Chorley St Mary's Catholic Primary School and Nursery

Feedback and Marking Policy – September 2020

Mission Statement:

St Mary's is a welcoming school who: learn together; live out Catholic values; celebrate all achievement and believe all is possible in Christ's hands.

Intent

At St Mary's, we recognise the importance of feedback as part of the teaching & learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

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
- provide specific guidance on how to improve and not just tell pupils when they are wrong

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 onerous 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**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles:
- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to pupils according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- 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.

- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. Work will be acknowledged in books with the teacher's initials.

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 them to adjust their teaching both within and across a sequence of lessons.

Implementation

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 three 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. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we strive to place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At St Mary's Catholic Primary, these practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	- Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, 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 - May include highlighting/annotations according to the marking code.	Lesson observations/learning walks Some evidence of annotations or use of marking code/highlighting
Summary	- 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 criteria - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	Lesson observations/learning walks Timetabled pre- and post- teaching based on assessment Some evidence of self- and peer- assessment May be reflected in selected focus review feedback (marking)
Review	- Takes place away from the point of teaching - May involve written comments/annotations for pupils to read / respond to - Provides teachers with opportunities for assessment of understanding - Leads to adaptation of future lessons through planning, grouping or adaptation of tasks	Acknowledgement of work completed (initials) Whole class analysis notes Lesson observation – of impact of input using whole class analysis

	• May lead to targets being set for pupils' future attention, or immediate action	Written comments and appropriate responses/action Adaptations to teaching sequences tasks when compared to planning Use of annotations to indicate future groupings

Marking Approaches

We have agreed that teachers will mark the work in pink ink. On some occasions, they may use green for next steps for the children to improve. Children will neatly and legibly, edit their work using a purple polish pen.

All work will be acknowledged in some form by teachers.

In EYFS & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

Whole Class Analysis and Feedback

After lessons, teachers look through the pupils' books for common misconceptions and errors in basic skills. They sort the books into 3 piles – children who didn't grasp the concept taught, those who showed good understanding and those who did particularly well. Teachers initial each piece of work to show it has been checked and 'star' any parts of work that are worth sharing as good examples. Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson using the whole class analysis grid (see example below).

After the analysis, the teacher will use the notes as an aide-memoire to feedback for the next session. During the next lesson, feedback will be given on what has gone well and addressing misconceptions and identified common errors in basic skills (e.g. spellings, number facts). Time should be given to readdress any misconceptions that had arisen and, where useful, check through their work and improve it based on the feedback given. An example of how this could be done is below:

Work to Praise and Share	Need Further Support
Saba – excellent vocabulary choices Anees – description in opening (show under visualiser) Sophie – great dialogue (show under visualiser)	Hayden, Tanima, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson. Selena, Tom - Not finished. Josie – Absent
Presentation	Basic Skills Errors
Great Show Sophie's book – good e.g. of setting out speech and correct punctuation placement Reagan, Lena – errors not corrected with a single ruler line	Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie's book Spellings – • *extraordinary* • *unconscious* • *symbol* Teach and check with mini-whiteboards

Misconceptions and Next Lesson Notes
Problems with tense - Swapping from past at start to present later on. E.g. Jack's work. Need to reteach key points from previous lesson. Next lesson - show these sentences and identify the error. 'The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.' Rewrite on whiteboards then check own work for errors with tense. Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.

Child-led assessment and Feedback

Self – and paired marking:

Self –and paired marking: -Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning.

The 'traffic light'/thumbs up/down strategies may be employed to encourage children to comment on how they have coped with a particular area of learning. E.g.

• 	Red –I didn't really understand

• 	Amber –I think I understand but I needed some help

• 	Green –I really understand

or

• 	Red – difficult

• 	Amber –tricky

• 	Green –OK

Quality self-marking is very powerful, and the first stage of moving power from teacher to child is to get the children to mark their own work. This will lead on to response partner work as this involves the emotional dynamics between two children.

- Stage 1: children identify their success

- Stage 2: children identify a place for improvement

- Stage 3: children identify their success and make an 'on the spot' improvement.

Ground rules need to be put into place when paired marking occurs. These could include:-

- The pupil needs time to reflect on, and check his or her writing before a response partner sees it.
- The response partner should begin with a positive comment about the work
- The response partner should ask for clarification rather than jump to conclusions.

Examples of self-evaluation prompts are:

- 'I like this part, but have you thought of…'
- 'What made you use this word/phrase/ connective/simile/metaphor and not another one?'
- 'The best part is when you…'
- 'I think that next time you ought to think about…'
- 'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'
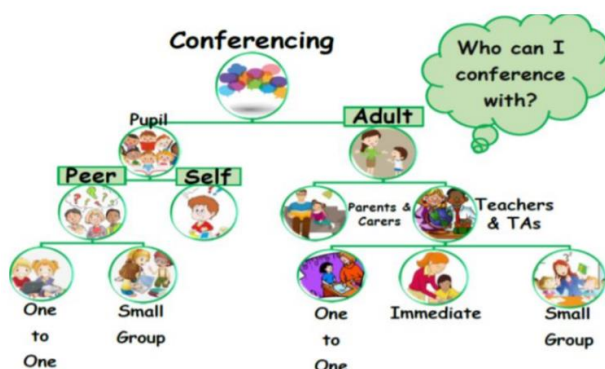
<u>The following improvement prompts may be used when teachers/teaching assistants are giving feedback:</u>

<u>Reminder Prompts –</u>

These simply redirect the child's attention to the learning intention of the task as a way of focusing the improvement.

- Say more about James's character
- Explain this for me.

<u>Scaffolded Prompts –</u>

These tend to either (a) focus the child's attention on specifics or (b) delve via two or more questions or statements. This is supportive and enhances the original writing.

- What type of boy is James –good, bad, shy, excitable, kind? Or do you have your own idea?
- Describe what James would do if he heard unkind words about a friend.
- Finish this: James liked to play jokes on his friends. For instance, he

<u>Example Prompts -</u>

This is when children are asked to elaborate their descriptions by giving them models of words or phrases they might use.

- I went on a boat and went on the water.
- What did you see on the boat trip? Fish? Birds? People? I saw a jellyfish and a crab.

Challenge/ Extension task prompts –

Where children have met the learning objective, they may begiven a challenge to extend their learning for example:

- Child knows 100 = 81+19. Have a go at 10= 8.1 + ?

In our school, the following strategies are used to give our children positive and effective marking and feedback. These obviously link to the age and development of the children.

The Early Years Foundation Stage:-

- Talk partners
- Verbal feedback for written tasks
- Children are encouraged to look at each other's work in a celebratory way
- Reward badges for effort and achievement of all kinds.
- Dojos

Key Stage One

- Talk partners
- Thumbs up/thumbs down at end of lessons/modules of work etc.
- Verbal Feedback
- Self assessment
- Traffic lights (where necessary) to develop self evaluation
- Peer feedback
- Dojos

Key Stage Two

- Talk partners
- No hands up
- Paired response
- Group response
- Verbal Feedback
- Self and paired marking
- Traffic lights (where necessary) to develop self evaluation
- Dojos

Subject specific vocabulary

When marking work in a subject such as science teachers may concentrate on correction of scientific vocabulary specifically, instead of correcting more general spelling errors. Where children attempt to use new terminology this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning.

Teachers are aware that different subjects may necessitate different forms of marking and assessment.

Marking Code Key

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of highlighters and symbols codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

EYFS/KS1 Marking Code		KS2 Marking Code	
Code	Explanation	Code	Explanation
✓	Correct	✓	Correct
✓✓	Exceptional	✓✓	Exceptional
●	Check… incorrect	●	Check… incorrect
_ _ _ _ _	Improve this please	_ _ _ _ _	Improve this please
P	Punctuation*	P	Punctuation*
～～～	Does this make sense?	～～～	Does this make sense?
		//	Paragraphing

*punctuation may be demarcated as a P or more specific such as: CL, FS, C… depending on circumstances.

The use of the following codes will also determine how independently a child has worked throughout the task:			
I	Independently (where needed)	G	Guided
PA	Peer assessed	SA	Self assessed

Editing in English

For editing to work well, children have to be responsible for changing and improving their own work. We encourage this to happen in a few stages and each time the writing gets slowly better. Stages of editing include:

- The 3 ways to edit:

- Teacher modelling and shared editing, perhaps using a visualizer
- Using editing stations to edit work independently. At each station, the children may select resources to support them or ask a peer for support, however at this stage the teacher must not support the process. (*NB In the early stages of introducing this approach the pupils may need teacher support during this phase, however this eventually will become an independent process)

Editing does not need to be done for every piece of writing but when editing has taken place it will do so with the purple polish pen and sometimes use of different coloured highlighters or crayons, depending on the phase of the school.

Marking and Feedback in Mathematics

It is important to distinguish between slips and misconceptions that show a lack of understanding:

- For slips, it is often enough to simply indicate where each slip occurs, particularly when pupils are encouraged to correct them;
- If misconceptions demonstrate lack of understanding, the teacher may decide to take different courses of action
  - where one or two pupils are making the mistake, tackling it individually as soon as possible;
  - where an error is made by several pupils, working further with this group or using the opportunity to address the difficulty with the whole class

Pupils need to learn to mark their own work too. Part of this responsibility is to identify for themselves the facts and strategies they know well and those which they find harder and need to continue to work on.

Impact

Next Steps Marking

Next steps or targets should only be used where appropriate and not automatically for each piece of marked work. If interaction between teacher and pupils is good, where errors or misconceptions are addressed immediately or through same day intervention; efficient marking strategies are deployed and suitable summative assessment is held to assess sustained pupil progress, further evidence of progress is not necessary.

Teaching for mastery materials (questions, tasks and activities to support assessment) should be used to assess how well the pupils are understanding concepts and demonstrate the depth of their understanding and fluency which will ensure that learning is likely to be both sustained over time and built upon in the future.

Delayed Pupil Conferencing

At other times delayed feedback (sometimes known as pupil conferencing) will take place in a scheduled discussion between teacher and pupil, focusing on conceptual matters (e.g. depth of understanding, ability to make connections, reasoning about new learning) as well as discussing progress, attainment and next steps. The aim should be for the pupils to lead these discussions overtime (e.g. discussing what they are successful with, what they found challenging and what they need further help with and how they can further apply their learning). Because pupil conferencing gets pupils to think more deeply about their work and their learning, it helps develop their independence and motivation within the context of a 'growth mindset.'

See below for prompts:

Using pupil work as a springboard:

- Show me something you are proud of in your book this week. Why are you proud of this piece?
- Show me something you struggled with this week. Tell me more about how you got stuck. Do you understand it now? Can you explain how you would do it now? What other help do you need?
- If we look at this week's work and compare it with last week's work, what do you think you've improved at? Can you show me examples? What do you need to work on next week?
- Last week we talked about you showing target – can you show me where you worked on that this week?
- I noticed you found task a bit tricky. Let's figure out what help you need.

Using a lesson experience as a springboard:

- Tell me a little bit about what you learned in subject this week. How would you explain what you've learned to someone who wasn't in our lesson?
- How does our learning in lesson link to what you already knew before? What do you think is the next step in your learning?
- How do you know that you have been successful in your learning in lesson? What would you do if you were stuck?
- What questions do you still want to ask about lesson?

General learning discussion:

- What do you think are your greatest strengths in subject? Why?
- What are your biggest challenges / what do you find trickiest in subject? What help do you need to make this easier?
- Can you think of something you used to find really tricky but is now much easier? What helped you?
- How does your learning partner help you with subject? Can you give me some examples from lesson?
- Do you know what you need to do to get better at subject/topic? Can you explain?

Resources

https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review_April_2016.pdf

http://primarypercival.weebly.com/blog/no-written-marking-job-done

Review:

SLT will review the policy annually. Policy produced September 2020.