The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: Meaningful, manageable and motivating.

This academic year, we will be using the following marking and feedback approaches:

**Marking and Feedback Approaches**

Timing of feedback can be categorised into the following four stages:

- **Immediate Feedback** – this takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.

- **Summary Feedback** – this may take place at the end of a lesson. It may involve some form of self/peer assessment.

- **Distance Feedback** – this takes place away from the lesson and provides feedback to the teacher about how well pupils have understood concepts. This, in turn, informs planning for future learning opportunities. Teachers record their findings using whole class feedback sheets and focus their thinking on the next steps for the whole class, groups or for individuals.

- **Next Lesson Feedback** – this takes place at the beginning of a lesson. It summarises the whole-class successes from the previous lesson and addresses misconceptions or errors which have been collated by the teacher during their 'Distance Feedback'. Children may be given 'DIRT' tasks or activities to address misconceptions, consolidate learning or move learning on.

| Type: | What it may look like: |
|---|---|
| **Immediate 'live' Feedback** | **Takes place during the lesson as part of teaching** <br><br> • Teachers and LSAs gather feedback from verbal responses, mini-whiteboards, work in books etc. <br><br> • Takes place in lessons with individuals, small groups or the whole class. <br><br> • Is given verbally so that the impact can be immediate. <br><br> • May be given by teaching assistants, other adults or peers. <br><br> • Includes giving praise, prompting deeper thinking and swiftly addressing misconceptions. <br><br> • May involve further support, challenge or a change of task. <br><br> • May re-direct the focus of teaching or the task. <br><br> • May include the use of ticks or symbols in children's books. <br><br> • May include reference to an agreed set of success criteria or 'basic expectations'. <br><br> • In some cases, may guide a teacher's further use of distance feedback, focusing on an area of need or particular interest. |
| **Summary Feedback** | **Takes place at the end of a lesson or activity** <br><br> • Provides an opportunity for evaluation of learning in the lesson. |

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|---|---|
| | • May take the form of self- or peer-assessment against an agreed set of success criteria.<br><br>• Peer feedback will be scaffolded through teacher modelling and sentence stems.<br><br>• In some cases, may guide a teacher's further use of distance feedback, focusing on an area of need or particular interest. |
| **Distance Feedback** | **Takes place away from the point of teaching**<br><br>• Provides teaches with opportunities for assessment of understanding.<br><br>• Adaptation of future lessons through planning, grouping or adaptation or tasks- teachers may group books into different piles to identify where 'group feedback' is required in the next session.<br><br>• The use of whole-class feedback sheets and teacher's feedback folders to organise feedback and support their teaching within the next lesson.<br><br>• Teachers will use acknowledgement marking when necessary. Correct responses will be ticked and incorrect answers dotted.<br><br>• Positive praise and stamps may be used to acknowledge children's effort and outcomes. |
| **Next Lesson Feedback (Including D.I.R.T – Dedicated Improvement and Reflection/Response Time)** | **Takes place at the beginning of the next lesson**<br><br>• Teachers give 'whole-class' feedback, highlighting good examples and explaining next steps for groups, individuals or the whole class.<br><br>• A dedicated (appropriate) amount of time is given for D.I.R.T (Dedicated Improvement and Reflection/Response Time). During this time, children work on improving and editing their work, extending their thinking or improving their understanding.<br><br>• D.I.R.T will be flexible and will look different depending on the previous lesson and the next step.<br><br>• Sometimes D.I.R.T will address misconceptions from the previous lesson.<br><br>• Sometimes D.I.R.T will give children time to edit and improve their work.<br><br>• Sometimes D.I.R.T will move children on to a new lesson objective.<br><br>• D.I.R.T tasks will be displayed for the class to see<br><br>• An additional task to deepen thinking or extend ideas may be needed for those children who have completed their initial D.I.R.T task quickly.<br><br>• Visualizers should be used (where available) to show good examples of work or to model editing.<br><br>• All pupil responses during D.I.R.T should be completed in green pen or given a 'D.I.R.T' title. |

One main difference you will see in books as a result of these approaches is far less teacher writing and more pupil responses.