

# Antingham & Southrepps Primary School and Nursery



## Feedback & Marking Policy

This policy was approved by the Governing Body of Antingham & Southrepps Primary School at their meeting on.....

Signed ..... Chair of Governors

Version	Date	Author	Reason for Change
0.1		Miles Elcock	New Policy

Review Frequency	Next Review Date
Every 3 years	

## **Introduction**

At Antingham & Southrepps Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice.

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback and marking throughout our school.

All members of staff should have high, but realistic expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required.

We aim to make feedback a positive experience for the child and manageable for the adult.

## **Rationale**

In devising this policy, we are mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

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 onus 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.

Notably, 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.

## **Key Principles**

Our policy on feedback has at its core several principles:

- The sole focus of feedback should be to further children's learning
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used as a last resort 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 it in the next appropriate lesson.

- The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- 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 drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Within these principles, our aim is to make use of the good practice 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 to adjust their teaching both within and across a sequence of lessons.

As such, strategies can include marking, but will mainly be verbal feedback during the lesson.

### **Quantity of Work**

These quantity of work guidelines apply to Years 1 – 6. Clearly there will be a transition period between Foundation Stage and Y1 expectations during Autumn Term of Year 1.

### **Maths**

There should be a minimum of four pieces of work in Maths books per week. Evidence of mental arithmetic starters needs to be present in books or planning each week.

### **English**

There should be a minimum of four pieces of work in English books per week. These tasks may relate to word or sentence level work in the build up to a larger piece of extended writing. Teachers should aim for at least three long pieces of writing in writing assessment books per term, this will be an initial extended piece of writing, after a teaching cycle. Once an extended piece of writing has been completed, there will be an opportunity for pupils to edit and re-draft specific elements of their work.

### **Editing & Re-Drafting Process**

Children need to be editing and re-drafting their writing as they go along. Teachers need to be providing immediate verbal feedback for children to act on so they are continuously improving their work.

Once an extended piece of writing has been completed, children should be given the opportunity to spend a number of sessions editing and redrafting their work on elements they have missed from their success criteria or to work on sections that will enhance the standard of their writing. The teacher should focus their lessons on specific elements identified for improvement when looking at the class set of books. Pupils' writing and should be completed in their English Skills Book.

### **Other Subject Areas**

Teachers should aim to evidence as much work as possible that is outlined from their project plans. This will vary from subject to subject and could be in the form of either writing, diagrams, drawings or photographs. Where possible learning should be evidenced in the floor books.

## Feedback Guidance

All adult writing in books will model the schools handwriting scheme in green pen.

All adults will have a verbal feedback stamp and will stamp a piece of work to demonstrate that verbal feedback has been given.

It is expected that staff feedback in all subject books for each piece of work completed. Indication of pupils who have achieved elements of the steps to success or who have achieved the learning objective will be highlighted in yellow. Any highlighting in green is to indicate what the pupil may need to develop further, during reflection time or to address any misconceptions they have from the steps to success. Highlighting should be completed by members of staff only.

### Why do we give good feedback during the lesson?

- To assess and discuss with children what they are learning
- To intervene in a timely way if children have not understood work and to further challenge them if they have
- To motivate further by praising current achievements
- To inform the next step in learning so that children know what they need to do in order to improve.
- To provide ourselves with feedback on how well pupils have understood the current work so that we can plan the next stage of teaching and learning.
- To enable teachers to make judgments about pupil attainment, particularly in regard to assessment levels to support ascertaining standards

By giving timely feedback, teachers demonstrate to children that their efforts are valued; this gives additional purpose to pupils' work. If children are not given constructive, specific feedback, they will not know whether their work is good/poor/indifferent, and may lose interest or not produce work of such quality in future.

### Feedback and Marking in practice

Wherever possible, feedback will be given to the child at the point of learning. 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 feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

These practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support of further challenge</li> <li>• May re-direct the focus of teaching or the task</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self or peer- assessment against an agreed set of criteria</li> <li>• May take the form of a quiz, test or score on a game</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of self – and peer-assessment</li> <li>• Quiz and test results may be recorded in books or logged separately by the teacher</li> </ul>

<b>Feedforward: 'the next step is the next lesson'</b>	<ul style="list-style-type: none"> <li>• For writing in particular, often a large part 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.</li> <li>• Do now's are analysed daily and errors and misconceptions addressed in subsequent lessons, in particular in maths meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Evidence in books of pupils editing and redrafting their work in green pen</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>• 'Check it' activities</li> <li>• End of unit or term tests or quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Check it activities in books</li> <li>• Quiz and test results</li> </ul>

Effective feedback makes pupils think about their learning. It also helps them to see that learning is incremental rather than fixed.

To support learning, areas for improvement are often more effective if they are expressed as questions:

1. How could you use verbs to change the effect of this sentence?
2. How might you avoid starting each sentence with 'I' or 'The'?
3. Can you find a way of rewriting these sentences without 'and' or 'but'?
4. How could you vary your sentence structure here?
5. How else could you connect this paragraph?
6. What vocabulary could you use here instead? Suggest three other examples..

Teachers should not be providing pupils with the answer, but expecting them to think and refine their work as a result.

## Feedback Key

	Yellow for Yes (Work that meets the L.O)
	Green for Growth (Misconceptions or errors)
Spelling error	Underline the spelling error (e.g. <u>chocolate</u> )
Guided Work	G
Supported Work	S
Independent Work	I
Checked by an adult	✓
Whole Class feedback	WC
Verbal Feedback given	VF or VF Stamp
Supply Teacher	ST
Adult Led (EYFS)	AL
Child Initiated (EYFS)	CI
Peer Improved	PI

## Response Marking

Children will respond to adult feedback through the use of a red pen, this will ensure that any pupil responses are easily identifiable and that the progress of pupils in their books is evident. Pupils will also use red pen when feedingback to peers and self-reflecting.

***\*For younger children the purpose of using a red pen is to begin to develop an understanding that this colour is used to respond to teacher comments e.g. self-assessing by drawing a smiley face in red***

## When do we feedback or mark?

- Ideally whilst the work is in progress
- At least at the completion of a piece of work
- As soon after the completion of the work as is possible

Practice will involve a "write, reflect, mark" sequence during lessons where the emphasis is on 'live marking' i.e. adults giving pupils formative, verbal feedback (supported by written prompts if necessary) to focus their attention on what they need to do (or amend) to achieve the objective at the point of learning.

As the feedback is in the context of the lesson, (The VF stamp will need to be placed in the margin at the point at which verbal feedback is given), there is an expectation that the pupil will respond to the feedback immediately. Children will need to respond back to this feedback in red pen.

Written feedback will only given by teachers if they have worked with that child in the lesson and they do so there and then to evaluate the impact of feedback.

## The Book Look

After the lesson, the teacher looks through the pupils' books to evaluate learning based on what went well (WWW) and what still needs work (EBI).

Teachers sort the books into 3 piles:

- children who didn't grasp the objective or underperformed

- those who showed solid understanding
- those who did particularly well or exceeded the objective

Teachers tick each piece of work to show it has been checked, are free to add a brief comment on the work of pupils they fed-back to, and should 'star' any parts of work that are worth sharing as good examples as 'polaroid moments'.

### **Feedback Book**

The teacher completes an 'Feedback Book' which acts as an aide memoir to ensure teachers give purposeful feedback and plans challenge or support on an individual basis.

Whole Class WWW/EBI feedback is provided as a 'Headline'.

Where individual children have done particularly well or poorly, the teacher will make a note and use as a teaching point.

They look for both common and individual misconceptions and errors in basic skills to inform teaching and learning. This might include things to do with the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps, as well as any content improvements. Presentation is also evaluated.

General 'DIRT' (Direct Improvement & Reflection Time) recommendations and next lesson notes to consolidate, develop and challenge are also recorded.

### **DIRT – Direct Improvement & Reflection Time: Proof reading and editing in writing lessons**

Once feedback has been posed, pupils need time to respond to be able to reflect critically on how to craft and improve their work, and to develop new techniques to put their feedback into practice. For ease of reference and the sake of consistency, we label this time and space within lessons DIRT – Direct Improvement & Reflection Time.

Most writing lessons will be followed up with a 'DIRT' session where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses.

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content.

Where individual children have done particularly well or poorly at something, s/he will make a note on the feedback sheet and use these in the lesson as a teaching point.

The feedback/DIRT session will be divided into two sections:

- 1) proof-reading - changing punctuation, spelling, handwriting and grammar mistakes.
- 2) editing - improving their work to improve the composition.

The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

There are many different tasks that pupils can do doing DIRT. The following list is by no means exhaustive:

- Redrafting a whole piece of work
- Redrafting of a section of the work
- Re-doing something e.g. a graph
- Answering a question/questions
- General Editing

The teacher will share extracts from pupils' work, using either the visualiser or by typing out a couple of lines and 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 s/he 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 will then have a short period of time to proof read their work, checking for similar errors and putting them right. Children sit in mixed ability pairs and support each other in the identification and correction of mistake.

Within the editing section of the lesson, for example, the teacher might show a different couple of 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 in their pairs they read together each other's work, and suggest improvements, alterations and refinements which the author of the piece then adds – in red pen to help the teacher see what changes the child has made.

## **Spellings**

Spellings and how to mark them can create difficulties. As a general rule, teachers should underline the incorrect spelling for the child to write the correct version. In work where there are many incorrect spellings, careful professional judgment is required in determining how many to identify so as not to demotivate the child.

## **Challenging the More-Able**

Once a week, the teacher will give every child a next step/challenge. This next step/challenge is given all maths, English and Foundation subjects and highlighted pink.

Sometimes it is 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 ever better piece of writing might look like.

- Set group or individual challenges, "before you've finished editing, you need to have..."
- Use their work in modelling and then expect them to do the same.



## Summary of Minimum Expectations for Marking & Quantity of Work

Subject Area	Minimum Expectations (Stage appropriate*)
English	<ul style="list-style-type: none"> <li>• A minimum of four pieces of work in English books per week.</li> <li>• <b>Yellow highlighter</b> should be used on elements of the steps to success or where the work achieves the learning objective.</li> <li>• <b>Green highlighter</b> is to indicate what the pupil may need to develop further, during reflection time or to address any misconceptions they have from the steps to success.</li> <li>• <b>Think pink</b>- A challenge or next step (once a week) with an opportunity for pupils to respond in red pen and subsequent teacher response.</li> <li>• Staff feedback in English for each piece of work completed.</li> <li>• A challenge or next step (once a week) with an opportunity for pupils to respond in red pen and subsequent teacher response.</li> <li>• Work to be edited or re-drafted by pupil or peer feedback (stage appropriate).</li> <li>• Staff should follow the marking key at all times.</li> <li>• Evidence of Green pen, instant marking should be seen in all books.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• A minimum of four pieces of work in Maths books per week.</li> <li>• <b>Yellow highlighter</b> should be used on elements of the steps to success or where the work achieves the learning objective.</li> <li>• <b>Green highlighter</b> is to indicate what the pupil may need to develop further, during reflection time or to address any misconceptions they have from the steps to success.</li> <li>• <b>Think pink</b>- A challenge or next step (once a week) with an opportunity for pupils to respond in red pen and subsequent teacher response.</li> <li>• Work to be marked by pupil or peer feedback (stage appropriate).</li> <li>• Staff should follow the marking key at all times.</li> <li>• Evidence of green verbal feedback stamp, and children instantly responding in red pen should be seen in all books.</li> </ul>
Other subjects	<ul style="list-style-type: none"> <li>• Yellow highlighter should be used on elements of the steps to success or where the work achieves the learning objective.</li> <li>• Green highlighter is to indicate what the pupil may need to develop further, during reflection time or to address any misconceptions they have from the steps to success.</li> <li>• <b>Think pink</b>- A challenge or next step (once a week) with an opportunity for pupils to respond in red pen and subsequent teacher response.</li> <li>• Cross curricular links are evident where appropriate.</li> <li>• Evidence of green verbal feedback stamp, and children instantly responding in red pen should be seen in all books.</li> </ul>

## **Work Scrutiny**

Work scrutiny will be conducted by the senior leadership team and middle leaders. The timings for work scrutiny will be shared with all staff in the week prior to when it will take place and a random sample of work will be asked for. Staff will present their work samples at the time requested.

When conducting work scrutiny, the following criteria will be used to evaluate teacher marking using the agreed format below.

### **Work Scrutiny Criteria**

- Good standard of handwriting / presentation
- All work is marked by highlighting in yellow and green as well as green pen.
- There is evidence of peer-feedback and self-reflection, using red pen.
- Expected frequency of pupil work recording.
- Differentiation on the same date is evident.
- Progress over time is evident.

### **The role of other adults**

Marking and feedback is responsibility of the teacher. However, at Antingham & Southrepps Primary School and Nursery, Teaching Assistants are trained to mark and provide feedback on children's work under the direction of the class teacher. They work closely with the teacher and share the outcomes from any marking and feedback to ensure that planning is informed according to the children's needs.

### **Other...**

- Errors in Maths should not be rubbed out – the correct answer should be written by the side
- Crosses should not be used – a dot by an error is preferred
- All work should be 'completed'

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