BISHOP MARTIN C. of E. PRIMARY SCHOOL

EFFECTIVE FEEDBACK AND MARKING POLICY

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking outcomes and making decisions about what teachers and pupils need to do next, with the ultimate primary aim of driving pupil progress.'

(*Independent Teacher Workload Review Group: March 2016*)

Philosophy

At Bishop Martin C. of E. Primary School we believe marking is a positive process used to value and celebrate children's success and to encourage future learning. We believe that through the use of verbal/non-verbal feedback where appropriate, children are informed of the next steps in their learning and assessment opportunities are provided for teachers to inform future planning.

The aim of documenting our policy for effective feedback and marking at Bishop Martin is to develop a commonly agreed and clearly understood approach so that staff are consistent in their application in order to enhance the quality of children's learning and promote effective teaching.

Principles

- As stated in the summary of the March 2016 Report of the Independent Teacher Workload Review Group, we believe all principles underpinning pupil marking and feedback should be viewed through the three 'M's: That it is '*Meaningful, Manageable and Motivating*'
- Wherever possible, children should be involved in feedback and marking practices encouraging a dialogue for learning between children and adults.
- Marking and feedback will be age and ability specific and will take into account children's individual learning needs (While the principles remain consistent across the school, strategies and practice may vary to meet specific age/learning needs).
- All adults working with children should give verbal feedback (*as appropriate depending on the adult: teacher or other*) on their learning.
- The manner in which feedback is given should reflect the positive, but rigorous, love of learning culture of the school, allowing mistakes and fostering a culture risk taking.
- Feedback may be written and/or verbal.
- It may be immediate or 'distance'. (i.e. working with the child or marked away from the child)
- Children should be given opportunities to respond to marking and feedback as soon as possible after it has been given (*This may be within the lesson, during a plenary, at the start of the day or at the start of the next lesson*).
- Children's responses may also be written or verbal.
- Feedback identifies where children have been successful in their learning and highlights areas for improvement or extra challenge.
- Feedback and Marking should predominantly focus on the learning intention, success criteria and differentiated expectations. However, any marking focus given to other areas of learning in a pupils' work is at the teachers' professional discretion.
- It should also take into account children's targets and their progress towards these
- Create a consistent approach throughout the school, with set codes and strategies in place.
- Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning

Aims

We recognise that feedback and marking are crucial to the assessment process and when done effectively can enable children to become independent and confident to take the next learning step. To ensure that feedback and marking are effective and empower the learner we aim to:

- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that children are encouraged evaluate their work through a 'traffic light' based approach before handing it in or discussing it with the teacher.
- Establish opportunities for prompt and regular written (*where appropriate*) or spoken dialogue with children as part of our daily routine.
- Ensure that teachers provide constructive suggestions (*either verbal or non-verbal as appropriate*) about the ways in which the child might improve his/her work.
- Ensure that teachers recognise effort as well as quality, not in a vague or generalized way, but linking effort to specific skills or understanding.
- Provide children with time to act on the feedback they are given (*these can be set times within the day or within the lesson itself*).
- Ensure that feedback leads to pupil progress and informs lesson planning and pupil support.
- Ensure pupils are given a clear understanding of the way their work is assessed.
- Involve pupils in self-assessment activities so that they are motivated to succeed.

Feedback and Marking in the AfL Cycle

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (*e.g. clear, focused learning intentions; success criteria which support these; appropriately differentiated learning activities etc.*)
- Skilful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini-plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson
- Effective self and peer-assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement (*See Appendix 2*)
- Feedback and marking given will always inform planning for future learning (*otherwise, what's the point!*)

Feedback and Marking Strategies

Immediate Feedback

This is often the most effective form of feedback. **It can take the form of verbal or written feedback and is given during learning** in the presence of the child or group of children. This may happen whilst the children are working, or after the learning has taken place. A record of this could take any of the following forms:

- Annotated notes on plans
- Statemented updates on Target Tracker software
- Observations recorded through Target Tracker software
- Relative codes used on pupil work (*See Appendix 1*)

- Summary notes written by pupils
- Annotations on working walls

Responding to Feedback

This is absolutely essential in the cyclical and interactive process of Feedback and Marking. The role the child plays in feeding back to the teacher is just as critical, if not more so, than the teachers' input. Responding to feedback can take the following forms, but is not limited to them:

- A verbal discussion with the teacher/adult about the work
- A written response to feedback in their book (*See Appendix 1: Code: Acknowledgement tick*)
- Responding in a peer/collaborative setting
- Traffic lighting of work

Distance Marking

This takes place away from the children and gives opportunity for further analysis and reflection on children's progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

When distance marking, the following should be taken into consideration:

- Can the children read and understand the comments or have the comments been explained?
- Are comments spelt correctly?
- Has the school handwriting policy been followed when writing comments *(Either pre-cursive script or joined writing)*?

Independent Marking

- **Self –assessment and evaluation –** pupils are given opportunity to reflect on their own learning; identify progress towards success criteria/targets etc. and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work)
- **Peer assessment and evaluation** – pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see guidelines for training in Appendix 2) This may be done during the plenary (*in coloured pencil and initialed by the peer*).

Summative Marking

This is a 'snapshot in time' judgement on the standard of a piece work. This method is often used at the end of a unit of work or through a test. It is only valuable if the information is used diagnostically to inform planning/gaps in learning. Information should be used to inform the whole school tracking and target setting process (*Cross-ref: Assessment Policy*).

Quality Marking

It is important to recognise that marking can take place on many different levels - completion of work can be acknowledged, discussed or can be given detailed attention. This will depend upon the nature of the activity completed. Not all pieces of work can or even should be **Quality Marked** and it is the responsibility of the teacher to ensure that their marking structure within their classroom is focused and is able to move children on.

Quality marking will enable pupils to understand their own achievements and know what they need to do next to make progress. It will set the pupil's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It will provide positive feedback and promote the highest expectations or progress linked to the main learning objectives. We understand quality marking at Bishop Martin to be work which is comprehensively marked with detailed feedback and may be used to ascribe a level of attainment to the piece.

In order to make feedback and marking effective, manageable, individual and age appropriate we have not made unilateral dictates regarding the number or type of pieces of work which should be quality marked each week. *It is for the individual teacher to decide upon the frequency and circumstances wherein they quality mark.*

Likewise teachers apply their knowledge of individual children to consideration of the number and type of spellings corrected in any given piece of work. Correction of spelling errors may focus on high frequency words, weekly spelling patterns or technical words linked to the subject or theme.

Highlighting

- When the work displayed shows achievement of the Learning Intention (written as an 'I Can' statement), it will be highlighted in Green. <u>NOTE:</u> **A highlighted 'I Can' statement DOES NOT necessarily correlate to an Achieved TT Statement (*Cross-ref: Assessment Policy*)**
- Where the pupil is assessed as needing more work on the learning intention, meaning they have not fully achieved it, the statement is highlighted yellow.
- Highlighting can also be used to identify specific aspects of the learning intention or success criteria.
- This method of highlighting is uniquely linked to, and consistent with our colour system for behaviour management, highlighting in yellow means "should" and green for "good."

(*Markers should be aware of children who have a colour blindness disability or been assessed through the Visual Stress screen (Cross-ref: SEND Policy) when using highlighters.*)

Signs and symbols

- These are used to quickly show the children what they need to look at. Agreed codes and symbols can be found in Appendix 1

Stickers, Stamps, Team Points

- Some work may be rewarded by the above examples.

Marking ladders

- Use of marking ladders may be used to give children guidance as to what they need to be looking for.

<p style="text-align:center;"><u>**Prompts**</u></p>

<u>**Definitions of Depressing the Gap prompts (*through Quality Marking or Distance Marking*):**</u>

- **Reminder prompt** – the simplest form of prompt and refers back to the learning objective/success criteria
- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure
- **Example prompt** – this is the most detailed support and gives children examples from which to choose

<u>**Example - LI: to use adjectives to describe**</u>

Reminder prompt: '==I Can highlighted yellow=='. Can you use adjectives to tell me more about what type of monster he is?
Scaffold prompt: What kind of monster was he? Change 'bad' for a word which makes him sound scarier.
He was a .... monster. With teeth like................
Example prompt: Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- Spine-chilling

<u>**Example - LI: To identify the calculation needed to solve a problem**</u>

Reminder prompt: '==I Can highlight green=='. Try using multiplication to calculate the repeated addition.
Scaffold prompt: 3 bags of sweets at 25p each. Instead of 25+25+25= you could do 25 x ? =
Example prompt: 6 bricks at 10cm high. Instead of repeated addition you could try multiplication 6x10 =
or 10x6=

<p style="text-align:center;"><u>**The Role of the Teaching Support Staff**</u></p>

- It is ultimately the teacher who is responsible for the level of progress and learning taking place in their class.
- They also are responsible for the quality of the feedback and marking in their class books.
- However, the role of the teaching support staff is vital in supporting the teacher to deliver meaningful, manageable and motivating feedback and marking.
- Support staff contribute to this process by:
    - Making effective verbal feedback
    - Where it is not possible to communicate through discussion after a lesson, post-it notes and signed comments from the support staff can be used to keep the teacher fully informed of pupil progress/attainment

<p style="text-align:center;"><u>**Organisation and Practice**</u></p>

At Bishop Martin C. of E. School we have agreed to:

- Ensure that children are always provided with verbal/written success criteria, which is related to the learning intention, so that they are clear about expectations.
- Use a variety of marking and feedback strategies to develop pupil resilience and a risk-taking attitude.
- Continuously model good practice in marking to children as part of our daily teaching to help them to develop an ability to evaluate their own work and that of others.
- Provide verbal feedback wherever class discussion takes place.
- Provide effective feedback to children about their work. Recognising this will take many forms, depending on the nature of the task and the time available.
- Complete distance marking which is accessible to children and manageable for teachers.

- Create a system of codes which can be used as part of the marking process and which is consistent, but also considers the age/ability of the pupils throughout school (*See Appendix 1*).
- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions (either within the lesson or at some other designated point within the school day). We recognise that in order for marking to be formative the information must be used and acted upon by the children.
- Where verbal feedback is given (*VF*), the teacher/adult would expect to see impact in the work after that point.

When marking teachers at Bishop Martin C. of E. Primary School will:

- Use a green pen which shows up against the children's work.
- Ensure that all recorded work is marked before the next lesson that builds on that learning.
- Ensure that verbal feedback is an integral part of daily teaching.
- May use a green highlighter pen to identify successes.
- May use a yellow highlighter pen to identify areas that can be improved and potential next steps.
- Tick correct answers but mark incorrect attempts with a dot and deal with misconceptions as soon as possible, ideally within the lesson.

Display Work

Although at Bishop Martin we understand there is a place for celebrating work through display, most in-class displays are interactive and part of the learning environment and designed to support pupils in the learning process.

Where work is displayed as a celebration of pupil achievement, the pieces chosen will represent the full range of pupils' abilities and have been through the marking and feedback process as outlined in this policy (*even if the work has been re-produced for display*).

Parents

It is important that parents are aware of how the marking system works. At the beginning of each year parents will have the marking system in their child's class explained either at the initial class meeting or letter. The parents' of children joining mid-year will have the marking policy explained to them. Parents are kept informed via class meetings, at parents evenings held twice annually and this policy will be posted on the school website.

Related documentation

- Teaching for Learning Policy.
- Assessment Policy.
- Special Educational Needs Policy.

Monitoring

Work scrutiny by:
- Headteacher
- Curriculum Manager/Deputy Headteacher
- Subject Leaders
- Teaching Staff (including support staff)
- School Council

Lesson observations

Impact on summative assessment results/Termly Pupil Progress Meetings (PPM's)

Review Process

This policy will be shared with and reviewed annually by all teaching staff and will take effect from the Summer Term 2017.

**Agreed by all teachers in collaboration with
the Feedback/Marking Policy Working Group:**

I McDonald (*Deputy Headteacher/Curriculum Manager*)
S Hewitt (*Reception Teacher/EYFS Leader*)
R Ashcroft (*Year 2 Teacher*)
L Johnson (*Year 5 Teacher*)

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