



Effective Marking and Feedback Policy

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'Next Step Learning'

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

In Hattie's research 1999 comparing 500 meta-analysis of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning 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 socioeconomic factors.

However feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective ..."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 going? (What progress is being made toward the goal?), and

Where to next? (What activities need to be undertaken to make better progress?)" (ibid p86)

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils.

1. Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback 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 marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.

3. 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.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning

2. Processes

There are three types of marking that happen at Frome Vale Academy:

1. **'Light'** marking of work which may involve just ticking to identify progress or acknowledging completion of work.
2. **Development marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
3. **Self-assessment and peer assessment** of the attainment and success of a piece of work.

3. Non-negotiable Procedures for Marking:

- All marking is to be carried out in red pen
- All marking is to be done in a clear legible hand aligned to the school handwriting script.
- The marking code is to be followed from year 1
- The marking code should be accessible to all pupils in the learning environment
- All pupils' work is to be at least 'light' marked by Teacher or Support Staff.
- In writing (in literacy or cross curricular) at least 2 pieces of work per pupil should be developmentally marked in depth per week.

4. Developmental marking in writing:

Summative comment:

From year 1, the success of a piece of work is judged against the objective of the lesson:

e.g WALT/ WARL: To write a diary extract

Marking, depending on the degree of success, might look like the following:

- ✓☐ You have used all the features of a diary.
- ✓ You have used some of the features of a diary.
- ✓ You have tried to use some features of a diary.

There should only be one summative comment

Formative comment:

This comment does not necessarily need to be linked to the objective, but rather what the child needs to do to move their writing on and adheres to our 'Next Step Learning'

At an earlier stage in their writing, no matter what year group the child is in, the fundamentals need to be addressed before anything else. These are for example:

- Capital letters at the start of sentences.
- Capital letters for proper nouns.
- Verb tense.
- Full stops at the end of sentences (no comma splicing).
- High frequency words.
- Letter formation – including heights of letters.
- Finger spaces.

This may look like:

→ Go back and check you have used capital letters correctly.

Teachers need to use their professional judgment of how many formative comments they make but it should not exceed three.

In years 1-4 teachers are expected to use the following to show where these mistakes have been made in the writing:

V: verb tense

CL: capital letter

FS: full stop

S: spelling

FSP: finger space

L start a new line for speech

// start a new paragraph

In year 5 teachers will mark a dot where fundamental errors are.

Teachers should not be picking up on more advanced aspects of writing unless the fundamentals have been secured.

E.g Do not pick up on fronted adverbials if verb tense is not consistent.

This applies to all children in all year groups.

Year 6:

In order for children to become independent writers, and proficient editors, feedback does not follow the policy of the rest of the school. This is more in line with secondary school expectations.

Instead, the class teacher looks at all the books and reflects on what the children have done well, but also what their next steps are. The teacher records their reflections on a lesson reflection form.

From this the teacher will choose the following options:

- Plan a whole class lesson addressing key areas identified
- Plan a guided group session within a whole class lesson
- Provide 1:1 verbal feedback on a specific issue

How will this look in this book?

There will be no comments from the teacher in the book, but the following codes will be used:

Guided Group = **G**

Independent Secure = **I**

Supported = **S**

Children will edit using green pen.

Use of target cards for marking writing:

Target cards must be in place for all children using the same format.

Once the fundamentals have been addressed, targets cards can be used to identify next steps. In all classes, teachers extract a specific target from the 'Age Related Standards', which is written on a piece of yellow card and kept in the child's literacy book.

Teachers write dates next to targets once they have been seen in independent writing.

A formative comment from a target card might look like this:

- ➔ Can you change this simple sentence into a complex sentence.
- ➔ Try your target

This can be indicated in the margin where the changes could be made, by also using a forward arrow.

Responding to comments:

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.

In Key Stage 1, children edit their work in pencil, but year 2 may progress to green pen later in the year.

In Key stage 2, all should children edit their work in green pen.

If feedback is verbal, it should be recorded at such with a **V**. Response should be made as soon as reasonably possible in order to support pupils effectively.

Rewards: as adults in school we want to recognise good work with stickers, FVA citizen points, smiley faces etc. However empty praise is as ineffective as empty criticism, therefore specific praise is preferred whenever possible to boost the confidence and self-esteem of our young learners.

e.g: ✓ Well done, you have used the features of diary well.

Not 'Excellent work'

Work that is marked developmentally requires a response from the pupil.

Pupils are to initial all comments made by an adult. However, developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from FS to Yr6, and throughout the school year appropriately.

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 skill of pupils.

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 SEN will need support to enable this.

Likewise tasks must be effective in improving work, yet brief in execution.

For pupils in KS1 and where developmentally appropriate as designated by SEN Support Plans, communication of the feedback will be augmented by adults, until developmentally pupils are able to access this independently

Acknowledgement of response

This should be swift, in line with the marking policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher will wish to address this with the child through another medium than feedback and response.

Peer Assessment:

Peer assessment should only take place when it has been modelled carefully. It should also only focus on skills that have been identified in a success criteria. E.g

A learning objective of: 'To write a diary entry', may have the following success criteria:

- First person
- Correct use of present and past tense
- Writing in role

This is still done in green pen but the initials **PA** are written at the bottom of the piece of work.

Children working in pairs will identify what has been achieved from this and what needs to be improved.

Marking in maths

Most marking in maths will be 'light marking' and can take place during and after the lesson. There is an expectation that the child will go back and correct mistakes in arithmetic work. Errors will be indicated by a question mark ?

Developmental marking is expected to take place once a week and will relate to reasoning questions. E.g:

- What would happen if...
- Explain how ...

Rewards: as adults in school we want to recognise good work with stickers, FVA citizen points, smiley faces etc. However empty praise is as ineffective as empty criticism, therefore specific praise is preferred whenever possible to boost the confidence and self-esteem of our young learners.

e.g: ✓ Well done, you have used the addition method correctly.

Not

'Excellent work'.

Marking in other books

See individual subject policies.

5. Procedures in greater detail:

The Frequency of Developmental Marking:

All pupils' work is to be at least light marked by Teacher or Support Staff. No work should go unmarked. Preparation work including, plans and drafts in literacy and jottings, working out and exploration in mathematics should be collated in pupils' books. This may be the form of photocopies of white boards and material captured electronically and reproduced as appropriately. **This is important as it charts the process and progress of pupils' learning.**

However, not every lesson has to be captured in writing. Teachers need to consider the purpose of recording in this way. Teacher's planning will indicate whether a written or practical task is taking place. It is acceptable that activities such as role-play, may be summarised on sugar paper and put on the working wall.

In Writing all pupils should have at least two pieces of work marked developmentally by their teacher per week. This can be in literacy or cross-curricular. This Marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response.

In maths, all pupils should have at least one piece of work per week marked developmentally relating to reasoning skills.

In the Foundation Stage, developmental marking process 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 journeys, and as the Foundation year progresses directly onto recorded work as appropriate.

6. Giving effective feedback to pupils.

Effective marking is a 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 formative assessment, which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes. It will also be vital when using the end of term summative assessment sheets for writing.

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
- ☐ Address/explore misconceptions
- ☐ Pick up errors if apparent
- ☐ Address incomplete work and presentation issues
- ☐ Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar.

When constructing feedback teachers need to consider:

1. Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning objectives and success criteria?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement in learning?

7. Responsibilities

It is the responsibility of the class teachers 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 the policy is appropriately adapted and implemented for SEN pupils. This includes reference in IEPs and agreements as appropriate.

It is the responsibility of the SLT liaise with the Subject Leaders and to feed back to the Principal and Academy Council on the implementation of the policy, its consistency across the school and the impact it has upon progress

It is the responsibility of the Principal to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

6. Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

7. SEN 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 pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's IEP as required.

8. Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Principal and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes. This will be completed on a termly basis with feedback to teachers being given within 2 days. It will also be part of the performance management cycle. The Principal will also monitor the impact of developmental marking through work scrutiny in both maths and literacy 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 assessment and content of Learning Journeys. This will be triangulated with with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress. The Learning Champions will also be part of this process.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant.

Assessment prompts:

LO: Learning Objective

G: Guided group

I (and secure): independent work

S: supported work

Tomorrow's G: tomorrow's group- this needs to be marked to policy

VF: verbal feedback

PA: peer assessed