Charlestown Community Primary School

Effective Feedback

and

Marking Policy

2016 - 2017

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Effective Feedback and Marking Policy:

Introduction:

"Feedback is one of the most powerful influences on learning and achievement." (John Hattie 2007)

Hattie's research showed that the impact of effective feedback on 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 socio economic factors.

However feedback has the power to impact both positively and negatively on pupil performance. In order for it to have a positive impact "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 doing? (What progress is being made toward the goal?)**
- **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 to be used across our school to benefit our pupils and their learning.

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 earning outcomes and success criteria: enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. At Charlestown Community Primary this important stage of the teaching and learning process is referred to as "developmental marking." (Hard marking).

Aim of the Policy:

The aim of this policy is to ensure a clear understanding of the purposes, procedures and processes of effective feedback and marking to pupils regarding their work in order to maximize progress and support pupils in becoming effective learners.
Effective feedback and marking is integral to good teaching and learning processes (See also Teaching and Learning Policy). 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 feedback and marking aims to:

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning and contribute to accelerated learning.
- 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.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Processes:

Four types of feedback and marking should occur during teaching and learning at Charlestown Community Primary School:

1. **Teachers' well considered intervention (Feedback and marking at the point of learning)** 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. (NB mini plenaries may not be relevant for the whole class just a small group of children or individuals). It may also be verbal feedback given during a 1:1 discussion with a pupil or group of children. For younger children this may be used to note down or record the feedback and response process.
2. **Light marking of work,** acknowledging and recognising attainment and / or progress, success and / or completion of pupil's work.
3. **Developmental Marking (Hard marking),** in which 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.
4. **Self-assessment and peer-assessment** of the attainment and success of a piece of work. Self-assessment will take the form of a traffic light system of boxes the children place their work in at the end of a lesson (Red / Yellow / Green) to enable children to show how they feel they have met the learning outcome. (Red box if they feel they have found the work particularly difficult / Yellow box if they

have managed to complete some but found some of the work difficult or they feel unsure about what they have done / Green box if they feel confident that they have been successful in their learning.)

5. Peer assessment will be carried out on post it notes and stuck into the pupils' books. The post it note will follow the following approach, WWW (What went well) and EBI (Even better if).

This policy aims to set out the procedures to ensure that a consistent and impactful approach to effective feedback and marking at Charlestown Community Primary School.

Non-negotiables procedures for marking:

- All marking is to be carried out in green pen.
- All marking is to be done in a **clear legible hand** in line with the school handwriting script.
- 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 the teacher or support staff.**

In both Maths and English at least one piece of work per pupil per week should be developmentally (hard) marked in depth.

In developmental (hard) marking:

- **When identifying specific success, the respective work in the pupils' book will be identified in ticked with a green pen. The corresponding comment will be ticked in green.**

- **When identifying an area for specific improvement the respective work in the pupil's book will be identified in pink highlighter. The corresponding comment will also be highlighted in pink.**

Or

When identifying an area for specific extension the respective work in the pupils' book will be identified in pink highlighter. The corresponding comment will also be highlighted in pink.

There will be a maximum of two identified specific areas for pink highlighting for each piece of work.

Feedback comments must be constructed to require a response by pupils, at an appropriate level of challenge and such tasks must be completed by the pupils. (Fix it Time). Fix it time may be done first thing each morning or at the beginning of the next lesson to ensure that children are aware of how they have done and what they need to do next.

When developmentally (hard) marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the pupil and strategies used to support their development. **This will be done in line with the marking code. See Appendix 1.**

If a response is required for spelling no more than three spelling corrections for a piece of work will be given and the words should be listed on the pupils' spelling sheet at the back of their book, so that it can be referred to on future occasions if required. The child should attempt to copy the correct spelling three times in their book. Any target words which have been mis spelt the child should write on their spelling target sheet which is in the back of their English book and in their spelling book.

If a child consistently makes the same spelling, punctuation or grammar errors then a reminder should be placed on a post it note which the child can then transfer to another piece of work to help them to remember what to do and **be used as a target reminder.**

E.g. if a child persistently forgets to use full stops then a large full stop can be drawn on a post it note. The child then positions the post it note on the second line of the page they are writing on and when they write and reach that line it will act as a reminder that they need to check that they have used full stops correctly.

Self-assessment:

Pupils will use a traffic light system to judge how they feel they have met the learning outcome: (This will link with the use of assessment cups during the lesson and assessing how they have done at the end of the lesson and putting their work in the appropriate marking box Green / Yellow / Red) (See Teaching and Learning Policy).

RED: " I found this difficult."

YELLOW: " I can do this but need more help to feel confident."

GREEN: " I can understand and do this and this shows in my work."

Success Criteria will be used to mark Cold and Hot writes to obtain a baseline to show what children can and cannot do at the start of a particular genre in writing and what they have learned at the end of a block of work.

Peer Assessment:

Peer assessment needs to be introduced to the pupils so that they are clear what this involves. They will need to be taught how to identify one positive aspect (WWW – What went well) to the work and suggest one area for improvement (EBI – Even better if) . This will be done on post it notes. The child who has made the comments should initial the post it note.

Responding to comments: (Fix Its)

Pupils should respond to comments using **PURPLE PEN** – so that it is clear they have been completed. Sometimes in KS1 or foundation stage the response may be verbal and needs to be recorded as such.

A pupil's response should be made as soon as is reasonably possible in order to effectively support the pupil. **The response a child has been made should also be marked /acknowledge by the teacher.**

Marking Procedures:

The frequency of developmental (hard) marking:
- **ALL** pupils' work is to be at least light marked by the teacher or support staff. **No work should go unmarked.** Preparation work including text maps, plans and drafts in English books, working out and exploration in Mathematics should be collated in children's books or if a group piece of work should be stuck in the Kagan Group Book. This may be in the form of photocopies of whiteboards when appropriate and or materials captured electronically when appropriate i.e. photographs which have been annotated by the child to say what they have learnt (shouldn't be completed by the teacher to say what they have been doing). **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 (hard) by their teacher each 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. The overseeing of such a task may be carried out by another adult than the class teacher.

- **In the Foundation Stage, developmental (hard) marking 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 Journals and using the 2simple software.
- Additional developmental (hard) marking may also be used as a strategy to support pupils who are in need of acceleration. This may be particularly pertinent to pupils in receipt of the Pupil Premium Grant and be used to close gaps in achievement.

Giving Effective Feedback to Pupils:

- Effective marking is the 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 the formative assessment which is essential for teachers to refine and develop planning when teaching pupils so that they can swiftly move forward towards desired outcomes.

Effective feedback falls under three main headings:

Specific Achievement: This is feedback that identifies specific aspects of successful attainment and / or progress. This relates directly to the learning outcome / pupil self-assessment made by the traffic light or target set for the individual pupil.

Specific Improvement Feedback: This identifies where mistakes or misconceptions lie and how work can be improved.

Specific Extension Feedback: This identifies where further understanding can be explored, to deepen learning and further extend higher order thinking and mastery.

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

Feedback should:

- Be positive, specifically identifying what has been done well (Ticked with a GREEN PEN).

- Identify an area for specific improvement followed up with an improvement task (Highlighted in PINK)

OR:

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- Identify a specific area for deeper investigation / extension of understanding or mastery (Highlighted in 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 or mastery
- 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 the feedback inform the pupil what they have done well and what they need to do to improve?**
2. **Relate to planned learning outcomes and success criteria?**
3. **Can feedback be read clearly and understood?**
4. **Does feedback indicate a next step / improvement in learning?**

The Frequency and Nature of Pupil Response to Feedback:

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

Pupils are to initial all comments made by an adult in **PURPLE PEN.** However all developmental marking is most effective when a well-crafted prompt / request for response is given and completed. Pupils need to develop this skill from Foundation Stage to Year 6 and throughout the year as 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 skills 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 SEND may need support with this.

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

For pupils in KS1 and where developmentally appropriate as designated by SEND IEP's, 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 opportunity for a longer dialogue. Longer dialogue can be carried out at the end of the day when the TA / additional adult reads a quality text to the class this is the opportunity for the class teacher to mark and discuss the child's work / pick up on any misconceptions. If greater issues arise then the teacher will wish to address this with the child through another medium than feedback and response.

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 (Hard) marking is done then it should follow this policy and 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 the policy. This will be given to all new supply teachers as part of the induction they have when they arrive in 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 judgement in discussion with the Head teacher / Deputy Head / Phase leader to ascertain if the marking of all pupils' work is monitored or a sample.

Responsibilities:

It is the responsibility of the class teacher 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 that the policy is appropriately adapted and implemented for SEND pupils.

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

Equality of Opportunity:

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

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 support for pupils to read comments. It may mean recording verbal feedback and response. Such requirements should be identified in a pupil's IEP as required.

Monitoring and Evaluation:

Monitoring of the policy will be done through work scrutiny led by the Head teacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupil's outcomes.

The Head teacher and SLT will also monitor the impact of developmental (Hard) marking through work scrutiny in Mathematics 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 assessments and content of Learning Journeys. This will be triangulated with pupil voice activities to ascertain how developmental (Hard) 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 school and impact of the policy on pupil outcomes.

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

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Policy Review:

This policy will be reviewed annually to ensure that it is still effective and providing consistency across school and feedback and marking as outlines in this policy are having a positive impact on pupil learning and outcomes.

APPENDIX 1:
(To be displayed in the classroom)

Content Prompts: **(To be done in green pen)**

- ✓ **Correct** **(Tick in GREEN PEN)**

- ? **Incorrect** **(Highlight in PINK)**

- ● **Highlight in PINK** any missing capital letters

- ● **Highlight in PINK** any missing full stops / punctuation

Word underlined = spelling mistake (Correct spelling to be written on child's spelling sheet at the back of the book and spelling practiced x3 in book)

Grammatical Error / doesn't make sense so read again and change

LOOK to check the work

L   Start a new line

//   Start a new paragraph

FSP   Finger Space

↑   **Up level**

Assessment prompts:

I   Independent Work

S   **Supported Work**

VF   **Verbal Feedback**

ST   **Supply teacher**

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APPENDIX 2:

Assessment of Marking Quality:

1.1   Is marking up to date and in line with the school's policy?

Inadequate	Requires Improvement	Good	Outstanding
• Feedback does not consistently comply with school policy • There are a number of consecutive pages that have no remarks from the teacher • Too many pages have short responses such as 'well done' or 'see me'. • There are occasional examples of incorrect work being marked correctly • Marking is not up to date. • Not all learners know how well they have done and what they need to do to improve their work. • Learners' progress is being inhibited because of the inconsistencies in marking and feedback	• Feedback is mainly compliant with school policy. • Although work is marked regularly the remarks are mostly just responding with remarks of how well they have done i.e. ' I am pleased with the effort you have put in.' etc. • There is little evidence that the marking links to improvement made or aids future improvement. • Marking tends to be inconsistent across subjects. • Agreed aspects such as self-assessment and peer assessment have not been sustained for lengthy periods. • Although evidence of effective marking exist, there is lack of consistency in its application.	• Feedback is compliant with school policy. • Books have been marked regularly. • The marking is consistent across the class. • There is good attention to liking the comments to the initial learning objectives the pupils had. • There is clear indication as to what needs to be addressing in the future. • Work is marked against the learning objective and success criteria and focused on learning outcomes. • Feedback to individuals is easy to follow and helpful in relation to improving future work. • Scrutiny of workbooks reveals that wok has been accurately assessed. • Assessment information is being used well to inform planning and to focus on future improvement.	• Feedback provides exemplary evidence against school policy. • There is evidence of consistent adherence to a system that is supporting pupils' learning by indicating how they could improve their standard of work. • There are guided opportunities for pupils to improve on an aspect of their learning. • There is substantial evidence that pupils have been given the opportunity to address potential improvements at a later stage. • Written feedback provides excellent information regarding the level the learners are working at. • Written feedback is linked to clear, user-friendly statements that learners understand.

1.2 Are responses to pupils' learning helping them make progress by identifying at least one key area for improvement?

Inadequate	Requires Improvement	Good	Outstanding
• There is little or no evidence that marking or feedback is making a difference to the progress being made. • Work is not always appropriately and accurately marked with little evidence of the next stage of learning and/ or misconception being identified. • There are several examples of the same mistake being made with little evidence of sustained improvement or response to any remarks made by the teacher. • There is little evidence that learners are being provided with opportunities to reflect on previous learning and earn from it. • Marking lacks focus and does not help the learner.	• The feedback provided does not make it clear how improvement can be achieved. • Written feedback does not always provide helpful comments on how well learners have done and how they can improve their work and make progress towards personal targets. • Despite examples of feedback (in written format) given, there is inconsistent evidence of improvement overall. • Any improvement as a result of feedback is not always sustained for any length of time. • Impact on progress is therefore too often 'short term.' • There is limited evidence of self-assessment or peer marking.	• Work is appropriately and accurately marked with evidence of the next stage of learning and / or misconception being identified. • Feedback addresses basic skill errors as well as the focus of the objective. • In most cases, there is considered and immediate response from pupils to the feedback received and future work shows that much of this has been sustained. • Due to the fact that the feedback directly relates to the year's objectives it is clear that progress is being made toward the National Standard. • Assessment information is being used well to inform future planning and next stage of learning.	• There is evidence of excellent opportunities being provided for learners to evaluate how they have improved as a result of the feedback provided. • As a result of this feedback there is a very positive impact being made on the progress. • The intended improvement can be directly linked to year objectives. • Where appropriate, peer assessment marking is used most effectively. • Written feedback is linked to clear, user-friendly statements that learner's understand. • There is an expectation that younger learners share ideas with talk / writing partners and consequently they share opinion on each other's learning.

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1.3 Are 'barriers to learning' being identified and then used to plan future learning?

Inadequate	Requires Improvement	Good	Outstanding
• There is little evidence of the marking identifying any areas for improvement let alone being diagnostic enough to identify barriers to learning. • Marking does not link to the focus of the learning. • Marking does not help learners know if they have been successful in meeting the objectives set. • There is now evidence that as a result of the previous learning adjustments have been made to any new learning planned or delivered. • There is little evidence that the teacher is making use of the information held about learners' level of attainment when making remarks about work r when planning future learning.	• Although work is marked on a regular basis there is not enough evidence that it is impacting on future learning. • Teachers are not consistent in using data to help to assess learners' relative progress. • The lack of challenge in ongoing work is as a result of a failure to identify precisely the next area of learning for individuals. • Targets are too generic and do not help to move on the learning. • There is a lack of awareness of the main trends in the most recent summative assessments and as a result the sequence of intended learning in a set of books does not follow a logic pattern.	• There is evidence that the outcomes of marking are being used to make decisions about future learning. • There is good awareness of each learners' level of attainment and this helps to provide clarity about the next area of learning. • There are good links made about the attainment in reading, writing and mathematics and therefore work across the curriculum is planned with this in mind. • Targets are appropriately linked to the identified barriers to learning for both writing and mathematics. • Teacher subject knowledge is good enough to allow for appropriate diagnosis of a subject.	• It is clear by looking at sequences of work in learners' books that you have made adjustments to your programme of learning to take full account of weaknesses and misconceptions that you have identified in previous work. • The misconceptions or mistakes made are linked directly to the outcomes from year group expectations which helps learners be focused on meeting the national standards. • It is evident that your subject knowledge is excellent and that you are able to provide the right level of support in future work, based on errors identified in previous learning. • Marking is sharply diagnostic and constructive.

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APPENDIX 3:

Examples of feedback prompts requesting a 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 sentences 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 to write this in a shorter sentence?	*Can you find a quicker way of doing this?*
Finish this sentence…	*Finish this… (explaining work)*
Fill in the blanks…	*Fill in the blanks… e.g. □ 2+ □ 6 = 6□*
Highlight the sentence where you have used… (adverbials, connectives, correct punctuation, speech marks, etc)	*Highlight where you have used… column method, grid method,etc)*

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APPENDIX 4:

Making Maths feedback and marking more effective:

- **Make calculations more effective**
  -If children using a number line and several steps to calculate ask a question: could you have got to the answer with fewer jumps?
- **Modelling an answer**
  - Now try one of these…
- **Questions to apply their knowledge**
  - Can you split a rod of 8 cubes into 3 pieces? Can you do it in different ways?
  - Can you make up another addition where 7 is the answer?
  - How many times bigger is 2400 than 6?
  - What two numbers have a product of 912? Are there any other possibilities?
- **What have you learned today?**
  - What tips would you give someone who is learning what you have just done?
- **Questions to consolidate knowledge**
  -Can you show me why 19 + 5 is not 23?
  - Put these numbers in order starting with the largest 23 / 54 / 76 / 72 / 57
  - A partition of a number is 200 + 50 + 13. What is the number?
- **Complete this…..**
  - Two numbers between 10 and 20 are…..
  - Two ways of totalling ten are…..
  - 1.87 is between …. And …..
- **Reflecting upon your work**
  -Could you have calculated the answer in fewer steps?
  - How do you know you have found all the answers?
  - 2 of your answers are incorrect, can you work out which ones and put them right?
- **Self-corrections**
  - Can 600 + 600 equal 120?
  - Can you see where you have made a mistake?
- **Ask for an explanation**
  - Explain how you know that 6x6 can't be 35
  - What is the quickest way to find 199 more than 428?
  - Can you explain the rule for this sequence? Will number 50 appear in this sequence? How do you know?

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