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National Teaching School

Ofsted Outstanding 2011|2012

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Policy Title	Feedback and Marking Policy
School/WBC (Adopted date)	School
This policy complies with Warrington LA guidance	Yes
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FEEDBACK AND MARKING POLICY

<u>Introduction</u>

'Feedback is one of the most powerful influences on learning and achievement'
John Hattie & Helen Timperley, Visible Learning for Teachers (2012)

Research has shown that the impact of feedback on learning outcomes is 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 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?)"

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit all 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. At Evelyn Street this important stage of the teaching and learning process is also called 'Developmental Marking'.

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 about 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 Evelyn Street:

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 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 Evelyn Street.

3. Non-negotiable Procedures for Marking.

- **All** marking is to be carried out in blue pen.

- **All** marking is to be done in a clear legible hand aligned to 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, including homework is to be at least 'light' marked by Teacher or Support Staff.

In both Maths and English at least two pieces of work per pupil should be marked in depth per week.
- 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 these will be given with the emphasis on high frequency words and words on the statutory lists.
- 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 sometimes highlight their work against their learning objective accordingly:

: 'I find this difficult'

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

'I understand and do this independently- 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 that used for teacher marking and the peer assessor's initials must be also left.

Responding to comments

Pupils' response to comments should be made in a contrasting colour e.g. pencil if the work is written in pen, so that it is clear they have been completed. If in KS1 or FS this is verbal, it should be recorded as such. Response should be made as soon as reasonably possible in order to support pupils effectively.

Procedures in greater detail:

3a) The Frequency of Developmental 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 English 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 English and Mathematics all pupils should have at least two pieces 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. On occasion the overseeing of such a task may be carried out by another adult other than the class teacher.

- **In the Foundation Stage, the developmental 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 Marking should 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/or EHC plans and be an agent to close gaps in achievement.

3b) 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 when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

Effective feedback comes under three main headings:

1. **Specific Achievement** feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective / Pupil self-assessment or target set for the individual.
2. **Specific Improvement feedback** identifies where mistakes or misconceptions lie and how work can be improved.
3. **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 a 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 which will enable them 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**)

When constructing feedback teachers need to consider whether it:

1. Informs the pupil what they have done well and what they need to do to improve?
2. Relates to planned learning objectives and success criteria?
3. Can be read clearly and understood?
4. Indicates a next step/improvement in learning?

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

Work that is marked developmentally requires a response from the pupil. 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 Year 6, 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 SEND may need support to achieve this. Likewise tasks must be effective in improving work, yet brief in execution.

For pupils in KS1 and where developmentally appropriate as designated by SEND 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 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 welcome pack) 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 their professional judgment in discussion with the Headteacher or Assistant 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 curriculum team has the responsibility for monitoring that the policy is being consistently carried out in their particular subject areas. Likewise the SENCo 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 Assistant Headteachers to liaise with the curriculum teams and to feed back to the Headteacher and 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. 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 support should be identified for pupils, as required.

8. Monitoring and Evaluation

Monitoring of the policy will be done 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/SLT will also monitor the impact of developmental marking through work scrutiny in both maths and English as part of whole school self-evaluation, 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 but also pupil progress meetings and review of SEND provision and impact of the Pupil Premium Grant.

9. Policy Review

This policy will be reviewed in line with the school's cycle of policy reviews by staff and governors.

∧   something is missing

/   a new line should have been started

//   a new paragraph should have started

✓   shows a correct answer or a good example

.   shows that an answer is missing or incorrect so you need to look at this and find out what went wrong.

Sp   means a spelling mistake needs correcting- you need to correct it then put the word in your spelling log

G   shows that you need to check grammar / doesn't make sense so read again

P   This tells you that you need to find missing punctuation in your work

___   under a word or phrase shows that you need to improve this part

I   shows that you completed your work independently

T/TA   supported or scaffolded work

ST   supply teacher
VF   verbal feedback

CL   check capital letters

↑FS   check finger spaces

√ **L.O.**   shows that the learning objective is met

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?
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: …. e.g. ▢2 + ▢6 = 6▢
Highlight the sentence where you have used… (adverbials, conjunctions, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Tell me 1/2/3 reasons why I should give you a team point for this work.	Tell me 1/2/3 reasons why I should give you a team point for this work.
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 … conjunction/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/conjunctions/ 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, conjunctions, 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	What if you could only use …? e.g. Multiples of 5, 3 digit numbers, numbers less than

adjectives for sight and sound?	0?
What if you could not use…?	What if you could not use…?
What if you could only use…?	Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?
Short sentences, simple sentences, the adjectives for sight?	