

Terrington and Foston Primary Schools



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Effective Marking and Feedback

Policy

2021

Date agreed: September 2021

Review date: September 2022

Signed: _____

Chair Board of Governors

Love, Learn and Grow Together

As Church Of England Primary Schools our core values are built on the words of St Paul the Apostle, who wrote "the fruit of the spirit is love, joy, peace, self-control, gentleness, goodness, faithfulness, patience and kindness" (Galatians 5:22-23). We foster and develop these values in our children and staff to build a family centred ethos where these principles become the foundation of their future life.

Introduction

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

In Hattie's research 1999 comparing 500 meta-analysis of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socioeconomic factors.

However feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective, feedback must answer three major questions asked by a teacher and/or by a pupil:

1. Where am I going? (What are the goals?)
2. How am I going? (What progress is being made toward the goal?), and
3. Where to next? (What activities need to be undertaken to make better progress?)

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary-aged pupils.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

1. Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

2. Processes

Four types of marking and feedback occur during teaching and learning at Terrington and Foston:

i). **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.

ii) '**Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

iii) **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and feedback at Terrington and Foston

3.Non-negotiable Procedures for Marking and Presentation

Teaching Staff

All marking by teaching staff is to be carried out in black pen

All marking is to be done in a clear legible hand

The marking code should be accessible to all pupils in the learning environment

Pupils will receive either written or verbal feedback on all work – a 'VF' may be recorded for the former.

Children

- All marking by children is to be carried out in green pen
- All work should have a title and a date
- Short date written in KS1, long date in English in KS2, short date in Maths
- All sentences will start with a capital letter and end with a full stop
- Where appropriate, tables, diagrams and arrows/linking lines etc. will be drawn using a pencil and ruler
- When a new piece of work is started, previous work will be ruled off using a ruler
- All books should reflect pride taken in work
- Mistakes should be crossed out with a single line

In developmental marking:

When identifying specific success, the respective work in the pupils' book (English or Maths) will be identified in yellow highlighter. The corresponding comment will also be highlighted yellow.

When identifying an area for specific improvement the respective work in the pupils' book (English or Maths) will be identified in pink highlighter. The corresponding comment will also be highlighted pink

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code.

To manage marking, sticky notes may be used to identify where response is required, or to enable the pupil to transfer a comment or target forwards to the next piece of work

Self-assessment

Pupils will traffic light their work against their learning objective accordingly

Red: 'I find this difficult'

Amber: 'I can do this but need more help to feel confident'

Green 'I can understand and do this and this shows in my work'

Peer Assessment

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This is to be carried out using green pen. Children may correct the spellings in a peers' book, so long as green pen is used to make the correction.

Responding to comments

Pupil response to comments should be made in green, so that it is clear they have been completed. If in KS1 or FS this is verbal, it should be recorded at such. Response should be made as soon as reasonably possible in order to support pupils effectively.

Rewards:

As Adults in school we want to recognise good work with stickers, house points, smiley faces etc. However, empty praise is as ineffective as empty criticism. Consequently, specific praise is preferred whenever possible to boost the confidence and self-esteem of our young learners e.g. *'You have used a range of adjectives to write a powerful opener'*, rather than *'That's a good piece of work.'*

4 Procedures in greater detail:

Giving effective feedback to pupils.

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve.

It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

Effective feedback comes under three main headings;

Specific Achievement feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective / Pupil self-assessment made by traffic light or learning ladder target set for the individual.

Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.

Specific Extension feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:

be positive, specifically identifying what has been done well. (highlighted green)

Identify an area for specific improvement followed up with an improvement task
.... (highlighted pink)

Or

identify a specific area for deeper investigation/ extension of understanding
(highlighted pink)

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

Refine a teaching point to consolidate or reinforce understanding.

Extend understanding to deepen learning or raise to a higher level of thinking

Address/explore misconceptions

Pick up errors if apparent

Address incomplete work and presentation issues

Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar

Examples of feedback prompts can be found in Appendix 2

The Frequency and Nature of Pupil Response to Feedback

Work that is marked developmentally requires a response from the pupil.

Pupils are to initial all comments made by an adult. However, developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from FS to Yr5, and throughout the school year appropriately.

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this.

For pupils in KS1 and where developmentally appropriate as designated by SEN Support Plans, communication of the feedback will be augmented by adults, until developmentally pupils are able to access this independently

Acknowledgement of response

This should be swift, in line with the marking policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher will wish to address this with the child through another medium than feedback and response.

5 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 at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the Staff Handbook on arrival in the school.

Students in school are required to follow this policy as appropriate, however the class teacher is also required to initial marking completed by the student to ensure quality assurance. Teachers will use professional judgment in discussion with the Headteacher or Senior Headteacher to ascertain whether the marking of all pupils' work is monitored or a sample.

6 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 leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the Headteacher to liaise with the Subject Leaders and to feed back to the Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

7. SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may include:

- Writing comments for specific pupils in an accessible colour
- Supporting pupils to read comments
- Recording verbal feedback and response.

Such requirements should be identified in a pupil's IPM as required.

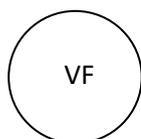
8. Monitoring and Evaluation

Monitoring of the policy will be conducted through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher will also monitor the impact of developmental marking through work scrutiny in both Maths and English as part of lesson observations to monitor the quality of teaching and learning in the school. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Appendix 1 Marking Symbols



Teacher has given verbal feedback to the child (Words can be included e.g. full stops)



Yellow for Yippee (for a positive comment or a learning objective met)



Pink for Think (for next steps for the children)



Polishing Pen (green) for children to show their reply to the marking or to show peer assessment



Traffic lights can be used by the teacher or by pupils for self-assessment. They can incorporate colours or faces.

Appendix 2 Examples of feedback prompts requesting 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?	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: $2 + 6 = 6$
Highlight the sentence where you have used... (adverbials, 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 Wow! Point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me ... that have ...?	Tell me ... that have ...?
Tell me two sentences that have adverbials.	Tell me two numbers that have a difference of 12.
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	What ... would you use to...? e.g. What unit would you use to measure the width of the table?
	What are the ... of ... ? What are the factors of 42?

Signed by headteacher: _____

Date: _____

Signed by Chair of governors: _____

Date: _____

DRAFT