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Effective Marking & Feedback Policy

'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)

Introduction

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:

Where am I going? (What are the goals?),
How am I going? (What progress is being made toward the goal?), and
Where to next? (What activities need to be undertaken to make better progress?)" (ibid p86)

This policy sets out how the use of effective marking, feedback and response is consistently utilized across our school to benefit our 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.

Marking and Feedback Policy

1. The Purpose of Marking, Key Principles and Beliefs

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 maximize progress and support pupils in becoming affective learners.

The key purpose of marking is for the children's benefit, to find out what they have got right or wrong or what could be improved. It is essential that children are given time to read comments and respond. Children need to be given time to make improvements to their work and teachers must identify and allocate time for this in their planning. Children need to be trained via whole class and group marking to identify their successes and improvement needs.

By engaging children in the purposeful marking, they are given opportunities to develop their thinking skills and critical voice. Self-assessment and peer assessment, when managed

effectively by the teacher, also build an atmosphere of trust and respect fundamental to the ethos of the school. Marking shows that teachers care about children's work. It should foster an interaction between the adult and child, giving feedback on the work they have done and guidance as to what the next step is. 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. Be manageable for teachers and accessible to children.

2. Relate to the Learning Intention/child's target.

3. Inform the pupil of what they have done well and what they need to do to improve.

4. support pupil confidence and self-esteem in learning, and contribute to accelerated learning.

5. 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.

6. 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

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 along with mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in a group situation.

For younger pupils this can be noted down to record the feedback and response process.

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

iii) Developmental Marking (Next Steps) 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.

3. Non-negotiable Procedures for Marking

- All marking is to be done in a clear legible hand.

- The marking code is to be followed in all cases. (see Appendix 1 and 2)

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

- All pupils' work is to be at least 'light' marked by Teachers or Support Staff.

- When appropriate, work should be **developmentally marked** with next steps.

- Fix it time is time used by the pupils to complete any corrections in green pen.

- Next step (target) marking is sued to move the pupil on in future work of which we should see evidence of.

In Developmental Marking

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.

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, post-it notes may be used to identify where response is required, or to enable the pupil to transfer a comment forwards to the next piece of work.

Self-assessment

Pupils will traffic light their work against their learning intention as follows:

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

Peer assessment should be appropriately introduced with agreed, shared rules. Pupils will identify two positive aspects of work and suggest one area for improvement (2 stars **and a wish ↑). Peer assessed work will be signed by the assessor. See Appendix 4 for example.

Responding to comments

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

Good work will be recognized with stickers, house points, smiley faces etc. However empty praise is as ineffective as empty criticism, therefore specific praise is preferred whenever possible, to boost the confidence and self-esteem of pupils.

Procedures in greater detail:

a) The frequency of Developmental Marking

- All pupils' work is to be at least light marked by Teachers or Support Staff. No work should go unmarked. Preparation work including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics should be collated in pupils' books. This may be in the form of photocopies of white boards and material captured electronically and reproduced as appropriate. This is important as it charts the process and progress of pupils' learning.

- In English and Mathematics all pupils should have at least one piece of work marked developmentally by their teacher per week. This Marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made also each week.

- In the Foundation Stage, the developmental marking process may be exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils' Learning Journeys and, as the Foundation year progresses, directly onto recorded work as appropriate.

- Additional Developmental Marking may also be used as a strategy to support pupils who are in need of acceleration. <u>This may be particularly pertinent to pupils in receipt of the Pupil Premium Grant and be an agent to close gaps in achievement</u>. In such situations an additional adult could be provided for this purpose.

b) Giving effective feedback to pupils

Effective marking is a key tool in providing feedback to pupils in order that they are clear about 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 so that pupils 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 Intention / Pupil self-assessment made by traffic light or 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.

- Identify a specific area for deeper investigation/extension of understanding.

Well-constructed feedback tasks prompt effective response from pupils so as 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 practice – e.g. times tables, attention to place value, spellings, punctuation, grammar

- Identify an area for specific improvement followed up with an improvement task

When constructing feedback, teachers need to ensure that it:

- Informs the pupil what they have done well and what they need to do to improve.

- Relates to planned learning intentions and success criteria.

- Can be read clearly and understood.

- Indicates a next step/improvement in learning.

c) The frequency and nature of pupil response to feedback

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.

In each class effective time must be given to teaching pupils to respond to tasks as soon as they can.

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 SEND Support Plans, communication of the feedback will be augmented by adults, until pupils are able to access this independently.

5. Role of other adults supporting

Support staff mark work of groups of pupils with whom they have been working. 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.

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

Student teachers in school are required to follow this policy as appropriate under the supervision of the class teacher.

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 adhered to.

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

It is the responsibility of the subject leaders, assessment coordinator and Headteacher to report back to 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.

6. Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

7. SEND 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.

8. Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher. It will be monitored for whole-school consistency and evaluated for impact on pupils' outcomes.

The SLT will 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. In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys. 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.

Evaluation of feedback and response will be done through the impact on pupil progress, including progress data. Pupil progress meetings and review of both SEND provision and impact of the Pupil Premium Grant.

9. Policy Review

References:

The Power of Feedback John Hattie and Helen Timperley REVIEW OF EDUCATIONAL RESEARCH 2007 77: 8

Appendix 1: Marking Code/Prompts

- Teachers and Teaching Assistants mark using purple pen
- Children should respond to improvement prompts in green so that it is clear to the child, when they look back at their work, that they have examples of improved/good work to use again.
- If a comment has been made verbally, the adult should indicate this with a 'VF' on the work.
- When work has been undertaken independently, the child circles an 'I' at top of page. Work which has been supported by teacher, is indicated with a 'T'. Work which has been supported by a Teaching Assistant, is indicated with 'TA'.
- Spelling errors that need correcting should have SP written next to them and the child should either use a dictionary to correct them or they should be given the correct spelling by the adult for them to copy 3 times.

The marking of a child's piece of work should be relevant to that child's stage of development as judged by the teacher.

Early Years

Ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals. Systematic observations and assessments of each child's achievements, interests and learning styles are made by staff. These observations are used to plan relevant activities and opportunities for each child. Feedback is given to the child verbally.

Appendix 2: Marking Code/Prompts information.

Marking codes to show what support has been given for your work
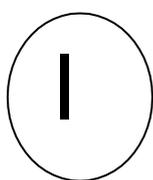
I 'I' at the top of the work in the margin = this work has been done independently by the child
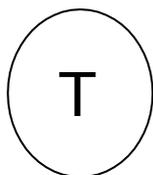
T a circled 'T' by the child or teacher = this work has been supported by a teacher

TA a circled 'TA' by the child or teacher = this work has been supported by a teaching assistant

VF 'VF' noted by work = verbal feedback from teacher to child

Next to the Learning Intention, the teacher will indicate to what degree it has been met.

✔ + LI Exceeded

✔ LI Met

✔ - More work needed

Appendix 3: Presentation Expectations

- **All drawings and diagrams should be completed in pencil.**

- **Headings and sub-headings should be underlined with a ruler.**

- **A piece of work should always have the date. This can be written as a short date in KS1 and in Maths books, long date in other subjects in KS2.**

- **In KS2 children can earn a pen license when they have mastered neat, joined handwriting.**

- **When children write in pen, they use write in blue handwriting pen.**

- **Children will correct/edit their work and respond to the teacher's comments in green pen.**

- **The front and inside covers of book should be free from doodles.**

- **There should be no doodling on pages within a workbook.**

- **One single line is used to cross out mistakes (with a ruler if along line).**

- **Handwriting should be clear, joined and legible.**

- **In Maths books, question numbers should be circled to avoid confusion.**

- **In Maths books, one digit should be in one square.**

APPENDIX 4: Peer Assessment Example

A good editing partner always starts by saying . . .
"One thing I really like about your writing is . . ."

A good editing partner knows that writing takes time and effort and he or she will always respect the writer's feelings.

Classes should formulate their own together.

- Respect our partner's work because they have done their best so their work should be valued.
- Tell our partner the good things we see in their work (two stars).
- Listen to our partner's advice because we are trying to help each other.
- Look for ways to help our partner (wish).
- Try to make suggestions positive.
- Be fair to our partner. We will not discuss their work with other children.

Appendix 5: Criteria for pupils' books

CRITERIA FOR PUPILS' BOOKS – English and Maths
Outstanding	**All books show:** • (stickers showing) clear Learning Intentions and appropriate Success Criteria with examples as appropriate; • sufficient amount of recording appropriate to the child's age and ability; • clear progression in all children's learning; effective models and images in books; • clear differentiation including challenge for the more able and scaffolds provided to support less able pupils and EAL pupils; • all work has been marked following the school's Marking and Feedback Policy with clear next steps as appropriate; • children respond to marking by making improvements to their work and there may be a dialogue with the teacher • where TAs are involved in marking, this is informative for the child and teacher; • evidence that targets are being regularly checked and that pupils are achieving their targets; • prompts and links to targets often included in the marking; • children's vocabulary is being developed; high expectations in work produced and presentation expected; • children have a sense of pride and enjoyment in their work as evidenced by the care they
Good	**Books show:** • (stickers showing) clear Learning Intentions with appropriate Success Criteria (with examples as appropriate) • sufficient amount of recording appropriate to the child's age and ability; • clear progression in children's learning; • clear differentiation with scaffolds provided to support less able pupils and EAL pupils; • all work has been marked following the school's Marking and Feedback Policy with clear next steps as appropriate; • evidence that pupils are achieving their targets; • evidence that targets are being regularly checked and that pupils are achieving their targets; • where TAs are involved in marking, this is informative for the child and teacher; • prompts and links to targets may be included in the marking; children's vocabulary is being developed; • high expectations in work produced and presentation expected.

Requires Improvement	**Books are inconsistent but with some books showing:** • (stickers showing) clear Learning Intentions with appropriate Success Criteria; • sufficient amount of recording appropriate to the child's age and ability; clear progression in children's learning; • clear differentiation with scaffolds provided to support less able pupils and EAL pupils; • all work has been marked following the school's Policy with clear next steps as appropriate; evidence that pupils are achieving their targets; • high expectations in work produced and presentation expected. ***Books require improvement because they are not good overall.*** **OFSTED – 'Pupils are informed about their progress and how to improve through marking and dialogue with adults.'**
Inadequate	**Books <u>do not</u> show some or most of the following;** • (stickers showing) clear Learning Intentions with appropriate Success Criteria • sufficient amounts of recording appropriate to the child's age and ability; clear progression in children's learning; • clear differentiation with scaffolds provided to support less able pupils and EAL pupils; • all work has been marked following the school's Policy with clear next steps as appropriate; evidence that pupils are achieving curricular targets; • high expectations in work produced and presentation expected. ***As a result, children's progress is impeded and they are not able to take pride in their work.*** **OFSTED – 'Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.'**