVEN

Work is assessed and feedback given in a variety of ways which **could** include:

- Live feedback within a lesson
- Small-group and one-to-one conferencing after a lesson
- Depth or Diagnostic Marking
- Whole class feedback
- Self and peer assessment

4.1 LIVE FEEDBACK WITHIN A LESSON

This takes place throughout the lesson and is the **most effective way of supporting pupils** to make progress rapidly and accurately, as feedback is immediate, discussed and acted upon at the time of learning. This form of feedback should be part of everyday classroom practice.

- Live marking allows a teacher to check that each pupil has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.
- Live marking is time-efficient and reduces the need for distance marking at the end of the day. This in turn frees up time to plan for the next day.
- Live marking can be written or verbal

4.2 SMALL-GROUP AND ONE-TO-ONE CONFERENCING (**An option not compulsory**)
- A conversation with a pupil or group of pupils about their work can be more effective than written marking, as both teachers and pupils develop an unambiguous shared understanding of the next steps.

4.3 DEPTH or DIAGNOSTIC MARKING
- When immediate feedback cannot be given, work is assessed later to inform future planning and provide feedback to pupils.
- Teachers exercise professional judgement about the level of written marking that is required. This varies according to age group, ability, subject and task.
- This type of feedback will likely be used to mark the end of unit assessments, as well as other extended pieces of work.
- **This type of written feedback will always have a What Went Well (WWW) and Even Better If (EBI) attached along with an EBI Pupil action/reflection.**

WWW-EBI Example:

WWW - *Within this piece of writing, you have successfully used a range of figurative language to describe the character of Stuart Little. You have also used inverted commas correctly for speech between multiple characters.*

EBI - *In future, please ensure you use the 'editing stations' to check your writing against the success criteria. For unfamiliar words, use a dictionary to check for spellings and meanings.*

4.4 WHOLE CLASS FEEDBACK
- This works when similar feedback can be given to the whole class: a common misconception or shared next step.
- Whole class feedback is also helpful to model the feedback process and support self- and peer assessment. Marking one piece of work as a group/class also teaches particular points at the same time. Another strategy is to show two pieces of work with the same title, and discuss their differences.

4.5 SELF-ASSESSMENT
- Pupils mark their own work **in green pen** and have opportunities to correct as they go along.
- pupils are given answer sheets or use success criteria to ensure accuracy of marking.
- When self-marking, pupils include a reflective comment on their work written in **green pen.** For example:

'I remembered my capital letters and full stops. Next time I will try to use more adjectives'
'I can add fractions when they have the same denominator'.
- Younger pupils or EAL pupils may want to use a traffic light system or other pictorial representations (faces) to indicate their level of understanding.
- When work is self-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of pupils.

4.6 PEER-MARKING
- Pupils mark their peer's work using **green pens**, employing answer sheets or success criteria.
- If pupils give feedback verbally it is recorded in **green pen** by the pupil receiving the feedback. For example:

'My friend said that I need to remember commas after fronted adverbials.',
'My friend said that I need to remember that taking away makes numbers smaller.'

- When work is peer-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

4.7 FEEDBACK IN EYFS
Feedback in Early Years will be predominantly done during live lessons, small group sessions and one-to-one interactions. Staff will be adopting a 'sustained- shared thinking' approach to feedback, in which they work with pupils to solve problems, clarify issues and extend thinking through effective questioning.

Sustained: Staff will use this approach throughout the whole year, however, their interactions may last for a varying amount of time. It must be flexible and staff need to be adaptable, to allow interactions to relate back to their future planning.

Shared: Both staff member and child should be contributing to the process, through dialogue and interactions.

Thinking: There are six critical thinking skills identified that can be developed through the Sustained Shared Thinking (SST) process. These are: enquiry skills, information processing skills, reasoning skills, evaluation skills, problem solving and creative thinking skills.

Sustained shared thinking can be embedded into the classrooms through:
- **modelling:** Staff can orally explain a problem and encourage the children to help to find a solution.
- **Free flow:** Children are comfortable and confident to select where they would like to play, meaning this is a great opportunity for developing and extending thinking skills. 'I really want to know more about...'
- **Open ended questions:** Through appropriate questioning, we can encourage the children to think deeper about their learning and reflect on the outcomes of an activity.
- E.g I wonder if...? What could we do...? Tell me a way to...? What would happen if...? Why did this happen...? What did you notice about...? Tell me more about...?

5 SECRETARIAL FEATURES
Spelling, punctuation and grammar **should not be over-marked** in every piece of writing. High frequency words and key subject vocabulary should **ALWAYS** be corrected. Pupils should try to self-improve the secretarial features during the same lesson when possible as live marking.

5.1 SPELLING
For younger pupils, the Teacher underlines words in the pupil's writing which are spelt incorrectly and uses SP from the marking code. In the margin or at the bottom of the page, this word is rewritten, with just the part of the word which is spelt incorrectly underlined. In green pen**,** the pupil overwrites the letters which need correcting, and writes the full word three times underneath the teacher's correction. As pupils become older and more ready, they can underline words which they want to self-check using dictionaries and spell checkers.

6 ROLE OF OTHER ADULTS SUPPORTING
Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines in appendix 1.

6.1 RESPONSIBILITIES

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks. It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school. Each subject/year leader has the responsibility for monitoring that the policy is being consistently carried out in their particular area.

7 SEN AND INCLUSION

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Individual Education Plan, as required.

8 MONITORING AND EVALUATION

Frequent work scrutiny and discussions with pupils (**as outlined on the assessment calendar**) will be undertaken by middle and senior leaders to ensure the four principles for feedback and marking are of a consistently high quality throughout the school. The pupil's books should evidence the dialogue that has taken place between the pupil and the teacher over time and show, via reflections and subsequent tasks, that the feedback/marking has had a real impact on the learning. Pupil's should also be able to talk confidently about their learning journey and highlight areas of improvement, as well as areas that need to be addressed further.

9 REVIEW

This policy will be monitored for effectiveness on a regular basis by the Senior Leadership Team in collaboration with middle leaders and will be reviewed bi-annually in line with other policies for curriculum, assessment and teaching and learning.

Appendix 1: Marking Code and Protocols

Primary Protocols
1. **Green** highlighter for 'objective met'
2. **Orange** highlighter for 'working towards'.

3. WWW/EBI to be used on all extended/assessed pieces of work (★ WWW- ⌐ EBI EYFS/KS1)
4. LO displayed on each slide/on board eliminating the idea that LO's have to be written each lesson.
5. Lesson titles to be displayed on resources/written in book each lesson.
6. Long date to be displayed in the book for each lesson, except for maths (short date).
7. **Terminology of Mastery Statements/ Challenges to be clarified with subject leads present.**

Literacy Symbols

KS1 Symbols

KS2/3/4/5 Symbols

Feedback Codes

Symbol	Top Tips	Symbol	Top Tips
Error	Many errors will be circled for you. They will be accompanied by one of the following symbols.	Missing word	1. Check why your work does not make sense. 2. Work out what do you need to add.
Sp. Spelling error	1. Use a dictionary to check your spelling. 2. Copy the spelling out three times.	V. Verb tense error	Does your verb tense match the others in the same paragraph?
P Punctuation error	1. Re-read your sentence. 2. Decide what punctuation you need.	? Meaning unclear	1. Redraft your work to make the meaning clear. 2. Perhaps change some vocabulary.
Gr. Grammar error	Do you have: • A subject, verb (and an object if needed) • Subject/Verb agreement	// Paragraph error	1. Re-read your work. 2. Start a new paragraph for a new time, person, topic or place.

Secondary Protocols

- Students use a green pen to self assess or peer assess work and for replying to teachers feedback.
- Teacher to leave written feedback in red pen
- Students use a Blue/Black pen when writing in their exercise books
- Students use a pencil and ruler when drawing diagrams and graphs regardless of what subject they are in.
- WWW/EBI to be used on all extended/assessed pieces of work

Appendix 2: Examples of Feedback Requesting a Response

Writing Prompts	Maths Prompts
Read your work – can you add… (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add… (your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these… (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these… (extension questions/Consolidation questions)
	If the answer was ….. What could the question be?
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence? Could you write this more efficiently? What could you trim?	Can you find a quicker way of doing this?
Finish this sentence: …..	Finish this sentence: ….. (Explaining work)
Fill in the blanks: …..	Fill in the blanks: …. ($\square 2 + \square 6 = 6\square$)
Highlight the sentence where you have used… (adverbial phrases, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding ….	
Tell me 1/2/3 reasons why I should give you a House Point for this work.	Tell me 1/2/3 reasons why I should give you a House Point for this work.