

Shilbottle Primary

Fun, Respect & Friendship



**Effective Marking &  
Feedback Policy**

## Introduction

### ***'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?)"***

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

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 intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. At Shilbottle Primary this important stage of the teaching and learning process is also called '*Developmental Marking*'

# **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 and rapid progress.
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**

**Four types of marking and feedback occur during teaching and learning at Shilbottle Primary**

i) **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.

Where one-to-one feedback is given during a lesson to assist children with their written work this should be indicated using 'VF' to show verbal feedback was given.

ii) **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work. This will include scores, ticks, simple marks or corrections and/or brief attainment based comments.

iii) **Developmental 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. Questions should be presented to elicit further insight into the children's understanding. Avoid the use of closed questions, such as, 'Can you add full stops to the sentences?' as some children may respond with 'Yes'. As a guide children's responses should involve more work or writing than the teacher marking.

Within EYFS and KS1 this will be known as 'COW' (Checking Our Work) and KS2 this will be known as DIT (Dedicated Improvement Time). Where appropriate, the first five minutes of a lesson will be dedicated to COW/DIT time to allow children to respond to developmental marking.

iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and Feedback at Shilbottle Primary

### **3. Non-negotiable Procedures for Marking.**

All work must be dated with a clear aim.

All marking showing successes is to be carried out in green pen and areas for improvement in red pen (Pink for Think)

All marking is to be done in a clear legible handwriting.

The marking code is to be followed in all cases. (see Appendix 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, where support staff have marked work this should be indicated by the use of 'TA'.

**In Maths and Literacy at least 1 piece of work per pupil should be developmentally marked in depth per week.**

In developmental marking:

When identifying specific success, the respective work in the pupils' book will be identified in using green pen.

When identifying an area for specific improvement the respective work in the pupils' book will be identified using red pen.

*and/or*

When identifying an area for specific **extension or challenge task** the respective work in the pupils' book will be identified using red pen.

There will be a maximum of 2 identified specific areas for both pink and green highlighting for each piece of work.

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

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling **no more than 3 spelling corrections** for a piece of work will be given.

Where spellings have been identified as requiring corrections the correct spelling will be modelled by the teacher at the end of the page and children required to copy each spelling correctly three times. Where spelling errors relate to the class 'No Excuse' list the class teacher will determine the number of times children are required to repeat the correct spelling. An additional note in marking should include 'This is a no excuse word!)

*To manage marking stick-it notes may be used to identify where response is required, or to enable the pupil to transfer a comment forwards to the next piece of*

work

### **Self-assessment**

Where pupils use traffic light their work against their learning objective accordingly

Red: 'I find this difficult'

Amber: 'I can do this but need more help to feel confident'

Green 'I can understand and do this and this shows in my work'

*(If a lesson aim refers to Success Criteria – for example key features of a text type or genre in literacy - then it is useful for this to be stuck into the exercise book so the child can self-assess against all aspects)*

### **Peer Assessment**

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This can be done in any colour but not green or red and the peer assessor's initials must be also left.

### **Responding to comments**

Pupil response to comments should be made in purple – so that it is clear they have been completed. If in KS1 or EYFS this is verbal, it should be recorded at such. 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 Dojos, 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.*

## **3a) Procedures in greater detail:**

### **3ai) 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 and including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics should be commented upon.
- **In Literacy and Mathematics all pupils should have at least one piece of work marked developmentally by their teacher per week.** This Marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made also each week. The overseeing of such a task may be carried out by another adult other than the class teacher.

- **In the Foundation Stage, developmental marking process may be 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.
- Additional Developmental Marking may also be used as a strategy to support pupils who are in need of acceleration and/or intervention. This may be particularly pertinent to pupils in receipt of the Pupil Premium and be an agent to diminish the differences in achievement.

### 3ib) 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.

- Effective feedback comes under three main headings;

**Specific Achievement** feedback identifies specific aspects of successful attainment and or progress. This relates directly to the lesson aim / Pupil self-assessment made by traffic light or target set for the individual.

**Specific Improvement feedback** identifies where mistakes or misconceptions lie and how work can be improved.

**Specific Extension feedback** identifies where further understanding can be explored, to deepen learning and further extend higher order thinking at a greater depth.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:

- be positive, specifically identifying what has been done well.
- Identify an area for specific improvement followed up with an improvement task

Or

- identify a specific area for deeper investigation/ extension of understanding

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 and grammar



## ***Examples of feedback prompts can be found in Appendix 2 pages 9-10***

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 aims and success criteria?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement in learning?

### **3ic) The Frequency and Nature of Pupil Response to Feedback**

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 SEND 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 SEND 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.

## **4 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 at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be 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 this policy. This will be given to all new supply teachers as part of

the

Staff Handbook (welcome pack) on arrival in the school. A copy of this policy can also be found in each class. Should any supply teacher fail to mark the work this should be reported to the Head Teacher to take further action.

**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 judgment in discussion with the Head Teacher or Deputy Head Teacher to ascertain whether the marking of all pupils' work is monitored or a sample.

## **5 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 SENDCo has responsibility to ensure the policy is appropriately adapted and implemented for SEND pupils. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the Headteacher 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. 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 pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's plan as required.

## **8. Monitoring and Evaluation**

Monitoring of the policy will be done through work scrutiny led by the Head Teacher and SLT as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Head Teacher 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 pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

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 SEND provision and impact of the Pupil Premium Grant.

## **9. Policy Review**

*This procedure has been agreed by the staff and Governors in the Summer 2020*

## Appendix 1 Marking Code/Prompts (to be displayed in classrooms)

(will be printed in handwriting script)

### Content prompts

- ✓ correct
- X incorrect
- CL capital letter
- FS full stop

\_\_\_\_\_ Word underlined spelling mistake

Grammatical error/doesn't make sense so read again

- FSP : finger space
- L start a new line
- // start a new paragraph
- indent reminder

### Assessment prompts

- I independent work
- S supported work
- T target met
- VF verbal feedback
- JC initials for reviewer (person who is marking)
- ST supply teacher

## Appendix 2 Examples of feedback prompts requesting response.

(shaded statements illustrate similarity of tasks/response requests across maths and writing.)

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 sentence 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 you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence: ....	Finish this sentence: .... (Explaining work)
Fill in the blanks: ....	Fill in the blanks: ...
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc) e.g. $2 + 6 = \square$
Improve this sentence by adding ....	
Tell me 1/2/3 reasons why I should give you a Dojo Point for this work.	Tell me 1/2/3 reasons why I should give you a Dojo Point for this work.
Tell me ... that have ...?	Tell me ... that have ...?
Tell me two sentences that have adverbials.	Tell me two numbers that have a difference of 12.
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	What ... would you use to...? e.g. What unit would you use to measure the width of the table?
	What are the ... of ... ? What are the factors of 42?

(after David Hibbert 2013)

References:

**The Power of Feedback** John Hattie and Helen Timperley  
*REVIEW OF EDUCATIONAL RESEARCH* 2007 77: 81

<http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf>