

ST. ANNE'S C.E.(VC) PRIMARY SCHOOL



MARKING and FEEDBACK POLICY

'Together with God, Making Learning a Life Long Friend'

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1. Introduction

At St Anne's Church of England Primary School, we recognise the importance of feedback as an integral part of teaching and learning. We have studied the research surrounding effective feedback and in particular the research carried out by the Education Endowment Foundation 2016.

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
- Put the focus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Additionally, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can 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**.

2. Key Principles

Our policy on feedback has at its core a number of principles:

- The focus of feedback should be to further children's learning;
- Feedback should empower children to take responsibility for improving their own work; children should be doing the thinking and the hard work, not the adult.
- Written comments should only be used for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' usually feeds into the next lesson. This is based on St Anne's 'Feedback Five'

- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence collected close to the point of teaching it. Therefore, teachers will need to get feedback at some time later than the original teaching input, when assessing if learning is now secure.

Our aim is to make good use of the approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

3. Feedback and marking 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 four common stages in the learning process:

1. Immediate feedback- at the point of teaching
2. Summary feedback- at the end of a lesson/task
3. Next lesson feed-forward- following the teachers reading of the work, the next lesson will involve further teaching which enables the children to identify and improve for themselves any errors and misconceptions
4. Summative feedback- tasks planned to give teachers definitive feedback about whether a child has securely mastered the skills and content of the curriculum.

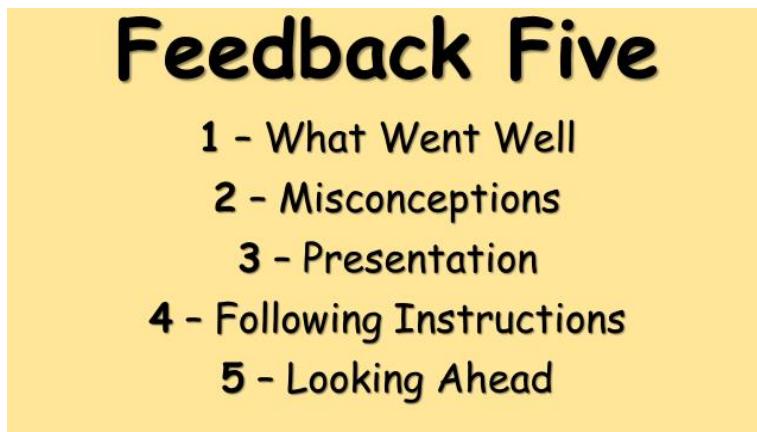
Type	What it looks like
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self (or peer- assessment) against an agreed set of success criteria • May take the form of a quiz or test • In some cases, may guide a teacher's further use of the plenary focusing on areas of need
Feedforward 'the next step is the next lesson'	<ul style="list-style-type: none"> • For writing in particular, often some of the next lesson will be spent giving feedback to the class about strengths and areas for development and giving time for development areas to be worked on and improved through proof reading and editing their work. This is based on St Anne's 'Feedback Five'
Summative	<ul style="list-style-type: none"> • Assessment week tasks • End of unit or term tests or quizzes

4. St Anne's Feedback Five

All lessons, where appropriate will incorporate aspects of the "Feedback Five" at the start of the lesson. This will be based on the following framework:

1. What went well last lesson (incorporates "Superstars")
2. Misconceptions
3. Presentation, handwriting and taking care of books review
4. Following instructions (learning labels, etc)
5. Looking ahead: next steps, moving on, etc

This will be presented (and is on display in all classrooms) to children as follows:



It is important to note that not necessarily all aspects will be used at the start of every lesson, but each individual teacher will use their professional judgment to ascertain which areas need using.

5. Proof reading and editing in writing lessons

Upon completing a piece of writing in English, children will proof read their work which involves:

- Changing punctuation, spelling, handwriting and grammar mistakes in purple pen.

Teachers will look at pupils work after the children have proof read, thus giving the children the responsibility of spotting and correcting their own errors first.

Teachers will look at pupils' work soon after the lesson and identify common strengths and misconceptions, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription errors as well as things to do with the sophistication of the writing; the actual content. The teacher will use a marking code (Appendix 1) that allows children to identify errors whilst ensuring that the responsibility lies with the pupil in thinking hard about how to improve.

The teacher will use the Feedback Five to feedback to children at the beginning of the next appropriate lesson.

The teacher may share extracts from pupils' work, displaying them on the interactive whiteboard, at first showing good examples of work. For example, within the proof reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights.

Then the teacher might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it. Children may then have a short period of time to proof read their own work, checking for similar errors and putting them right.

Within the editing section of the lesson, the children will work to improve the composition.

The teacher might show pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then the children might work individually or in pairs to make improvements, alterations and refinements- in purple pen to help the teacher see what changes the child has made.

Success Criteria / Steps to Success

The success criteria, (learning label) which should be shared with the class at the start of the lesson, will help children at the conclusion of the lesson to identify their errors and set expectations of their writing.

It is an expectation that teachers will mark all children's daily work in English using appendix 1 for key skills and the learning label. Feedback will also take place using the aspects from the 'Feedback Five' in the next appropriate lesson. During extended, independent writing sessions it is expected a more in-depth mark will take place incorporating the success of the writing and points to move the child forward in their learning.

6. Intervening when children find editing hard

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need more support as they learn to become more independent, although many young children are quite able to proof read and edit independently- after teacher modelling.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support.

- Some children may need a **gentle prompt** to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where; or a simple pointer - 'description' perhaps or 'ambiguous pronouns' or 'figurative language'. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson.
- Others might need even more support and need to be provided with **clues** to help them. For example, the teacher might need to draw a box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence structure over-used; or they might need

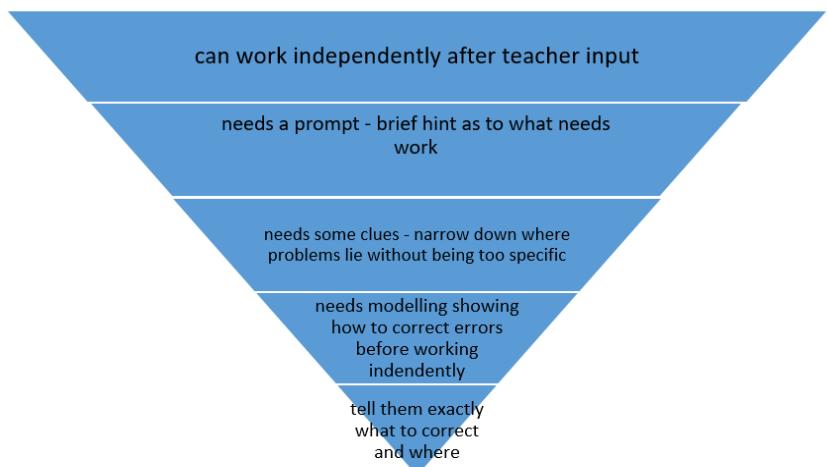
to write a comment at the end saying there are 8 run-on sentences or 5 instances of non-standard English.

Proof Reading and Editing prompt cards may be used until these basic skills are securely in place. Certain individuals may need to carry on referring to these longer until the checklist is thoroughly internalised.

- Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work **modelling** how to overcome these: for example, to clear up the confusion with apostrophe use.

The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs.

The Marking Triangle:



Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work; not you.

Sometimes it is the children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an even better piece of writing might look like.

- Set group or individual challenges/targets, 'before you've finished editing, you need to have...'

7. Feedback in maths

Teachers gain valuable feedback about how children are doing with their rapid recall from the daily 'mental oral starter' at the beginning of lessons. This information should be used to revisit areas where learning is not secure, and in some cases plan for interventions and additional teaching. Tasks set during assessment weeks also provide vital feedback to the teacher about areas that might need more teaching for all, groups or certain individuals either in class or through an intervention.

In terms of day to day maths learning, in KS2, teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves.

That way, if they have made errors or misunderstood something, they can work on identifying where they went wrong and have another go at the problem in purple pen.

Another benefit is that less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level. Another strategy the teacher can use is to get children to compare answers in a group and where answers do not agree, challenge each other and try and find where the other person has gone wrong.

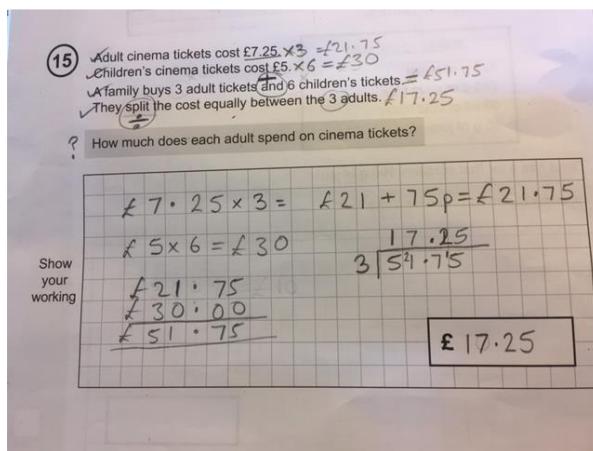
Where children are more confident, and finish their work slightly earlier than others, they can consolidate their learning by 'marking' other children's books. When they do this, the crucial step is that they should not take their own book with them and just read off the correct answer. They should do the calculations again - faster and possibly mentally - so in effect doing the work twice thus getting the sort of over-learning that leads to solid long-term retention.

The focus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt.

So as an alternative to providing the answers, teachers could sometimes use the visualizer to model ways of checking and then expect children to do the same, in effect '**proof reading**' **maths**. So for example, children might repeat a calculation in a different purple pen and check they've got the same answer.

For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should model how children can use the inverse operation to go and check they get back to where they started. With 2 or 3-part word problems, a classic error is to give the answer as the first part of the problem and forget about following through to the second (or third) part of the question. Often, word problems are written with each instruction on a different line, a bit like success criteria. Again, using the visualizer, teachers should show children how to check work as we go, returning to the question and ticking off each line -writing each answer alongside, being really clear we are answering the final question, having done all of the previous steps.

For Example, (4 calculation answers required)



Success Criteria Steps to Success

The success criteria, which should be shared with the class at some point during the lesson and will help children to identify their errors.

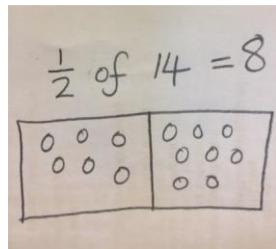
Eg. Column addition

- Place each numeral in the right place value column. Check each one.
- Regroup where necessary
- Add the regrouped tens (or hundred)
- Check for silly errors with my adding
- If you can't find your mistake, ask your partner to go through the success criteria with you and see if they can help
- If none of this works, ask an adult for help.

Eg. Fractions

- Check all the parts are equal
- Count how many parts the shape had been divided into
- Write that number as the denominator
- Count how many parts are shaded in
- Write that number on top as the numerator
- If you can't find your mistake, ask your partner to go through the success criteria with you and see if they can help
- If none of this works, ask an adult for help.

It is important that the children move towards internalising what they are doing so that they eventually do not need a written checklist because they have their own mental checklist stored in their long term memory, which they are able to retrieve as necessary. Giving children work to 'mark'- which includes all the common misconceptions- is a really good way of helping them develop this.



It is an expectation that teachers will mark all children's daily work in Maths using appendix 1 for key skills. Feedback will also take place using the aspects from the 'Feedback Five' in the next appropriate lesson.

8. Feedback in Foundation Subjects

In R.E., Geography, History and Science it is an expectation that appendix 1 will be used to ensure that key skills are transferred to these subjects; therefore, all work will be lightly marked by the class teacher before incorporating the Feedback Five at the start of the next lesson.

In all other subjects only the Feedback Five will be used.

APPENDIX 1**Overview of symbols used within marking**

It is assumed all work is independent unless the following codes are used.

GW	Guided work
S	Supported with work
PA	Peer assessed
JJ	Obj achieved
	✓ Obj partially achieved
	• Obj not achieved

Writing

Spelling	Sp will be written in the margin, on the line of the incorrect.
Punctuation	P will be written in the margin on the line of the incorrect or missing punctuation.
Missing word	↗ A small arrow will be written in the margin of the appropriate line which will indicate a missing word
Lack of sense	? Where a word or sentence does not make sense, a? will be placed in the margin.
Great vocabulary	A double tick next will be made next to any great vocabulary JJ

Early Years, KS1 and SEN pupil may have the errors indicated more explicitly, where required. For example, a spelling may be underlined.

Maths

Correct calculation	Place a tick next to the correct answer ✓.
Incorrect calculation	Place a dot next to the incorrect answer •. Children should be given the opportunity to correct/ redo the calculation, next to the dot in purple pen
Reversals of numbers	These will be circled and the correct formation will be written.

ALL WORK MARKED BY AN ADULT WILL BE IN **GREEN PEN** UNLESS THERE IS A RESPONSE / QUESTION NEED ANSWERING BY A CHILD. IN THIS CASE IT WILL BE IN **RED PEN**. PUPIL RESPONSES / EDITTING WILL ALWAYS BE IN **PURPLE PEN**.

