



St Uny Church of England Academy

Marking & Feedback TLPs: September 2020



Mission Statement:

We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.

'Let your light shine before others...'

Matthew 5:16

Rationale:

At St Uny CE Academy we recognise the importance of feedback as part of the teaching & learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

The Education Endowment Foundation research 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.
- ❖ Provide specific guidance on how to improve and not just tell students when they are wrong.

Feedback has **most impact** when it:

- ❖ Helps clarify what good performance is (goals, criteria, expected standards).
- ❖ Delivers high quality information to students about their learning.
- ❖ Encourages teacher and peer dialogue around learning.
- ❖ Encourages positive motivational beliefs and self-esteem.
- ❖ Provides opportunities to close the gap between current and desired performance.
- ❖ Facilitates the development of self-assessment (reflection) in learning.
- ❖ Provides information to teachers that can be used to help shape the teaching.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, teachers at St Uny CE Academy will provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be meaningful, manageable and motivating. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Feedback in Practice:

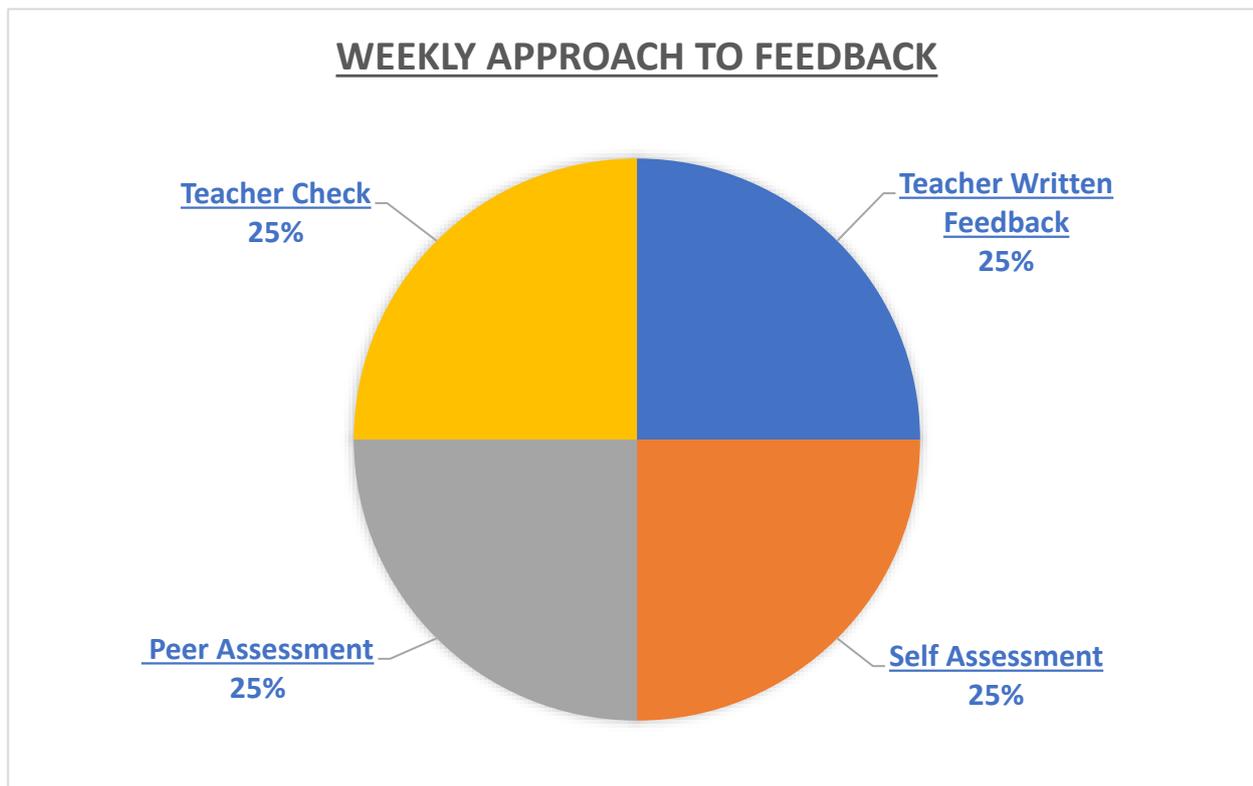
It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching. It is essential that work carried out during a maths lesson is acknowledged/ ticked/ dotted during the lesson to give indication as to success/ areas to develop. When children have self-marked their own work it is an expectation that teachers place a small tick and initial as a means of acknowledging and quality assuring the self-marking process.
2. Summary feedback – at the end of a lesson/task.
3. Review feedback – away from the point of teaching (including written comments).

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Agreed Procedure:

Weekly time allocation to feedback:



Teacher Written Feedback:

It is an expectation that teachers carry out at least 1 detailed piece of written marking per week in both Writing and Maths books. All 'big write' pieces should be marked by the teacher as an assessment piece. Feedback should be used as a means of further developing children's skills acquired during the teaching process. Feedback should be specific and challenging yet have a low task complexity. This is important as the tasks set through written feedback should be something which children can achieve without the aid of a teacher or teaching assistant whilst at the same time stretching and further progressing them within the skill/lesson. Expectations for marking across the wider curriculum are the same.

Children Responding to Written Feedback:

Pupils should always be given adequate time and support to look at their marked pieces of work and respond to the teacher comments in pencil – this may need to be timetabled into planning and is a hugely valid part of our day-to-day teaching: **there is no point marking it if they are not going to read or hear what you have written about their work.**

Peer Assessment:

Peer assessment should take place consistently within class. Children should be given time to work with a partner to discuss what has worked well within their learning and would could be even better if. Paired discussion should be based around a clear child led or pre created success criteria so as the comments made by the children as part of their peer assessment are relevant, specific and further develop the children's work. This can be done as a whole class or in smaller groups. Pupils must indicate who has marked the work by adding 'Marked by_____'.
'

Self-assessment:

Self-assessment should be planned into the learning sequence and should involve children independently assessing their own performance within the lesson. The focus of self-assessment should be placed on the learning process as well as the learning outcome and should link to the school's learning powers. This can be done as a whole class or in smaller groups. Pupils must indicate who has marked the work by adding 'Marked by _____'.

Pupils' work may contain:

The Date.

- The WALT (we are learning to).
- The WILF (what I am looking for). This is the differentiated learning intention which is used to identify expected entry point only. This also supports mixed-age planning and progression.
- The WAWA (we are writing a...).
- An enquiry question.
- The Success Criteria. What the child needs to do to be successful (where appropriate).
- Identification of support (TA- Supported, T-Teacher) – no code needed if work is independent.

The Marking Toolkit:

Marking can take many forms, it might be completed by the teacher, a learning support assistant or the child. The teacher will determine 'who?' and 'what?' form marking will be most effective to ensure maximum impact on progress and learning.

Live / Pupil Marking Key:



Learners / staff to highlight the challenge label if an objective has been met within a lesson.



Learners must respond to marking and feedback (including practising spellings) in purple pen.



Learners use a pencil to edit and improve their work.

*After pupil / peer marking has taken place. The teacher must check the accuracy of the marking and ensure that appropriate spellings are selected for pupils to practise.

Teacher written feedback:



What Went Well (WWW): A comment from the marker (teacher, support staff or pupil) about what went well in the lesson. **This must be linked directly to the learning objective / enquiry question.**



Even Better If (EBI): A comment from the marker (teacher, support staff or pupil) about what could be done to make the piece of work even more successful. This could also include a challenge or a question for the learner to respond to and spellings to practise in pencil.

**It is an expectation that, from any piece of written work, three spelling misconceptions are picked out for the child to practise x3 times at the bottom of the page. These spellings need to be checked in subsequent pieces of work to check the correct spelling has been embedded.*

Expectations:

- It is an expectation that all adults mark in green ink.
- The WALT / WILF is to be printed onto a sticker and stuck in the top left-hand corner of the page.
- If the WALT / WILF has been achieved by a learner within a lesson, the label must be highlighted to show the objective has been achieved.
- Pupils who have 'EBI' in their books must respond to marking feedback, challenges or misconceptions and these need to be checked by the class teacher.
- Identification of support (I-Independent, TA- Supported, T-Teacher, A-when a child is absent) is evident for each piece of work.

Marking in Writing (The Write Stuff):

Experience Days:

- Experience days will be indicated in the books with an 'Experience Day' sticker.
- On an Experience Day, a book may contain photos, artwork, or notes using the Writing Rainbow, but there are no expectations to mark any evidence provided as verbal feedback will have been provided throughout the day.

Marking in Sentence Stacking Sessions:

- During Sentence Stacking sessions, live marking should be used as much as possible by all adults in the room. All adults should mark in green pen.
- Verbal feedback should be offered to the children in response to an E1, E2 or E3 issues. Where adults have offered a child verbal feedback, VF should be written in the margin.
- A smiley face will be used in the margin to praise children and indicate specific sentences that have impressed an adult.
- At the end of the session, the teacher should select between 6-8 books (depending on the number of children within the class and the number of writing sessions being completed that week) from across the classroom to visually check. Before the next writing session, the teacher should complete a 10-15-minute group conference with this group of children. This session should be used to offer the support and guidance to achieve the writing challenges or complete E1, E2 or E3 edits. Should a child have completed all the writing challenges and made no E1, E2 or E3 mistakes, this time will be used to 'deepen the moment' and discuss opportunities to extend their writing in the next session.

Marking in Independent Writing Sessions:

- Independent writes will be marked in-depth to provide opportunities to improve writing in editing sessions. Editing codes will be used to avoid providing too much support or scaffolding – E1, E2, E3.
- Children will respond to adult feedback in purple pen and will make general edits in pencil.

- E1 = Revise Edit - (SP), (Punc), (Gram)

E1 will indicate a spelling, punctuation or grammar error.

KS1 – will put the circled symbols on the same word/same line as the error (depending on the needs of the individual).

LKS2 – will put the circled symbols on the same line/same paragraph as the error (depending on the needs of the individual)

UKS2 – will put the circled symbols on the same paragraph/end of the piece of writing (depending on the needs of the individual)

Spellings errors will focus on common exception words or specific year group expectations and will need to be completed x3 at the end of the writing.

Number of E1s will be dependent on the child – the teacher will make a judgement according to the needs of the individual -

– no more than 2 of each for KS1

- no more than 3 of each for LKS2

- no more than 4 of each for UKS2

Peer feedback can be used to spot any other mistakes and children should be picking up on errors as they look through their writing.

- E2 = Rewrite - * sentence *

E2 indicates that a child needs to rewrite the whole sentence.

No more than 1 sentence should be selected for each E2 edit.

The number of E2s will be dependent on the child – the teacher will make a judgement according to the needs of the individual -

– no more than 2 of each for KS1

- no more than 3 of each for LKS2

- no more than 4 of each for UKS2

- E3 = .^ - Reimagine - add more detail

E3 after a full stop indicates that more detail needs to be added to the sentence to deepen the moment.

The child will be expected to add a minimum of a whole sentence, not just a word or phrase.

Number of E1s will be dependent on the child – the teacher will make a judgement according to the needs of the individual -

– no more than 2 of each for KS1

- no more than 3 of each for LKS2

- no more than 4 of each for UKS2