



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. We also recognise that marking needs to be meaningful, motivating and manageable.

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 outcomes and success criteria: enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. At Thirsk Community Primary School this will be achieved verbally, by feedback from peers and through written feedback from class teachers and other adults that are working with the children.



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. 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:

Three types of effective feedback and marking should occur during teaching and learning at Thirsk Community Primary School. These are Acknowledgement Marking, Shared Marking and Deeper Techniques.

- **Acknowledgement Marking:**
MARKING IN THE MOMENT. This is Timely Intervention that provides pupils with oral feedback that will move learning forward –feed forward. Oral feedback will be **SPECIFIC, DETAILED and IMMEDIATE.** This will include the use of **THINK PINK:** A pink dot or underlining to identify an error the children need to correct. This approach to marking will be typically used for Word level, sentence level or handwriting work and in maths for fluency and calculations. In maths this is likely to include times table, place value or slips in procedures. Acknowledgement marking will be found primarily towards the beginning of the learning journey.
If required or needed a brief note may be written in the margin to give further information about the error
FIX IT TIME Next lesson checking pupils have responded/ acted upon pink highlighting. Children respond with purple pen.
- If required common misconceptions that have been identified form part of the next lesson e.g. bell task or during the lesson as a mini-plenary
- **Shared Marking**



FRESH EYES MARKING. This style of marking will be used more mid-learning journey. It is primarily aimed at peer assessment. It will include the effective use of the following techniques: Gallery feedback, Buddy Marking, Brain Buddy & Boss Marking strips, Brain Buddy & Boss Success Criteria grids

DISTANCE MARKING. PINK BOX MARKING – draw a pink box around a section of work. Pupils then need to improve this section of work. Brief specific note to pupils to identify what needs to be developed.

Closing the gap marking This can take the form of a Reminder, supportive scaffold or example to complete

- **Deeper Techniques**

This type of marking will be found towards the latter stages of a learning journey. There will be a continuation of **DISTANCE MARKING.** However, in this stage of the learning journey feedback will be at a deeper level with pupils more involved with **BRAIN MARKING** the self-assessment of their learning and specific feedback from the teacher. Techniques that could be used at this stage will include: 2 Stars and a wish, Even Better If (**EBI**) and What Worked Well (**WWW**). During this stage of the learning journey there may be Feedforward marking. This may include the use of next steps

This policy aims to set out the procedures to ensure that a consistent and impactful approach to effective feedback and marking at Thirsk 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**
- The marking code is to be followed in all cases
- The marking code should be accessible to all pupils in the learning environment.
- **ALL pupils' work is to be marked by the teacher or support staff.**

When MARKING IN THE MOMENT:

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

When PINK BOX MARKING:

- 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 ticked in green.



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.

Responding to comments: (Fix Its and Gap tasks)

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.** 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. This designated time will be called ***FIX IT TIME.***

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.

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.

Spelling errors, Targets and Persistent Mistakes

If a response is required for spelling no more than three spelling corrections for a piece of work will be given. The child should attempt to copy the correct spelling three times in their book. Spellings can be identified as part of marking in the moment or as part of distant marking.

If a child consistently makes the same spelling, punctuation or grammar errors these should then should become pupils' targets and be displayed clearly on the cover of the pupils' English book.

Peer and Self-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 use strategies such as:

- Gallery feedback
- Buddy Marking
- Brain Buddy & Boss Marking strips (writing)



- Brain Buddy & Boss Success Criteria grids

Marking Procedures:

The frequency marking:

- ALL pupils' work is to be marked by the teacher or support staff. However the depth of marking will vary throughout the learning journey. 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. 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. This is important as it charts the process and progress of pupils' learning.
- In the Foundation Stage, 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 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 and include strategies such as Work Watch.

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.

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

- 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

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?

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 in this policy. They will also initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If distance marking or deeper techniques 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 marking through work scrutiny in Mathematics 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 marking supports pupils 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.



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.



| Inadequate | Requires Improvement | Good | Outstanding |
|--|--|---|---|
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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 |

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

I Independent Work



Examples of Gap Task 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. $2 + \quad 6 = 6$ |
| Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, etc) | Highlight where you have used... column method, grid method, etc) |
| | |



Making Math's 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 6×6 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?

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How do you know?