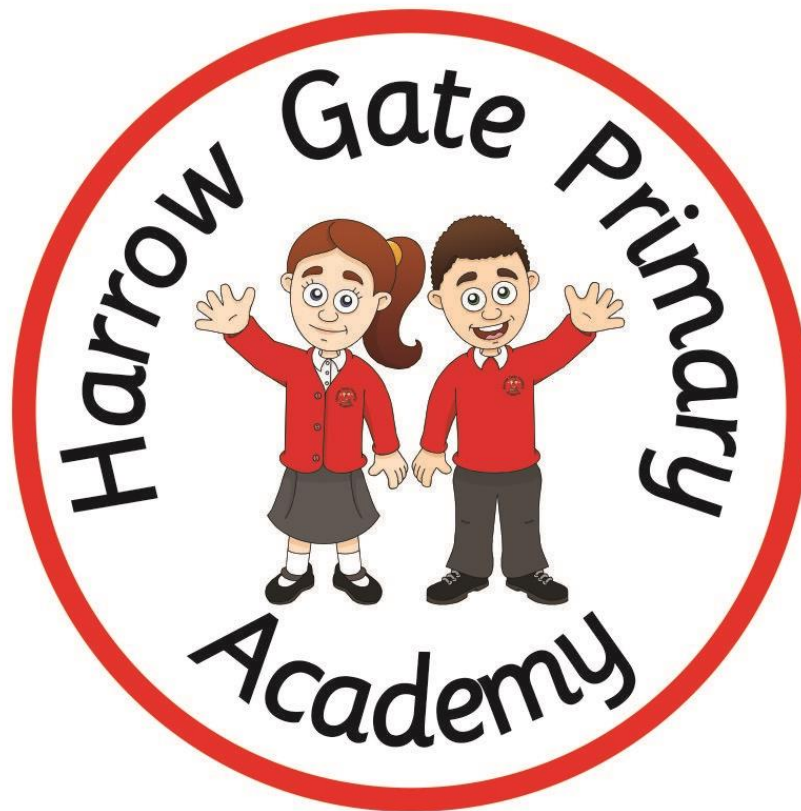


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Audience	Teaching and Learning staff



Marking and Feedback Policy

Harrow Gate Primary Academy

Marking & Feedback Policy


This policy is built on an agreed culture of high expectations and aspirations of all learners.

“If the students don’t have a desire to improve, feedback is unwanted.” Dylan William

At Harrow Gate Primary there is a clear understanding in the difference between ‘marking’ and ‘feedback’. Both are purposeful when used in the right learning contexts.

What do we mean by ‘marking’?

Marking is a process where a piece of work is identified as correct. It is a quick recording, usually in the form

of a  Dylan William believes that; “*The best person to mark the test is the person who just took it.*” In class there may also be appropriate times where the adult ‘mark’ work to ensure understanding and identify children for further support.

Testing effect

At Harrow Gate Primary we use knowledge as a key part of our curriculum design. Using regular retrieval tests across all subjects ensures that the children ‘retrieve’ something from their memory which in turn improves how much they understand/ know.

Marking by the students is the most effective method.



What do we mean by feedback?

Feedback is information provided by an agent (e.g., teacher, peer, book, parent, experience) regarding aspects of one’s performance or understanding. It occurs typically after instruction that seeks to provide knowledge and skills or to develop particular attitudes.

Feedback is among the most critical influences on student learning. (Hattie & Timperley, 2007)

Our philosophy:

The best feedback you can give your pupils will be the feedback that provides them with the most helpful information. (Hymer & Gerhson, 2014)

We believe that **‘real-time’ feedback**, given at the point of learning, is more effective than the children receiving written feedback after the lesson (traditional ‘marking’). This way, ‘response time’ is not needed as a bolt-on time in the timetable. Children will respond to feedback in real-time, all the time, during their learning.



We advocate active learning and adult interaction for all children in all lessons!

So what does this look like in the classroom?

- Adults working the room continuously – looking/reacting/feeding back.
- Adults stopping to give precision intervention to individuals/groups/whole class.
- No adults marking after learning has happened!
- No children queueing to be seen by a ‘stationary’ teacher.
- No child waiting for feedback before they can move on.

Teachers at Harrow Gate will give feedback as much as is possible/appropriate during the learning within a lesson. This may be purely verbal feedback, to either an individual, group or whole class, or may involve writing/mark making on the page.

Peer feedback is also encouraged wherever appropriate. Feedback should be centred on the success criteria for the learning at the time, however teachers should use their judgment to feedback on other areas relating to the learning.

This way, teachers should know during the lesson who is mastering the learning objective and who needs more support, and can adapt the lesson as appropriate in real time, rather than waiting to ‘mark’ the books after the lesson.

As the adults facilitate the learning, there must be a consideration of two key elements:

Is what I am noticing a 'slip' or an 'error'?

Slip: This is where a child with clear understanding has made a mistake! This does not require support or feedback, simply identification and the student MUST ensure that this is acted upon.

Error: This shows a clear lack of understanding and requires identified feedback. This may be Precision Intervention, hints, a question that triggers the children's understanding.

We do not expect extensive written comments at the end of piece of work as the feedback will have already been given and acted upon in real time.

When teachers do come to examine the books after the lesson, there should be **no surprises**, and very little written feedback will be needed. Teachers use this final look at the books after the lesson to inform their planning, for example:

- Moving the learning on for all learners
- Providing addition challenge in the learning sequence for identified children
- Identifying an adult-led focus group for the next lesson.
- Identifying a timely 'precision intervention' (PI) that needs to take place.

This list is not exhaustive and teachers should use their professional judgment and knowledge of their children and curriculum to ensure learning always happens at a swift pace.

Modes of feedback used at Harrow Gate:

These are the various different modes used – the frequency of each type will depend on the age and development of each child.

Verbal feedback:

*As students begin to work on their learning objectives, growth minded language guides and motivates them to ensure that they remain **persistent, resilient, and focused** on the process of learning. It is important to give learners feedback about their progress and their results so they can specifically see their growth.*

Verbal feedback to an individual child:



Teachers and teaching assistants should be constantly giving verbal feedback to individuals throughout learning time. This could be very brief or it could be more in-depth. Brief feedback does not need to be recorded – it is evident all the time during teaching. More in-depth individual feedback – for example using Numicon to demonstrate a concept with a child – can be recorded simply using the 'verbal feedback given' stamper. There is no need to record the details of the feedback given – the evidence is seen from the improvement in the child's work. Sometimes during verbal feedback the

teacher will write a word or phrase to remind the children of the discussion e.g. 'adverbs'. We would not expect teachers to write 'remember to use more adverbs in your writing. The word 'adverbs' on its own is enough to remind the child of the conversation had! In maths, the teacher may use their pen to model a calculation or draw a diagram to explain a concept as they talk to the child. It is best to model in the child's book when feeding back one-on-one, rather than on a whiteboard, as this way the child will have a reminder of the feedback to support them.

Verbal feedback to group of children:

Teachers may speak to a whole group – mixed or grouped according to their prior attainment – to give them feedback as a whole. This may include demonstration e.g. returning to a shared text or modelling a concept using Cuisenaire rods. Again, very brief feedback does not need to be recorded, but more focussed time with a group should be demarcated using the 'verbal feedback given' stamper.

Verbal feedback to whole class:

This could include, for example, discussion of solutions to an open-ended maths investigation. There is no need for the teacher to record this on the child's work. It could also include giving the answers to a times table or spelling quiz, which could be peer or self-marked.

Written feedback (in red pen):

Written feedback during a piece of work:

This should be very brief and done in conjunction with verbal feedback. ✓ should be used to denote success. In writing this should be work that meets the success criteria, or very effective writing (e.g. an amazing opener). Errors and/or work to be developed should be underlined in red for writing, or a red dot ● placed next to it, or circle around the error – the exact model will depend on the nature of the task.

Written feedback at the end of a piece of work:

At the end of an extended write or other piece of work, the teacher may leave a short piece of written feedback on the work as a whole. This should not be overly long and should be at the child's reading level. Stickers could also be used here.

Peer-feedback:

This should be in light of the success criteria of the learning. Different styles of peer feedback should be used at the teachers' discretion, using their knowledge of the learning and age of the pupils.

Self-assessment:

This should be in light of the success criteria of the learning. Pupils should have regular time to reflect on their own work, including self-assessment against the success criteria at the end of a lesson (or unit of lessons) by using **TAME**.

T = I have not met the success criteria/this remains my target.

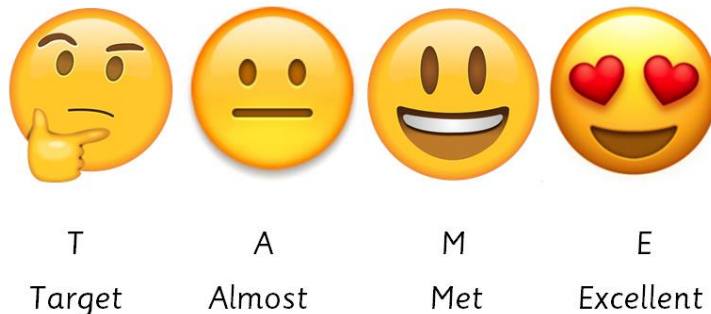
A = I have partially met the success criteria / I'm not sure.

M = I have met the success criteria.

E = I am excellent at this/I have mastered this.

This can then help teachers identify targeted support in further lessons.

Other types of self-assessment should be used at the teachers' discretion, using their knowledge of the learning and age of the pupils.



This should be displayed in classroom and where appropriate in books so that children become accustomed to using this language when discussing their learning and their progress.

Subject specific guidance:

Writing:

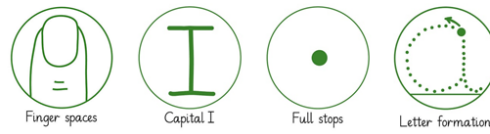
All learning objectives and success criteria will be taken from the English National Curriculum. The year group TAF is to be used by teachers as an overarching summative assessment tool. The TAF can be referred to as a tool to remind children what is expected to reach ARE. The TAF should not be used as a checklist by children. UKS2 must use a child friendly version of the TAF in this way in order to complete their What/How Grid.

Feedback in written work should provide information to children about how to improve. We do this at Harrow Gate by providing explicit targets in the form of clear success criteria. We can therefore ensure that the specificity of the given feedback has a direct impact on performance.

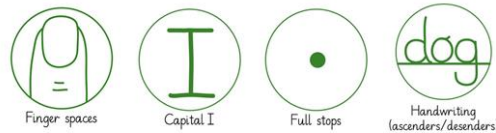
Non Negotiables

Each year group will display Non Negotiables in English/Topic books on working walls. These will be set as an expectation for every written piece. They are not to be ticked off or set as separate success criteria.

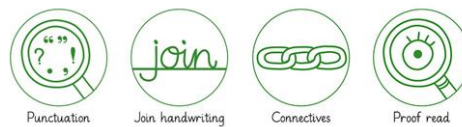
Year 1



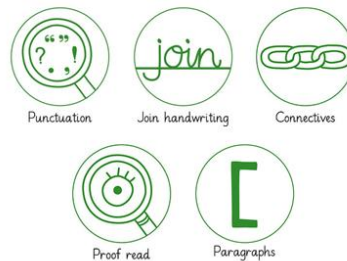
Year 2



Year 3



Year 4



Non Negotiables will be based on the ARE from the previous year and will be used alongside focused success criteria. Focused writing tasks will be supported by clear success criteria.

“Studies suggest that providing clear success criteria for a piece of work is associated with higher performance.” (A Marked Improvement, EEF 2016)

What will this look like?

In KS1

Newspaper Report



Write a report informing everyone in the city of recent events!

3rd Person Past Tense	Sequencing words	Check and Correct
He went ... He said....		
You		
He		

In Y3/4

Year 3 English – Autumn 2
The Old Man's Dream – A Setting Description



The Old Man dreamed he lived in a jungle of wild forest animals...

Target	Me	You
I can use prepositions to express time and cause.		
I can use: the possessive apostrophe (singular): e.g. the girl's book. the possessive apostrophe for plurals: e.g. the elephants' tails were swinging.		

In Y5/6

A What/How planning grid will be used in UKS2. Success criteria will be set by both teachers and children.
Writing books must also contain common exception/spelling words from current year and previous year.

Where possible marking will take place in **real time**. This will involve verbal feedback, with some prompting, questioning and modelling written in the children's book using **red pen** where appropriate.

When marking a written piece the difference between 'slips' and 'errors' must be recognised and treated appropriately.

For slips it is important that children correct these when they occur. This should be preferably carried out in real time, or during the lesson. It is vital for children to proof read written work and identify slips themselves or for slips to be identified through peer marking opportunities.

Providing corrections to slips means that children are not required to think about mistakes or recall existing knowledge and therefore will be no less likely to repeat them in the future so self-identification of slips is key. Teachers will need to train children to do this.

Spelling specific slips – this sequence should be used to encourage rigorous proof reading and self-correction.

1. sp written above incorrect word so that child can correct (KS1 word given or child shown where to find word)
2. sp written in margin denoting the line that incorrect word can be found on
3. There are 5 spellings to correct – find them
4. Child proof reads and identifies and corrects where necessary

Teachers should use their own professional judgment on when to correct a child's spelling. This should be informed by knowledge of the curriculum (e.g. is the misspelt word one that they have child has demonstrated previously that they could spell?) and knowledge of the child (e.g. is the child dyslexic?).

Where errors result from an underlying misunderstanding or lack of knowledge children should be reminded of a related rule, (e.g. "apostrophes are used for contractions"), or be provided with a hint or a question that leads them towards a correction of the underlying misunderstanding. If a small group need more support the teacher will arrange a PI – 'Precision Intervention'. This could be done in real-time, during the lesson itself, or built in to the next session.

For a large number of pupils, the lesson will be paused and the misconception addressed immediately, or the errors will be addressed in the next lesson.

Written work should be marked with **thoroughness**. Rigorous proof reading should be modelled by all adults involved in the teaching and learning process. Slip issues involving presentation and spelling mistakes (stage related) should be identified in order to ensure an ongoing high expectation.

Feedback in written work will allow for both self and peer assessment.

Marking stampers should be used to support feedback in writing for younger children, or children who struggle with reading. They could be stamped into the margin of a child's book, and given to the child with accompanying verbal feedback. They will be mostly used in EYFS and Years 1-3. In years 4-6 teachers will use agreed coded feedback purely as a means to speed up the marking process.



Maths:

Research (Black et al 2003) shows that the most effective and beneficial forms of assessment are ones which support learning (i.e. are formative) and are built-in to lesson design. In primary mathematics they require:

- well-structured classroom activities (involving conceptual and procedural variation and intelligent practice);
- regular opportunities for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding;
- interaction and dialogue (between teacher and pupils, and between pupils themselves), focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working mathematically.

Most 'marking' will take place in **real time**. This will involve primarily verbal feedback, with some prompting and modelling written in the children's book using **red pen** where appropriate.

When marking, it is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding.

For slips, it is enough to simply indicate where each slip occurs, and ensure the pupils correct them, preferably in real time, or during the lesson.

If errors demonstrate lack of understanding, for a small group of pupils the teacher will arrange a PI – 'Precision Intervention' - which will be recorded in the books after the work that was incorrect. This could be done in real-time, during the lesson itself, or later that same day.

For a large number of pupils, the lesson will be paused and the misconception addressed immediately, or the errors will be addressed in the next lesson.

Where pupils are doing well and need a new challenge, this should just be given to the child straight away rather than waiting to be written in the book.

Evidence (Black and Wiliam 1998) shows that pupils benefit from marking their own work and we encourage this. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on. Where appropriate, children can mark their own work in coloured pencil, but the teacher will always check this work too. Rapid Recall tests should always be marked by the children and the answers read out in full number sentences (e.g. "3 times 5 equals 15" not just "15").

When writing feedback or reminder prompts, teachers should use these marking stamps in EYFS and KS1 to reduce the amount of written feedback and make it more memorable:



Write one digit per square



Counting carefully



Correct place value



Use the correct operation



Select appropriate resources



You need my help



Property of shapes



Unit of measure



Use a ruler



Write it here



Number formation



Check direction

It is not an expectation that next-steps or targets be written into pupils' books. The next activity or lesson should be designed to take account of the next steps.