

Greatworth School

Feedback and Marking Policy

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1. Introduction

Research tells us that feedback to students is the most important factor in their learning. Recent meta-analysis research by Professor John Hattie confirms this further. At Greatworth we are committed to providing kind, specific and useful feedback to learners.

We provide learners with both verbal and written feedback to show that we value their work; motivate them; celebrate their successes; diagnose misconceptions; provide next steps and evaluate how well the learning has been understood.

Marking provides feedback on what children have achieved and provides next steps. It also provides feed-forward which tasks children with the job of revisiting their work; responding to questions and challenges and being actively involved in the process. Marking also helps teachers to identify the next steps in teaching and set targets for improvement.

Feedback which intervenes quickly when misconceptions are identified is the most effective. This may be 'over the shoulder' marking where the children are asked to correct or redraft their work immediately. Other feedback may require children to explain their thinking or strategies in order to challenge them further.

Marking and feedback is age appropriate and approached differently in each key stage. Verbal feedback is more prevalent in KS1; teachers also annotate children's work to record children's progress and achievement during a lesson and next steps during a lesson.

Children and teachers regularly refer to Austin's Butterfly to maintain a shared language of specific feedback to improve outcomes.

2. What do we mark?

Following every lesson, every child's work should be at least checked by the teacher and assessed against the learning objectives of the lesson. There should be regular opportunities across the week for children to respond to marking (TTR) There are 2 levels of marking to correspond with the type of learning taking place within the lesson:

- 1) **Checking marking** – the adult acknowledges that they have seen the work and quickly inform future lessons. This marking will usually be assessed with a triangle and may also include a positive comment related to the success criteria. A short 'next steps', task or questions comment may be written so the pupil knows what they need to do to improve. Verbal Feedback (VF) is used regularly to intervene and provide next steps and often a whole class during subsequent lessons if there are common misconceptions.

- 2) **Quality 'feed-forward' marking** – this is carried out once a week and identifies an area for further practice. The adult asks the pupil to respond to the marking and carry out a short follow up task to 'close the gap' in their understanding or a skill that needs further practice. This may be in the form of 'dot' marking whereby the teacher allocated a feedback task or questions to individuals based on their progress to date and next steps.

3) **Reducing Workload**

Teachers should refer to strategies set out in the 'reduced workload and increase impact' advice (appendix) from Chew Valley School to make the most of feedback opportunities.

3. **Marking colours**

Teachers green
Self- assessment purple (KS1 pencil)
Peer assessment pencil or post-it notes
Highlighter pencils for identifying SC

4. **How do we mark written work?**

- A 'triangle' system for Reception and Y1 is used along with marking codes described in **Appendix 1**. This is sometimes replaced by context marking.
- Quality 'feed-forward' marking is planned and takes place at least once a week for children to respond to. Throughout this process, teachers monitor children's responses and teach them how to respond to marking.
- For each lesson's work, the learning objective is written as the title of work (This may be stuck in with younger/SEN pupils)
- A child's absence is recorded: 20/3/2011 – Absent
- Children regularly 'peer' or 'self' mark their work (when they are developmentally ready). This is monitored by the teacher and may inform the teacher's judgement.

- Teachers and leaders monitor books to ensure that children act on feedback and this is evident in their books.

Marking Writing

- Where appropriate, the teacher will highlight particular conventions, e.g.: spelling, grammatical rules, paragraphing that need addressing in future work.
- For Exciting Writing and other pieces, children use a success criteria rubrics to self-evaluate their own work.
- IN Key Stage 2, especially for moderated and assessment pieces, teachers use E1, E2, E3 to encourage more independent editing skills.
- For each phase, teachers should highlight the misspelling of 'common exception' words (CE). Other spelling should be identified with 'sp' at the foot of the work and in KS1 or SEN, the word may be underlined. Children copy each spelling 3 times when they next receive their book. If the writing is leading into a presentation piece, more spelling mistakes may be highlighted for checking.

Marking Maths

- Open and closed questions are used to challenge learners; ask for an explanation; encourage reflection; link learning or ask for further examples. A written, post-task question is given for the children to complete following on from the marking. **(See in a Nutshell Appendix)**

Marking Handwriting and presentation

To embed the focus on Kinetic Letters in school, marking highlights where children are using their improved handwriting within their written work. Comment marking may mention handwriting and redoing poorly presented work, however the primary focus of marking should remain the learning objective.

In order for the above to be made possible, lessons should include:

- A child friendly Learning Objective;
- Clear Success Criteria children may be evident in books to self-assess progress, however this may not always be recording in books.
- A reflection time (self-assessment) at the end of the lesson. This may be an opportunity for children to comment on a key learning point, strategy or next step based on the Learning Objective and Success Criteria;
- **Time to Respond Time (TTR)** where the child has the opportunity to read and act on marking.

5. Follow up/Response to marking

- Following quality 'feed-forward' marking, the pupils will be given time in the school day to carry out their individual task to close the gap in their learning.
- Common mistakes or misunderstandings are dealt with as a class or group within or following the lesson.
- When appropriate children are reminded of previous marking before starting a new piece of work.
- The children are taught and reminded how to cross out neatly and how to set out corrections.

6. Marking for Younger Children

Clearly, marking is aimed predominately at children who are able to read and respond to the written feedback. Teachers need to clearly identify when verbal feedback has been given with 'VF' or 'd'.

For younger children, verbal feedback is often the most appropriate and effective way of encouraging children to make progress and to correct their misconceptions. The main focus of the marking should be against the success criteria and the code VF used.

Guidelines for marking the work of younger children and those who may be unable to read due to SEND are as follows:

Reception children will receive mainly verbal feedback and will be sometimes asked to respond to this feedback at the time of discussion. This will be annotated by a purple star in the child's book. The child will then write in pencil.

Year 1- Feed forward marking will mainly take place via verbal feedback or within the plenary session of a lesson. The children will then use purple pen to makes changes or to improve their work as discussed at the time.

Year 2 – This is the transition year where children will learn to respond to written feedback. Teachers will continue to teach and model how to give verbal feedback as in Year 1.

SEND-feedforward marking will always be discussed verbally with the child in line with their emotional and academic attainment level. This will be tackled sensitively but with an expectation to improve work with adult support where necessary in a purple pen.

Judging the quality of marking

We use the following judgement table for assessing the quality of marking based around Ofsted criteria.

Outstanding

- * Strategies exist to acknowledge/celebrate the achievement of targets
- * Children are involved in setting targets for improvement
- * There is a very good level of response to personalised comments from teachers
- * There is some subsequent response from the teacher
- * Comments from the teacher are particularly focused and diagnostic, demonstrating very good subject knowledge
- * Children actively demonstrate understanding of targets set

Good

- * All children are set relevant, accurate targets on a regular basis
- * Self-assessment is a regular activity: children know what they are good at and what they need to do to improve
- * Children revisit and respond to previous learning through written, post-task questions
- * Children respond to personalised comments from teachers

Requires Improvement

- * There is sufficient work in the children's books to allow marking to have impact (reflecting a well-planned curriculum)
- * Work is marked regularly
- * Children know how well they have done in relation to the objective
- * Marking helps to build confidence - the majority of marking is about recognising success
- * Some relevant targets are set
- * The teacher's handwriting is easy to read and the teacher's spelling and use of Standard English is accurate

Inadequate

Marking is likely to be inadequate if it does little to help children to improve. The key features of inadequate marking are:

- * Work is not marked regularly
- * Children do not know how well they have done in relation to the objective
- * Marking does not help to build confidence
- * The majority of marking is not about recognising success
- * No relevant targets are set/ targets are poorly chosen
- * The teacher's handwriting is not easy to read
- * The teacher's spelling and use of Standard English are inaccurate
- * Work is marked incorrectly
- * The advice given to children is inaccurate
- * There is insufficient work in the children's books to allow marking to have impact

As we aspire to the criteria described as outstanding marking above. A non-negotiable is that all marking is at least consistently good. Marking/ pupil books/outcomes will be monitored on a half termly basis, where feedback and priorities for development will be given.

Appendix 1 - Editing Marks and Marking Symbols

Marking Codes

Editing for Writing KS2

E1 Check your Capital letters, punctuation and spelling

E2 Please reread and make your corrections

E3 Your writing needs more detail here.

CE – common exception word

^ Letter/letters missing or word/words missing

// Start a new line or paragraph at this point

Sp Spelling mistake 

O or . Drawn round a mistake like a missed or incorrect capital letter, a forgotten full stop or a calculation error

? Written in the margin means that the meaning is not clear or does not make sense

△ ^ or / You have worked successfully- level to which objective achieved

- - try this one again

NS. Written target for next piece of work

I - Independent work

SS - Some support given

S- Support given

FS - Full support given

TF - Teacher focus

TA – Teaching Assistant Support

VF or d – Verbal feedback given

SC- Self-corrected

CW- Classwork

Appendix 2 - Peer Assessment Guidelines

Reception

- Teachers model how to positively feedback to peers
- Children should, by the end of reception, be giving feedback to another child using the Learning Objective.

Year 1

- Teachers model how to positively feedback to peer and introduce an improvement
- Children should by the end of Year 1 be giving feedback to another child using the Learning Objectives and Success Criteria and give an improvement
- Children should start to use the Purple (self) and green (peer) to show positive work in relation to the learning objective and success criteria.

Year 2 and above

1. Put the book in the middle where you can both see it.
2. CE- common exception word.
3. Read your work aloud to a partner, making any changes you need to as you go eg if you've left words out or spelt something wrong.
4. Make only positive comments about each other's work.
5. Agree 3 places where the writer has used the success criteria and put a tick.
6. Find a place where the writer could have used the success criteria and put an arrow there
7. The listener should make a comment based on the Learning Objective and Success Criteria and make a suggestion linked to the success criteria
Well done for
Now try to ...

The children will need a lot of training and structure in order to peer assess.
However, written peer assessment can be done from Year 1 upwards.

Appendix 3 – Suggestions for Quality/Close the Gap marking

Written Work

Using a coloured pencil, put in the missing full stops.

You have a really strong starter sentence. Rewrite your final sentence/paragraph and see if you can improve it to make it as strong.

Rewrite your first sentence/paragraph using joined up writing.

Your writing is structured in content. Now use // to indicate where you would start new paragraphs.

You have used the word 'good' many times. Can you edit your work by replacing them with other adjectives?

You have used the word 'said' many times. Can you write a list of other words you could use instead.

LCWC x 3:

Can you find 5 spelling mistakes? Write the correct spellings (using a dictionary or spellchecker) at the bottom of your piece of work.

Punctuate my sentence below. Think carefully about ...

Maths Work (see In a Nutshell)

Can you record your mental method for calculating the answer to question number 6?

Some very accurate work. Please do your 4 corrections below.

Now that you have done 2 digit by 2 digit multiplication, can you complete the 3 digit by 3 digit multiplication below?

A super, clear graph. Now write 2 questions for someone else to answer about the data it shows.

Some of your mistakes are because you are not lining up the numbers in their columns. Look at my example of presentation below. Correct questions 2, 4 and 6 making sure you present them in the same way.

Brilliant work. Now can you try this number sentence:

You know what a quadrilateral is. Now draw me your own 4 irregular quadrilaterals using a ruler below.

Appendix 4 – year 2 Marking Guidance

Children will be encouraged to feedback initially on their successes in familiar contexts, such as Kinetic letters where children are very secure about what is expected and what it looks like. From here they are encouraged to find things they have done successfully in their own work in that of their peers. Following teachers model, ch will be encouraged to make simple EBI verbal comments.

Self evaluation/ response to marking

Step 1- narrow focus, taken from LO for assessing own work, all children looking for same thing eg find three places where you have used a connective. Choose one of your connectives to improve. (purple pen, self evaluation)

Step 1 ctd-one area only of personal marking to respond to- limited focus, related to LO, types of responses modelled regularly.

Step 2- using differentiated checklists with guidance to locate features used and with class guidance to look for how elements can be included or improved on. (purple pen)

Step 3- dependent on reading ability and level of independence, a maximum of three areas to respond to in purple pen. TA/T to model and guide ch at start of each "response to marking" session so ch are very clear what is expected.

Step 4-Additional sessions per week where individual children respond to marking with 1:1 support from T/TA.

Peer assessment

Step 1- modelling by teacher, using one element from SC as a focus

Step 2- whiteboard work- read to peer, peer verbally feedback something you liked about it, then using suggested focus, one area to improve EBI type vocabulary.

Step 3- In books, using green pen to mark one place where SC has been achieved-again narrow focus.

Step 4-gradually increasing to up to three areas, dependent on reading ability and independence of the pupil. (green tick?)

Step 5-Teacher to guide ch as to which element of peers SC needs including but ch to locate a place for it. Teach how to draw the indicating arrow.

Step 6- as 5 but with ch beginning to independently locate where one element could be included.

Step 7-continued modelling of vocab of "improvement" as per point 6 above.