KITE ACADEMY TRUST

FEEDBACK & MARKING POLICY

P1103

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1 Distinction between Feedback & Marking

Feedback can take many forms in the classroom, encompassing both written marking in pupils' books or folders, or verbal guidance to support and improve. Feedback may be delivered from a source other than the teacher, for instance, through peer-assessments or self-assessments. Marking refers to the written feedback made by a teacher in a pupil's book.

Every contribution a pupil makes to a lesson, whether it involves a verbal response to a teacher's question, an answer to a multiple-choice quiz or an extended written piece, requires feedback from the class teacher. Work produced by a pupil during a lesson is seen the same day by the class teacher.

Marking at The Kite Academy Trust

Marking primarily serves the purpose of correcting errors (e.g. calculations, spellings, punctuation) or addressing fundamental misconceptions where verbal feedback may not be necessary. We ensure that all errors – where a pupil can self-correct – are addressed by the class teacher. We do not believe visible marking in books or folders is a proxy for good teaching, and Senior Leaders do not use the quantity or quality of staff's written feedback in books or folders as an accountability tool.

Feedback at The Kite Academy Trust

We understand that the most effective form of feedback will differ across subjects and age groups. Therefore, we do not prescribe one specific type of feedback over another. It is paramount that feedback is used as a tool to support pupils in improving their work and making progress. This should be evident even where written feedback is not.

Our staff regularly meet with colleagues to digest what the books or folders are telling them: what went well, and what needs to be retaught. Maximising a teacher's time is best achieved by refining and adjusting lessons for the following day, as opposed to providing extensive written comments in every pupil's book.

2 Types of Feedback

Research tells us that the most effective feedback is that which happens at the point of learning. This is where the majority of feedback happens at The Kite Academy Trust. This involves a mixture of individual, group and whole class feedback.

Whole class feedback occurs where the teacher has noted either misconceptions or areas for improvement that could benefit the whole class. This will typically be shared at the beginning of a new lesson, but not always. The teacher may plan to target feedback to specific groups of pupils, depending on how widespread a certain misconception is.

Individual feedback happens through focussed conversations with individual pupils. We do this systematically so that all pupils have personalised feedback several times per week.

At The Kite Academy Trust, we believe effective feedback should be:

- Designed to close the gap between current performance and the end goal;

- Given at the point of learning, or at the earliest possible opportunity – the effectiveness of feedback given several days after the work is submitted is diminished and often counterproductive;

- Diverse, depending on the needs of the pupil and the class, as well as the curriculum area;

- Epistemic, rather than merely corrective, where possible – meaning clues will be given to instruct the pupil why they have erred, in order to improve their method and to produce a better product;

- Never used for accountability purposes;

- Meaningful, manageable and motivating for all.

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Appendix 1 - What does this look like in the classroom?

In maths, reading, science and the foundation subjects, most written answers pupil will provide will be error-tracked with a member of staff ticking a correct answer or putting a dot next to an incorrect answer. The expectation will be that the pupil self-corrects any answers with a dot beside it.

When a child may not be able to self-correct because of a misconception that requires further individualised support, a member of staff will put a cross beside it. This signals that the answer is incorrect and the child should not attempt to self-correct until a member of staff has provided individual support.

In writing, many tasks will be error-tracked by a member of staff (e.g. grammar or vocabulary tasks) but this form of marking does not lend itself to an extended piece of writing. In this instance, a member of staff (most often the teacher) will focus on providing verbal feedback to the pupil throughout the lesson. This is managed through circulating the class whilst they are writing and providing feedback at the point of instruction. Where time constraints prevent the teacher from providing feedback to certain pupils, the teacher will read their writing before the following lesson and deliver the feedback at the start of the next lesson. This is an ongoing feedback loop and does not require any written codes, such as 'VF' in the pupils' books.

At the end of an extended piece of writing, we ask that teachers identify one strength of each pupil's writing and provide a short, written comment specifying this strength at the end of the written piece. This is the only written comment we ask of staff. An example of what this could look like can be found below:

'This is a very informative piece of writing which you have clearly structured through the accurate use of subheadings. Well done, Jane.'