West Ashton Church of England Primary School

Effective Marking & Feedback Policy

Introduction

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 (What, Why, How) and success criteria (Steps to success); 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 effective 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.
5. Balance effective feedback to the children with effective management of teacher and TA time.

2. Processes

Four types of marking and feedback occur during teaching and learning at West Ashton:

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) **Detailed/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 West Ashton.

Non-negotiable Procedures for Marking.

In order to be effective for the pupil, marking should be

- Clear
- Concise
- Timely
- linked to the learning
- and include time/space for the pupil to reflect on and respond to the marking Where appropriate).

All marking is to be carried out in a green pen

All targets/next step comments etc. to be carried out in pink.

All pupil responses to be written in purple pen

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

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

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

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

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. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given.

To manage marking stick-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 steps to success (What, Why, How) 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 can be done in any colour but not green, pink or purple and the peer assessor's initials must be also left.

Responding to comments

Pupil response to comments should be made in purple – 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, therefore specific praise is preferred whenever possible to boost the confidence and self-esteem of our young learners.

3a) Procedures in greater detail:

3ai) The Frequency of Developmental/Detailed Marking

- **All pupils' work is to be at least light marked by Teacher 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 the form of photocopies of white boards and material captured electronically and reproduced as appropriately.
  This is important as it charts the process and progress of pupils' learning.
- **In Literacy and Mathematics all pupils should have work marked developmentally/in detail by their teacher on a regular basis.** 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. The overseeing of such a task may be carried out by another adult other than the

class teacher.

- In the Foundation Stage, developmental/detailed marking process maybe 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/Detailed Marking may also be used as a strategy to support pupils who are in need of acceleration. This may be particularly pertinent to

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pupils in receipt of the Pupil Premium Grant and be an agent to close gaps in achievement. In such situations an additional adult could be provided for this purpose.

3ib) 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. The most effective feedback is immediate.

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 (What, Why, How)/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 an area for specific improvement followed up with an improvement task or identify a specific area for deeper investigation/ extension of understanding

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 practice – e.g. times tables, attention to place value, spellings, punctuation, grammar

Examples of feedback prompts can be found in Appendix 2

When constructing feedback teachers need to consider:

1   Does feedback inform the pupil what they have done well and what they need to do
    to improve?
2. Relate to planned learning objectives (What, When, How) and success criteria (Steps to
    success)?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement in learning?

3ic) The Frequency and Nature of Pupil Response to Feedback

Work that is marked developmentally/in detail might require a response from the pupil.

Pupils are to initial all comments made by an adult. However, developmental/detailed
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 Yr6, 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.

Likewise tasks must be effective in improving work, yet brief in execution.

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.

4 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 more detailed/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 on arrival at the school.

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

5 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 Assessment Leader (MP) to liaise with the Subject Leaders and to feed back to the Headteacher and Academy Council 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. 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 support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Support Plan as required.

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 Headteacher will also monitor the impact of developmental/detailed marking through work scrutiny in both maths and literacy 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.

9. Policy Review

This procedure has been agreed by the staff and The Academy Council in July 2017 and will be reviewed in line with the school's cycle of policy reviews, by Summer 2018.

Appendix 1 Marking Code/Prompts (to be displayed in classrooms)

Content prompts

✓   correct

CL   capital letter

FS   full stop

Word underlined spelling mistake

Grammatical error/doesn't make sense

FSP   finger space

L   start a new line

//   start a new paragraph

Assessment prompts

I independent work

T/TA   Teacher or TA supported work

P   paired or group work

TM   target met

VF   verbal feedback

JC   initials for reviewer (person who is marking)

ST   supply teacher

PA/SA   Peer assessed/Self assessed

Rewards

HP   House Point

Appendix 2 Examples of feedback prompts requesting response.

(shaded statements illustrate similarity of tasks/response requests across maths and writing.)

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? e.g. ☐ ☐
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 = ☐
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.

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Tell me ... that have ...? Tell me two sentences that have adverbials.	Tell me ... that have ...? 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?

Please write another ... connective/sentence that shows me how the caterpillar moved.	What is another ... method that might have worked?
Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.	Show me how you think this will work with ...other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Show me how you could write it with ... adverbials, connectives, punctuation?	Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?
What would happen if...?	What would happen if...? e.g. What would happen if you started with 52?
What new words today? What do they mean?	What new words today? What do they mean? What maths words also mean...?
	Would it work with different numbers?
What if you could only use...? e.g. Short sentences, complex sentences, The adjectives for sight and sound?	What if you could only use ...? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
What if you could not use...? What if you could only use...? Short sentences, simple sentences,	What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?

the
adjectives for sight?

Appendix 3   Marking/Feedback – Key points

- We will use 'What, Why, How' and 'Steps To Success'. This will be stuck in books for every literacy and maths session. This will also include a place for the children to self-assess. This will be consistent in years 1-6, but will vary in Early Years. Early Years will relate to whole school policy where possible. Pupils will record the learning objective (or what, why, how) in every topic lesson.

- The children will have three books – literacy, maths and topic books. There will be a separate sketch book and a book/record for recording guided reading. There might be other places where work is recorded e.g. computing in folders on laptop.

- We will use green for all marking, pink for development/targets/next steps and pupils respond to marking in purple.

- Response to marking will appear on a regular basis, but should only be used where appropriate e.g. the teacher has spotted a misconception, the teacher feels that the pupil needs an extra challenge question etc. The response from the child needs to be checked and acknowledged.

- Where possible teachers will mark the work on the same day. This will be used to tweak planning, re-group the following day, identify gaps in individual's learning, target individuals, deploy TAs etc.

- The marking codes will be displayed in all classrooms. Pupils need to be familiar with all codes and what they stand for.

- All pupil work needs to be marked. Detailed developmental marking only takes place where appropriate.

- Avoid too many 'well done' type statements.

- Children will use green, amber and red for self/peer assessment

- Teachers will mark to the steps to success/learning objective, but feedback comments could be skill based, general etc.

- Only symbols on the sheet will be used

- Feedback comments must be specific. They must be understood by the pupil and there needs to be evidence that these comments have moved the child on with their learning and helped them make progress. There should not be too many next steps.