

**St Mary and St Margaret's CE
(Aided)
Primary School**



Policy on Marking and Feedback

May 2023

Policy on Marking and Feedback

School Values

Our Statement of School Values (2010) sets the ethos in which this policy is grounded:

We believe that St Mary and St Margaret's CE Primary School exists to enable every child to realise his or her potential to the fullest possible extent, whatever his or her particular needs and abilities.

To this end we promote our agreed Values:

- *Growing as a child of God.*
- *Loving learning.*
- *Caring.*
- *Achieving.*
- *Personal development.*

Introduction

At St Mary and St Margaret's CE Primary School, we value all tasks undertaken by children and consider it important that children receive feedback in order to know how to further develop their learning. Relevant recent research has shown that effective feedback can make a significant difference to children's progress (e.g. Education Endowment Fund). Therefore regular, effective feedback has a high priority in our school.

This policy is intended to be a **working, fluid document** and may be adapted following training or research. At times, staff may be encouraged to experiment and try different approaches in order to feed into whole school policy. We also recognise that different age groups are likely to require different or adapted approaches. As such, policies and procedures recorded here may be adjusted and should not be seen as compulsory.

Aims and objectives

We monitor work and ensure children receive feedback on their work in order to:

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement;
- give the children a clear picture of how far they have come in their learning, and how they can improve their work in the future;
- offer the children specific information on the extent to which they have met the learning objective and success criteria and/or any individual targets set for them;
- promote peer- and self-assessment, whereby children recognise their strengths and areas for development, and are encouraged to engage in learning-focused dialogue with others, including peers, teachers and support staff;
- maintain high expectations;
- gauge the children's understanding, and identify and address any misconceptions;
- provide a basis both for summative and for formative assessment;

- provide the ongoing assessment that should inform our future lesson-planning.

Principles of feedback

We believe that the following principles should underpin all feedback:

- The process of marking and offering feedback should be a positive one;
- The process should not be overly onerous for the teacher to write – verbal feedback will often be the best option as it allows for discussion and clarification and can be done in a very timely way providing immediate impact;
- Feedback will often take place while the task is being completed;
- Feedback should be used to encourage a learning-focused dialogue between pupil and teacher, moving learning forward immediately wherever possible;
- Wherever possible, children should be able to act on any targets set either immediately or in the next piece of work;
- Feedback will often include reference to the learning objective or success criteria;
- Children learn well when they have ownership of their learning and should therefore be encouraged to assess their own work (and that of others) – e.g. against success criteria or key areas for improvement shared with the class;
- Children should be able to access any comments made, even if this requires adult support (except where comments are intended for a different audience, e.g. teacher notes);
- Whenever possible, feedback should involve the child directly;
- Feedback should be appropriate to the age and ability of the child, and may vary across year groups and key stages;
- Feedback will generally focus on only a small number of areas for improvement at any one time;
- Marking and feedback may also be undertaken by support staff, or through peer review, but responsibility for oversight of the feedback process still remains with the class teacher;
- Teachers will use the monitoring process to identify any common misconceptions and address these either during the lesson or in future lessons. At times, this will lead to 'immediate intervention' with individuals or small groups of children;
- Monitoring of work will always be carried out promptly, and will normally be completed before the next lesson in that subject.
- Meaningful feedback that improves pupils' work does not have to be written (DfE's Marking Review Group & the Education Endowment Foundation);
- Pupils should be encouraged to develop the skills required to improve and correct their own work as far as possible. Most of the time, pupils need a low level of scaffolding or prompts, with very few needing extensive modelling and 'hand-holding' (EEF research on maximising the impact of teaching assistants).

At St Mary and St Margaret's, we recognise that children's learning can be significantly enhanced through the use of self and peer assessment. Where children are encouraged to reflect for themselves on the success criteria for achieving the objectives of a lesson, then their work is likely to be more sharply focused. To this end, opportunities will be given for children to assess/edit both their own and others' work against clearly defined criteria. This may take a range of forms (e.g. verbal, underlining where success criteria are met, three stars and a wish, identifying a 'best bit' etc.) and will often lead to time for children to adapt and improve their work further. This will not generally replace teacher feedback, but be a part of the overall process.

Implementing the monitoring and feedback policy

At St Mary and St Margaret's, most lessons include a learning objective or title directly related to the lesson's learning which should be shared/discussed so that children are aware of the purpose of the lesson. In writing lessons, children should also be provided with (or decide upon) a set of carefully chosen criteria to enable them to meet the learning objective and produce writing that contains appropriate elements for age and genre – at St Mary and St Margaret's, we call these 'steps for success' (SfS).

Learning Objectives:

- Are NOT about the task
- Should state what we want the children to LEARN, i.e.
 - Skill
 - Knowledge
 - Understanding

Sometimes a title will be used which simply describes the learning for the lesson (rather than a LO) – e.g. 'Adding Fractions' or 'Homophones'.

Steps for Success (writing lessons):

A checklist or set of required ingredients

1. May be split into key aspects for the task, and will often be directly linked to the text type (detailed in medium term planning), e.g. for writing instructions:

Structural:

Include:

- a. A title telling what's to be achieved
- b. Equipment list (bullet points)
- c. Sequence of (numbered) steps
- d. Could: a diagram or picture

Language:

- e. Present tense imperative verbs
- f. Clear, concise vocabulary & sentence structures
- g. Numbers and/or time connectives to show stages in a process
- h. Descriptive language used for clarity

2. Should generally be decided upon for all writing lessons and stuck in children's books. Teachers may also choose to use SfS to support clearly structured learning when necessary in other lessons. (Children may do this themselves or younger/SEN may need them sticking in. For shorter SfS, you may decide to ask children to write them.)
3. Should be referred to throughout writing lessons (and others where appropriate), with children assessing themselves and others against them
4. May be decided by the children based on the teaching

A teacher may choose on occasions to provide a **table of Steps for Success** for self (and/or peer) assessment. Assessment against the criteria will also usually be made by the teacher, indicating **orange** where the step is not yet achieved (this could become a target for a child) and **green** where the step is achieved. At times, a Think Pink activity could also be set for immediate improvement by highlighting that element of the Steps for Success:

e.g.

L.O. to write instructions to make a glow jar in Year 2

Steps for Success	Pupil	Teacher
Time adverbials (first, next)	√	
Adverbs (carefully, slowly)		Target
Adjectives	√	
Numbered instructions	√	

All Subjects

The quantity/nature of marking will vary between subjects according to priorities and the nature of tasks. The focus will usually be on verbal feedback. For example, where a task is completed in a **Language Study** or **Comprehension** lesson, simply ticking or self-marking (in KS2 with purple pens) will very often be appropriate; on the other hand, where a misconception is evident, further feedback will often be needed – this may be verbal.

Where appropriate, teachers should use the following to support feedback (see section on Writing below for more detail):

Think Pink – Highlighting an aspect of the work in pink to be corrected/improved immediately on receiving the feedback. (In maths, sometimes a dot rather than pink highlighting will be used to show where a child needs to look again at a problem.)

Great Green – Highlighting an aspect of the work in green to show a key success criteria has been met

Highlighting Learning Objectives / Steps for Success

The expectation is that teachers will **highlight the learning objective or title** according to whether the learning has been achieved, partially achieved or not yet achieved.

Teachers should:

- highlight in green if the learning has been achieved
- highlight in orange if the learning is partially achieved
- highlight in blue where a child has really struggled with the work and not met the learning.

For both orange and blue highlighting, teachers should ensure there is some feedback in order to provide a way forward to support the child in meeting the objective (this may take the form of verbal feedback, immediate intervention, highlighting a particular SfS that would improve the work etc.).

Where significant support has been given to support a child's work this should be noted using the following code:

- GW – Guided work
- ScT – Scribed by teacher or TA
- VF - Verbal feedback given to support (e.g. in maths this may be written at the point at which support was given – improvement will hopefully then be seen)

Writing

When planning lessons, consider how you can incorporate feedback time. Drafting and editing does take time and the writing and editing process will often take more than one lesson (particularly as children get older).

- During the lesson, the teacher (and support staff) will generally move around the classroom, working individually with children as they write, giving appropriate feedback and suggestions for ways forward. As well as feedback regarding the effectiveness of the piece, this should also include identifying tier 1 mis-spellings, missing/incorrect punctuation, incorrect tenses, handwriting issues etc. so that work is precise. Occasionally, the teacher may notice a common issue or misconception, stop the children and address this with the whole class. We feel this live feedback is more effective than marking books after completion when it's much more difficult for children to address the issue themselves.
- When giving feedback, staff will endeavour to take a positive approach, highlighting strengths as well as areas for development and helping children to believe in themselves as writers. We want children to enjoy the writing process and be proud of their work!
- After a lesson:
 - teachers will look through the class's work and note down any further common misconceptions that could be addressed in future lessons, redrafting or early bird spelling.
 - If appropriate, teachers may write a very brief prompt where pupils' work displays particular issues – e.g. full stops, finger spaces, inverted commas.
- Prior to an editing lesson:
 - the teacher will often identify an example/extract of a piece of good work completed by a pupil
 - Highlight the good aspects of the work to the whole class

And/or

- Show an (anonymised if necessary) piece of work that needs some improvement
- Correct mistakes and make changes in front of the class
- Sometimes, the children may edit their own work whilst the feedback/redrafting is taking place (as they identify similar issues in their own writing).

There should be three aspects to editing. These should include:

- Checking against success criteria (i.e. text-type specific)
- CUPS – Capitalisation, Usage, Punctuation & Spelling
 - Note: for spelling, children would generally be expected to identify Tier 1 words for themselves and correct them. For Tier 2 words, they should be encouraged to find how to spell them (e.g. in a dictionary) and for Tier 3 words, the adult may give the words to the class prior to writing or correct it for the child.
- ARMS – Add, Remove, Move, Substitute



It will often be helpful to allocate periods of time for each aspect.

In KS2, any editing completed by the children should be written in **purple pen**.

For pupils who need more help:

- Use prompts, so that the pupil knows to focus on a specific area
- If they need even more help, highlight a specific section to help them find the error
- Staff should not always point out specific errors but should encourage children to find them for themselves where time allows.

➤ Once the editing process is complete:

- Teachers should read the completed piece
- Highlight the LO as usual
- Identify any tier 1 words that are still mis-spelt despite editing (usually no more than 3 or 4 in a piece) and ask children to practice these.
- Teachers may choose to award a dojo, give some simple praise or at times give brief feedback.

There will be occasions when a piece will be published.

Ideas for changing and adapting the approach:

- Instead of editing and improving their own work, at times pupils could be asked to work in groups to proofread a selected piece of work
- For younger pupils or those who need more help, a teaching assistant could be asked to provide a piece of work (which isn't the pupil's own) with one type of error for them to fix

Note: in KS1 and 2 most writing in English lessons (whether initial drafts, editing or published pieces) should take place in English books (rather than in note books). Children should still be

encouraged to present their work neatly and clearly, although neat crossing out and improvements should be encouraged and praised. When writing in English books, children should leave a space between each line so that they are able to go back and edit/redraft on the page. Final published pieces are not necessary for all writing – the teacher should look for opportunities for children to write for a specific purpose (e.g. class book, displays etc.). Handwriting line guides will often be used for final published pieces.

Writing across the curriculum

Teachers should still expect high standards of written English when children are writing in other subjects. Therefore, they will often highlight key aspects for improvement, which can be responded to immediately (using **Think Pink**, e.g. to identify tier 1 mis-spellings).

The quality of writing can be further improved using '**Writing Across the Curriculum Checklists**', which detail key features of particular genres. These can be self-assessed and/or teacher-assessed in the same way as above.

Marking in Maths

The majority of marking in maths takes place during lessons by both teachers and TAs.

Marking is used to move learning forward so it may result in the children completing different work to reinforce or extend their thinking.

Maths marking should not take significant amounts of time. Simple ticks are generally appropriate and will suffice alongside verbal feedback, immediate intervention etc. as necessary.

Long written comments that are not discussed with the child are not necessary.

If a LO is highlighted orange or blue, immediate intervention would generally be expected to take place. Where this takes place, the code VF (verbal feedback) or II (immediate intervention) should be written as a quick record.

It is expected that most feedback will be verbal. Some notes may be made; however, extensive notes are not necessary.

'Think pink' may be used to encourage children to go back and correct work.

When 'think pink' is used children must have time to address this. This could be first thing in the morning (during early bird maths), at the start of the next lesson.

Feedback in Early Years

Many of the principles and practices in this policy are applicable to Early Years, especially with regard to the general principles of giving feedback directly to children as they work or play. Comments written on children's work in the EYFS tend to be for the benefit of staff and parents rather than for children to act upon. In Reception, challenges are dated and acknowledged and misconceptions addressed with an adult.


Monitoring and review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Signed:

Date:

Appendix 1: Marking Guide – A key to Symbols

<u>Marking & Feedback Key</u>		
GW	Guided Work	
VF	Verbal Feedback Given	
IA	Immediate Action Target	
T	Target	
ScT	Scribed by an adult	