HOLME

JUNIOR & INFANT SCHOOL

Policy created – June 2017

FEEDBACK AND MARKING POLICY

November 2017

To be reviewed September 2018

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.

Processes

Five types of marking and feedback occur during teaching and learning at Holme Junior and Infants School

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 on a group basis. For younger pupils this can be noted down to record the feedback and response process.

ii) 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

iii) Developmental Marking in which incisive feedback on how to improve work is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

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

v) Diagnostic marking/assessment once a half term to identify how pupils are performing in relation to specific subject skills and age related expectations and identify key areas for improvement.

Expectation of Teachers

All work will be marked whether by verbal feedback, 'light' marking, developmental marking, self-assessment, or peer assessment.

Teachers will mark using blue ink, following the handwriting style taught in school.

Regarding developmental marking, teachers will mark at least one piece of work in literacy and one in numeracy, at least once per fortnight. At least one piece of work in all foundation subjects will be marked developmentally once per half-term.

Developmental Marking

In Reception, QUEST BEAR   will be used, where:

.   is learning objective met

!   this aspect has been understood well

?   respond to take learning forwards

In Key Stage 1 and Key Stage 2,   will be used for next steps in learning. This may be:

Action !

Question ?

Challenge ↑

Action !	Question ?	Challenge ↑
To identify an improvement needing an action	An open ended question to check understanding and deepen thinking	To extend learning and offer challenge
E.g. Find and re-write the sentence where you have forgotten to use capital letters! *Look at Qu. 2 and use the underlined words to help solve it.*	*E.g. What are the character traits of your main character?* *Can you write a question that could be solved using the grid method?*	*E.g. Re-write the second sentence using more powerful adjectives* *Can you solve……*

Appendix one lists the marking codes and prompts teachers will use whilst marking.

Expectation of Pupils

Literacy:

- Work to be dated with the long date e.g. Monday 16th June 2017
- Titles and subtitles to be underlined using a ruler
- Mistakes to be crossed out using a horizontal line drawn using a ruler. For older children, soft rubbers may be used.
- Marking responses to be made in purple pen

Maths:

- Work to be dated with the short date e.g. 16.7.17
- Titles and subtitles to be underlined using a ruler
- Mistakes to be crossed out using a horizontal line drawn using a ruler. For older children, soft rubbers may be used.
- When work is marked as incorrect, correction to be made in purple pen next to first attempt
- 1 digit to be written per maths book square

Self- assessment:

Pupils to traffic light their understanding against the learning objective:

- 🔴 I find this difficult

- 🟡 I can do it but I need more help to feel confident

- 🟢 I understand, can do this, and my work shows it

Peer - assessment:

When peer- has been used, the pupils identify:

- one positive aspect of the work
- one area to improve

Peer-assessment comments are to be written in any colour except blue and purple.

Pupil Responses to Marking Comments:

When pupils respond to marking comments, this is to be done in purple pen. Response time is planned into the unit of learning, and happens as near to marking as possible to remain effective.

Developmental marking:

All pupils are expected to respond to comment made by teachers when work has been marked developmentally. Responses should be in purple pen.

Effective Feedback

Effective feedback comes under three main headings:

Specific Achievement feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective / Pupil self-assessment made by traffic light or learning ladder 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.

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, grammar

Examples of feedback prompts can be found in Appendix Two

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.

It is the responsibility of the Assistant Head Teacher (AHT) to liaise with other teachers and to feed back to the Head Teacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress

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

Appendix 1 - Marking Code / Prompts

These are displayed in the classrooms.

<u>Assessment Prompts</u>

LO   Learning Objective

I   Independent

WS   Work supported

VF   Verbal Feedback

T   Target Met

ST   Supply Teacher

AB   Initials of person who is marking

☺   Learning objective met

<u>Content Prompts</u>

<u>Literacy:</u>

√   Correct

X   Incorrect

CL   Capital letter

FS   Full stop

FSP   Finger space needed

○   Punctuation missing

sp   spelling mistake

sp x 3   spelling to practise

〰   Grammatical error / doesn't make sense so read again

^   Missing vocabulary

//   Start a new paragaph

→   Indent reminder

L   Start a new line

b →   Practise a line of the letter

Appendix 2 – Examples of Feedback Prompts Requiring 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 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: …. ( )2 + 6 ( ) = 6 ( )
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)
Tell me … that have …? Tell me two sentences that have adverbials.	Tell me … that have …? 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?
Please write another ... connective/sentence that shows me how the caterpillar moved.	What is another ... method that might have worked?
Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.	Show me how you think this will work with ...other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Show me how you could write it with … adverbials, connectives, punctuation?	Show me how you could do it with … simpler numbers … fewer numbers … using a number line?
What would happen if…?	What would happen if…? e.g. What would happen if you started with 52

What new words today? What do they mean?	What new words today? What do they mean? What maths words also mean...?
	Would it work with different numbers?
What if you could only use…? e.g. Short sentences, complex sentences, The adjectives for sight and sound?	What if you could only use …? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
What if you could not use...? What if you could only use…? Short sentences, simple sentences, the adjectives for sight?	What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?