



Marking and Feedback Policy

January 2021

Introduction

At Northern Saints CofE (VA) Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

We aim to maximise the effectiveness of feedback in our practice.

Feedback

High impact for very low cost, based on moderate evidence.



Education Endowment Foundation, teaching and learning toolkit

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Meta-analysis by the Education Endowment Foundation shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful
- Put the onus on the students to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Purpose of feedback and marking:

The sole focus of the feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil (e.g., making corrections to spellings, punctuation or elements of grammar).

The 3 Ms

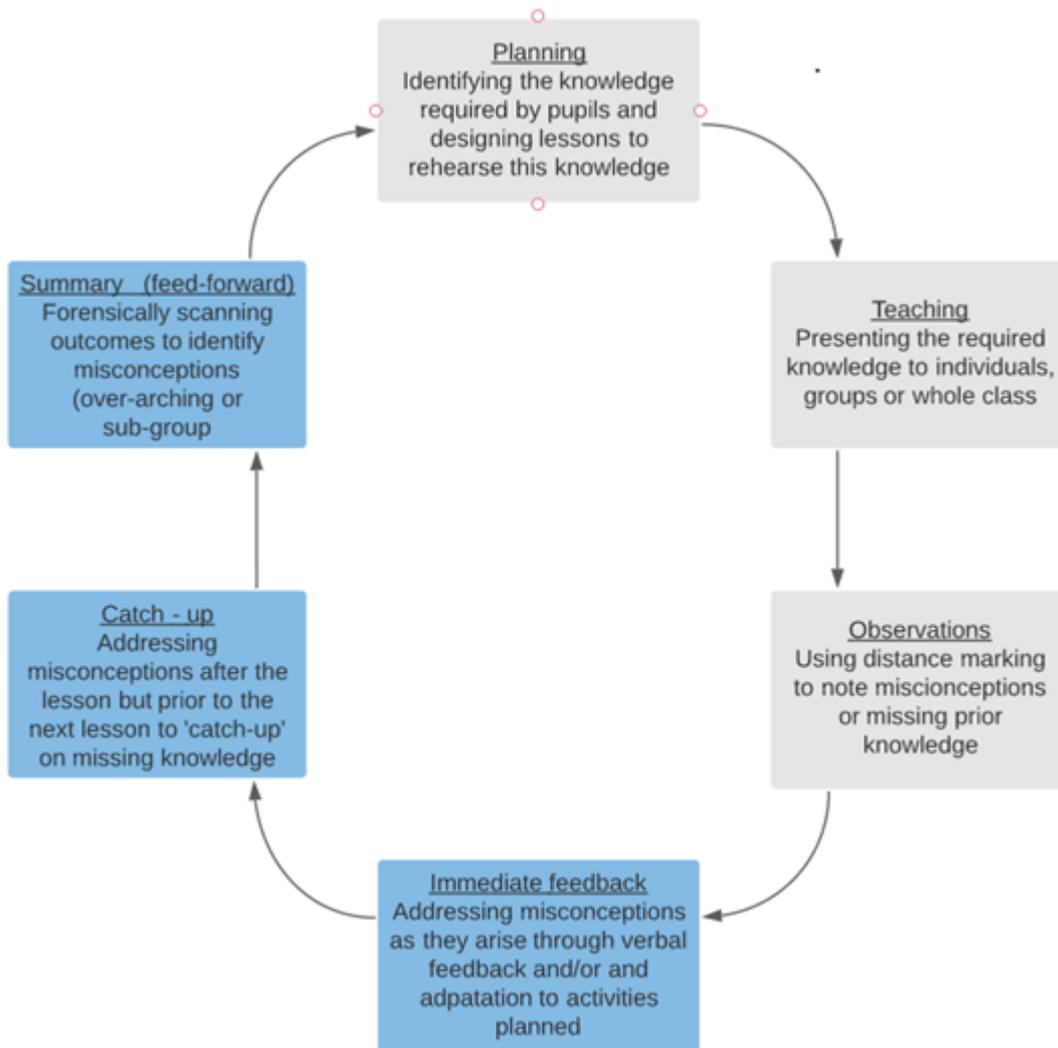
- **Meaningful:** marking varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers should adjust their approach and be trusted to use outcomes in subsequent planning and teaching.
- **Manageable:** marking should be proportionate and take into account the frequency and complexity of written feedback., as well as the cost and time effectiveness of marking in relation to overall workload of teachers.
- **Motivating:** Marking should be able to motivate pupils to progress. This does not always mean writing in depth comments or being universally positive. Sometimes short, challenging comments or oral feedback can be more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving work.

Eliminating unnecessary workload around marking Report of the Independent Teacher Workload Review Group.

Our feedback cycle:

Our feedback cycle aims to make use of good practice approaches (EEF toolkit; DfE2016) to ensure that children are provided with timely and purposeful feedback that furthers their learning. Our cycle enables teachers to gather assessments that enable them to adjust their teaching both within and across a sequence of lessons.

It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of the three common stages in the learning process:



Types of feedback:

Good teaching will always include a mix of these feedback types:

	<i>What it might look like</i>
Live Feedback “Next step in the moment”	<p><i>Whilst pupils are working the teacher circulates and gives feedback on their work by asking questions or giving hints or through modelling and scaffolding next steps.</i></p> <p><i>Pupils review and correct their work immediately.</i></p> <p>Includes teacher gathering feedback from verbal responses, mini-whiteboards, book work, etc. Could involve individuals, small groups or the whole class. May involve further support, challenge or a change of task. May re-direct the focus of teaching or the task. Teacher stops pupils periodically and marks pupil’s work with input from the class or verbalises their thought process. Improvements/corrections should be evident in the child’s work. Online resources, e.g. My Maths are a way to provide immediate feedback to pupils. Could be led by teaching assistants, other adults or peers or involve self-assessment.</p>
Summary Feedback “mini-plenaries”	<p><i>Mini plenaries provide an opportunity to review learning and offer feedback during the lesson or task. Usually involves groups or whole class.</i></p> <p>Teacher stops pupils periodically and reviews the success criteria, models, or verbalises their thought process and directs pupils to check their own work. Pupils should be regularly involved in marking their own work and checking and then correcting mistakes throughout the lesson. May take the form of self- or peer- assessment against an agreed set of criteria. May involve strategies such as “exit” questions that allow the teacher an assessment opportunity. This review feedback could take place at any point during the lesson or may occur as a plenary activity. Teachers use AfL information gathered and adapt the current lesson or future lessons to support children to best progress.</p>
Distance Feedback “Assess learning after the lesson”	<p>Takes place away from the point of teaching. Provides teachers with opportunities for assessment of understanding. Includes a balance of “light touch” marking which refers to the lesson learning intention and “deep marking” which will provide more detailed feedback for assessment purposes.</p> <p>Teachers regularly note common misconceptions and successes to inform the next lesson or identify who needs responsive intervention. Adaptations to teaching sequences clearly seen within planning. F A C (Focus group/ Application/ Consolidation activities) may be used to provide next steps.</p>

Why we have adopted a minimal marking policy:

The Department for Education review paper: Eliminating unnecessary workload around marking has highlighted “*that marking had become a burden that simply must be addressed*” (DfE, 2016). Written evidence of the feedback given is incidental to the process; we do not provide additional evidence for external verification.

Guidance for teachers:

The following details suggestions for giving feedback linked to English and Maths. It is worth noting that feedback will look different across the 7 years of primary education. In particular, in EYFS and Year 1 where the majority of feedback is immediate the structured approach outlined below may not be suitable. The skills of proof reading and editing a piece of work retrospectively are taught, as per the National Curriculum, during Year 1.

Feedback linked to English

- Work will be marked as promptly as possible, i.e., same day or next day.
- There will be times when it is appropriate for a T.A. to annotate work. Groups that are supported by TA for the whole of the independent task, will be indicated with TA next to the learning objective.
- Green biro pen is used to mark and care is always taken to preserve the integrity of pupils' work.
- Any written comments must be clear and appropriate to the needs of the pupil. The adult must model the school's agreed handwriting script.
- Teachers' marking should always be underneath the completed work and codes neatly presented in the margin, on the line where errors are present.
- Responding to teachers' comments is a skill and children must be taught how to reflect and respond.

*** SEE PHOTO OF PRESENTATION OF MARKING

Writing lessons will frequently include or be followed up with *proof reading* and *editing time*. During this time, children will receive whole class feedback about **strengths** and **areas for development** and **direct teaching** to identify and address individual weaknesses.

Teachers will have looked at pupils' work **during or soon after the writing sessions** and identified strengths and weaknesses. These will be linked to;

- technical accuracy of writing: spelling errors, punctuation omissions, grammar errors e.g., verbs tenses.
- the sophistication of the writing: the actual content, features of the genre.

Teachers will make a note of these areas for development and use these as future teaching points in the next lesson or as a pit stop.

PIT STOP (Pupil Improvement Time)

The teacher will identify common misconceptions as they occur, during pupil's independent learning. The teacher will then model and re-teach the area identified before children complete the task. A PIT STOP stamp will indicate the learning completed after the additional teacher input.

- SEE PITSTOP PHOTO

Proof reading:

The teacher shares extracts from pupils' work using a visualiser, airdropping from an iPad or by writing out a couple of lines and displaying them on the flip chart. They begin by showing good examples of work where learning objectives have been achieved. A double tick on pupils' writing will indicate where they have been successful, this may be next to strong evidence against the lesson learning objective or when prior learning has been applied.

Following this, the teacher may share extracts which exemplify misconceptions or weaknesses. The teacher uses this example to re-teach knowledge. The teacher instructs children to look at their work

and rewrite a short section underneath a ruled line or make changes in response to the good example.

The teacher may choose to point out some spelling errors that several children are making. The correct spellings and how to remember them will be explained. Children will be given a short period of time to proof read their work, checking for similar errors and making corrections. Children may be encouraged to sit in mixed ability pairs or groups to support each other in the identification and correction of mistakes.

Editing:

The teacher shares a number of pieces which exemplify the composition focus e.g., a well-developed character description. The teacher explains what has led to the piece being successful. The teacher then shares weaker examples (either anonymous or fictional pieces). Children suggest together how this might be improved. Then in pairs (or small groups) the children read together each other's work to suggest improvements, alterations and refinements. The author of the piece will rule off with pencil and makes further edits underneath, to clearly show that changes have been made.

When delivering responsive intervention, teachers will teach to the more able and add in support where needed. Some children may need a gentle prompt to narrow down their focus when looking for mistakes. To support in this, codes may be used by KS1 teachers to signal missing full stops, capital letters and finger spaces.

In KS2, codes and writing prompts on washing lines may be used to prompt children to look for certain mistakes to ensure basic skills are securely in place for most of the class.

For distance marking, a pink bracket may indicate a section of writing for pupils to revisit.

- *PHOTO OF EDITING AND PROOFREADING

Spelling:

Whilst commonly misspelt words will be re-taught during whole class feedback, there may be appropriate to identify specific mistakes for individual pupils. These errors will be signalled to the children through the use of the spy class s code. Spelling corrections to be written in a list at the end of the piece of learning. These should be words that you would expect the child to spell, dependent upon their age and ability. Adventurous vocabulary written incorrectly by the children may be correct underneath the full piece for children to write out and learn (3 max).

- PHOTO OF SPELLING CORRECTIONS

Where mistakes are deeply entrenched, or the children are very young and lack confidence, this may indicate further direct teaching is required e.g., clear up confusion with apostrophe use.

Feedback linked to Maths

Self-Marking

Evidence shows (Black and Wiliam 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children must be taught how to do this purposely; otherwise, they think it just means scanning quickly through their work, reading but not thinking. Checking involves the child thinking deeply about the knowledge they have just learnt. When you think deeply about something, it is much more likely to be moved from short term memory into your long-term memory – making it available to be recalled at will: “memory is the residue of thought.” (Willingham, 2009). As an alternative to providing answers, teachers may sometimes use the visualiser to model ways of checking and then ask children to do the same, in effect ‘proof reading’ calculations. In line with this, teachers should model how children can use the inverse operation to check their workings and answers.

- Children will self-mark using pink and green coloured pencils.
- Green ticks will be used to recognise correct answers and accurate responses.
- Pink dots will be used to show ‘simple slips’ and errors.
- If children have achieved the learning objective, it will be double ticked by the pupil using a green pencil.

It is recommended that teachers regularly check on the quality of pupil’s self-marking. This should be done weekly, by teachers and can be done by:

- The teacher taking in a sample of books (for example 5) to quality assure or;
- The teacher interacting with a sample group during the self-marking process or;
- The teacher using the visualizer to discuss the quality of marking and to model ways of self-marking and assessment.

Quality assurance marking will be shown by the teacher, ticking the pupils work in green ballpoint pen or writing an appropriate comment if required.

Teacher Marking and Feedback

It is important for teachers to distinguish between a pupil’s ‘simple slip’ and an error that reflects a lack of understanding:

For slips, it is expected that teachers simply indicate, where each slip occurs and for pupils to correct them;

If errors demonstrate lack of understanding, the teacher will decide on an alternative course of appropriate action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils, the errors will be addressed in the next lesson.

In maths journals, where children have completed challenges of varied fluency, reasoning and problem solving, teachers will mark using the following codes:

F= errors lack understanding and the child needs to be part of a teacher focus group at the start of the following lesson.

A = despite one or two slips that have now been corrected, the child has demonstrated a secure understanding of the concept being taught and is ready to apply through a reasoning or problem-solving challenge.

C = simple slips have occurred or the child has demonstrated a particular weakness that requires more practice of the same varied fluency. The child will complete a few more examples of the same concept.

FAC codes can be used in both Maths No Problem Work Books and Maths Journals, as and when appropriate.

Where children have completed work, that has required more detailed marking and feedback, teacher marking will focus on the dual learning objectives. The content learning objective is to be taken from the National Curriculum and the skill learning objective is to be taken from the school's reasoning and problem-solving progression document.

For example: If the content LO is: *'to round number to the nearest 10'* and the skill LO is: *'to find all possibilities'*, then the teachers marking will focus on these two elements only.

Teachers will also however, be expected to address and improve on presentation and basic skills. This may be done verbally and may include: age-appropriate spelling of maths vocabulary; digit reversal, one digit per square, drawing straight lines with a ruler etc. Progress will be evident in books.

- Teachers will mark using a green, ballpoint pen and will tick all correct answers and responses.
- Teachers will use a pink highlighter pen to identify 'simple slips' and 'errors'.
- A double tick of the learning objective, in green ballpoint pen, will show that the child has achieved the learning objective for that lesson.
- If same day, immediate intervention is required, this is indicated using the INTERVENTION stamper, along with the date in the child's book. The work that follows, delivered by either a teacher or teaching assistant will show the impact of the intervention.
- If a teacher needs to stop the learning, within the lesson, then a PITSTOP stamper will be used. The intervention will be delivered by the teacher, within the lesson, and the work that follows, in books, will show the impact of the immediate intervention.

Feedback linked to RE, Science and the foundation subjects

Written or verbal feedback in other curriculum areas should primarily be subject focused, i.e., in history, has the pupil demonstrated key historical skills, concepts or knowledge?

It is our expectation that standards remain equally high in all subjects, e.g., quality of handwriting, how work is set out, dated and title underlined using a ruler.

General principles previously outlined in this policy document apply to all subjects. Therefore, while it is not an expectation that all spelling, punctuation and grammar mistakes are addressed, important subject vocabulary, high frequency words and basic skills, such as capital letters and full stops should be discussed and corrected.

EYFS

In EYFS, children work in small guided groups and feedback is mostly immediate.

Feedback linked to Literacy and Maths.

- Teachers will mark with a green biro pen.
- Written comments will be clear and appropriate to the needs of the pupil.
- Adults will model the school's agreed handwriting script.
- Within literacy, next steps will be addressed immediately and then written on the Next Step Wall if not achieved.
- Within maths, a challenge will be given if the learning objective is fully achieved.

Feedback linked to RE and other Areas of Learning.

In RE, verbal feedback will be given and will link to taught concepts or knowledge. A specific cohort file which contains knowledge-based evidence will be kept.

Evidence of learning within other areas will be evident in the children's learning journeys.

Pupils Self Evaluation.

Pupils will indicate their own assessment of their work by colouring the appropriate 'face' as follows:



I am happy with my work.



My work could be better.

Marking Code

✓✓ Excellent work

✓ Correct

TS Teacher Support given

NS Next Step

Ch Challenge (Maths)

KS1 & KS2 Marking Code

✓✓ Excellent work

✓ Correct

PINK a mistake / to be improved

 Spelling search

 Grammar search

 Punctuation search

^ Word missing

// New paragraph

FAC: Responding to feedback

- F Feedback
- A Application
- C Consolidation

TA: TA supported

All teachers mark in GREEN ink, pupils write, correct errors and edit in pencil. Pupils self-mark Maths No Problem books and maths journals in GREEN and PINK pencil.