Feedback And Marking Policy

"Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it might give grace to those who hear."

Ephesians 4:29

'Feeding Hearts and Minds'

The peace, joy and love of Christ is at the heart of all that we do in our school. Through religious education, school policy and, primarily, our culture of prayerfulness, charity and joy, we seek to share the Gospel with our families, our parish, our community and the wider world.

Using the example of Jesus Christ, we cultivate the skills of heart and mind that allow us to develop our talents and take a shared responsibility for ourselves, each other and the world He gave us. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer.

Our school is animated by love and our shared faith and clear values drive our behaviour and our relationships; we are tolerant and respectful of the unique value of each person. Our individual needs and talents are recognised and nurtured in a warm, inclusive environment where we are able to use our gifts for the glory of God and in loving service of others.

We have excellent role models who empower us to believe in ourselves and provide us with an outstanding education and a wide range of opportunities – our aspirations for the future are high and we believe that through God's grace we can grow, learn and realise our full potential.

MATHEMATICS

"The most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation."

Marking and Evidence Guidance for Primary Mathematics Teaching
NCETM April 2016

"Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress."

Eliminating Unnecessary Workload Around Marking March 2016

Essentials for effective feedback and marking

Subject knowledge of the teacher and teaching assistant

For the teacher to have a clear understanding of the new learning and expectations for the lesson (how a child can demonstrate understanding of the learning)

Effective AfL (pitch and challenge determined by previous learning; striking the right balance between struggle and support)

Quality task / variation / intelligent practice

Teachers circulating effectively during lessons to check progress of children

Subject knowledge involves:

- Knowing how to develop children's conceptual understanding;
- The ability to break down mathematical learning into smaller steps of progression;
- The ability to predict possible misconceptions before a lesson begins.

Understanding new learning involves:

- Knowing what the expectations are;
- Knowing how a child can demonstrate understanding of the new learning.

Effective AfL involves:

- Identifying children's starting points within the learning (assessing prior learning, checking back in books to check previous success);
- Knowing where children's learning needs to go next; (see progression chart below);

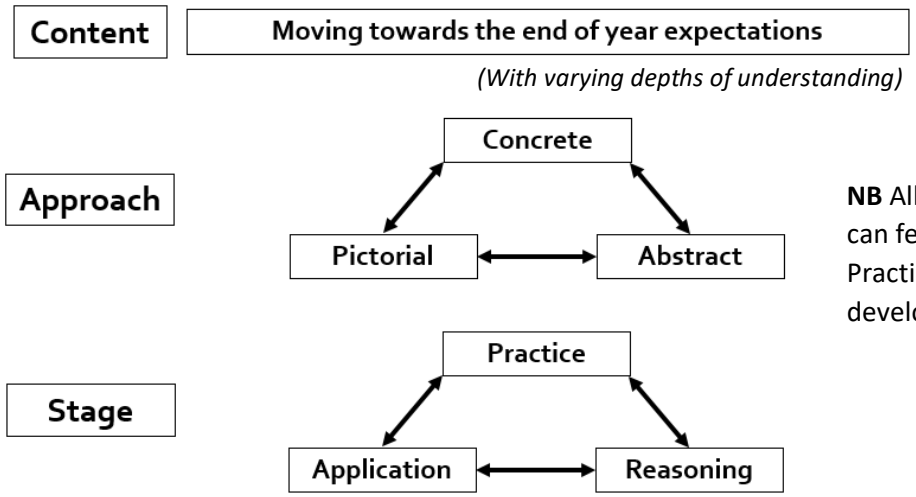
Quality tasks involve:

- Intelligent practice in which carefully structured variation allows children to explore the learning in different ways resulting in deeper understanding;
- Opportunities for children to identify and use patterns and relationships and develop the skills of mathematical reasoning;
- Opportunities for children to apply their learning in different ways, including solving a wide range of different types of problems.

Teachers circulating effectively involves:

- Monitoring children's progress towards the expectations within the new learning:
  - providing thinking prompts, scaffolding or taking learning back to the appropriate prior steps where it is necessary to support a child's progression in learning.
  - identifying when children have achieved the expectations of the lesson and providing a next step which develops a greater depth of understanding. This includes any group who are supported by a teaching assistant.

Progression



NB All or some of these aspects can feature in one activity. Practice activities should be about developing understanding.

The diagram above illustrates how progression can be in the form of:

- extending children's learning of the mathematical content towards an end of year expectation;
- moving **between** different representations of the mathematics, from concrete to pictorial to abstract representations. The diagram shows that children should continue to experience different concrete and pictorial representations even when they have progressed to abstract ways of working;
- moving **between** different stages of working from practice (with conceptual and/or procedural variation) to application or reasoning, which may be in the form of 'intelligent practice'.

Next steps in learning will be based on one or more of these forms of progression.

Children's work must be marked (by the teacher) before the next lesson in order to inform future teaching and learning. This may happen within the lesson, not just after the lesson has finished.

Immediate feedback can be given in the lesson as the teacher or TA is circulating, self or peer assessment at stages throughout the lesson or at the end of the lesson.

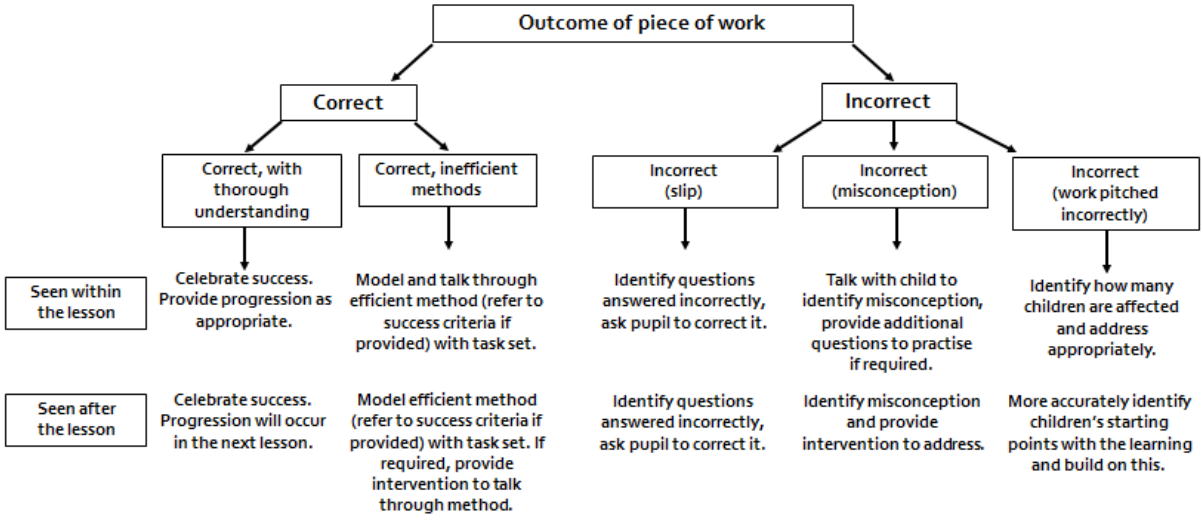
It is important that if work has been self or peer assessed that this work is still reviewed by the teacher in order to support progression of each individual by reviewing the next steps.

Teachers will identify children's success with the learning and ensure children make progress towards meeting end of year expectations, either by:

- moving children on within the lesson
- moving children on in the next lesson
- moving children on the next time the unit is covered during the year.

Where children have made mistakes, teachers will identify whether the errors are caused by slips/lack of concentration or an underlying misconception.
Errors that are the result of slips may be corrected by the child.
Errors that are the result of a misconception will be addressed immediately in the lesson or (where this is not possible) through timely intervention that fits into the unit of work.

The table below summarises the possible outcomes of children's work in mathematics and the likely responses from the teacher.



ENGLISH

Where possible give feedback in the lesson so that improvements can be made immediately. This can be done by:

- Reviewing the success criteria for the lesson for an individual, group or whole class.
- Self and peer assessment against the success criteria

Spellings

2-3 incorrect spellings per piece of work identified only.

Yr. 5/6 **SP** on line in margin where incorrect spelling sits – children identify spelling mistake and then write out 3 times underneath work

Yr. 3/4 **SP** next to word – children use dictionary to find correct spelling then write out 3 times underneath work.

Yr. 1/2 **SP** next to word and then correct spelling written at end of work ready for child to copy 3 times.

High frequency words, common exception words and spelling patterns that have been taught should be corrected according to the standard of attainment at which the pupil is working, which will be age related expectations for most pupils.

Punctuation and grammar

Punctuation and grammar corrected in same way as spelling, but P used for punctuation mistake and G used for grammar mistake. Children correct mistake in work with red pen.

Modelled Writing

All work marked by teacher using above approach or looked at if self or peer assessed. Teacher uses any errors/misconceptions by adding them to next day's modelled write and therefore adding them to success criteria for next lesson.

Extended Independent Writing

Independent write – assessed piece, so no response to marking required. Useful to add evidence in green or pink relating to success criteria or skills taught so far for assessment purposes.

Guided reading

Any work done during teacher or TA led sessions can be marked during session.

Wider Curriculum

It is expected that work in other areas of the curriculum be marked in the same way as English in terms of spelling and punctuation and grammar identifying 3 mistakes as a maximum.

Marking in other areas of the curriculum needs to contain at least one of the following:

Green ✓ next to learning objective to say that the objective has been met.

Green word/comment relating to learning objective to highlight something positive about the work.

Pink word/comment highlighting next step.

Marking codes

Always mark to the Learning Objective and the success criteria.

Immediate feedback is most powerful so utilise peer and self-assessment as well as verbal feedback from the teacher or TA during lesson.

Word from success criteria written in green to say that this has been achieved well. E.g. Adverbs

Word from success criteria written in pink where evidence of success criteria is missing – then closing the gap comment needs to be added at the bottom asking child to evidence missing criteria This to be done with as few words as possible from teacher, e.g. Rewrite last sentence with adverb.

Green ✓ next to Learning objective to show that it has been achieved.

VF to be added where verbal feedback given and a short word or comment in margin. E.g. Capital letters. KS2 could add their own comment about what has been asked of them.

Pre-read tasks can be brought to teacher led session and then marked together in session.

Post read activities and other activities need to be marked so that children know that work is being looked at and therefore high expectations in terms of quality of work will be maintained.

When marking children's work, it can be useful to annotate it to reflect how and when it has taken place. Annotations include:

I work that has been completed independently or where the teacher/TA has prompted the child to think independently about their learning. It will be assumed that work is independent if no code has been added.

S work that has been completed with the support of an adult (the original pitch of the learning must be carefully considered so that the supporting adult does not have to 'over-scaffold' the work)

R work that has been completed with the support of practical equipment/resources

Int work that has been completed as a result of intervention (within or outside the lesson)

Intervention may happen immediately or the same day, it may take the form of a scaffolded example in the child's book with further examples to practise or may the child may be directed to work with a TA the next day within or outside the next lesson.

VF work that has been completed following verbal feedback (KS2 children could add a word or short phrase to their work following verbal feedback if this helps e.g. Decimal point.

. (Dot) Careless mistakes should be marked differently to errors resulting from misunderstanding, by simply marking the mistake as incorrect, without giving the right answer.

E Errors resulting from misunderstanding may be best addressed by providing hints or questions which lead pupils to underlying principles or by providing an example of the efficient process.

✓ To show correct answers

Green ✓ Next to learning objective to show that objective has been met.

Responding to marking

Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking. Children should be given time to respond to marking before the next lesson. This can either be done at the start of the day or timetabled into the first part of the appropriate lesson. This should take no longer than about 5 minutes. Not all children will have marking to respond to everyday so alternatives to challenge these children during this time should be addressed.

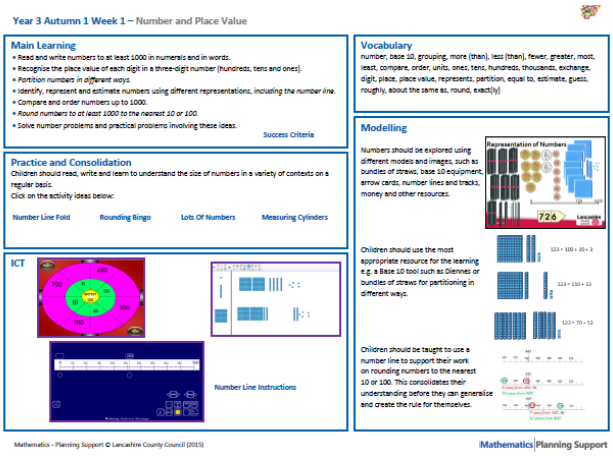
Children will use red pen when correcting work.

APPENDIX

Documents to support teaching and Learning

These documents can be accessed via www.lancsngfl.ac.uk/curriculum/primarymaths or on the school's network in the curriculum folder, in the maths area.

Lancashire Maths planning Units for each year group



Learning and Progression Steps

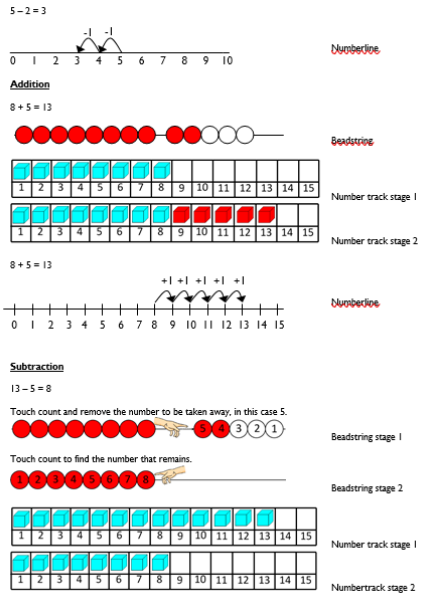
Learning coverage

Key Learning Coverage – Year 3

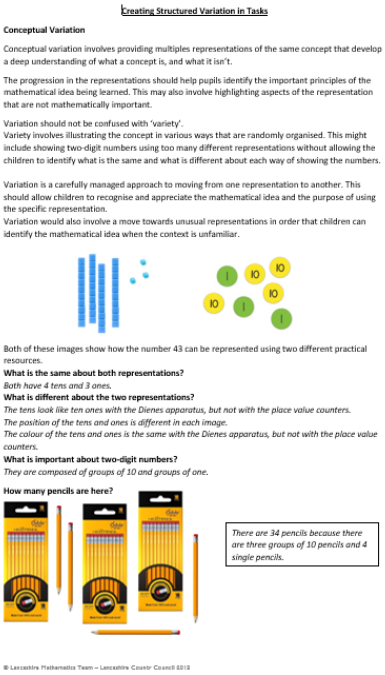
This table shows where the Key Learning is explicitly taught.
Teachers should take every opportunity to combine the learning from different areas of the mathematics curriculum, for example, using a measurement context when calculating and also to revisit learning on a regular basis through Starter sessions.

Key Learning: Number and Place Value	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Count from 0 in multiples of 4, 8, 50 and 100		Wk 1 – multiples of 4	Wk 1 – multiples of 50 and 100 Wk 5 - multiples of 8		Wk 1	Wk 1
• Count up and down in tenths	Ongoing in Starters				Wk 5	
• Read and write numbers up to 1000 in numerals and in words	Wk 1	Ongoing				Wk 1
• *Read and write numbers with one decimal place*	Ongoing in Starters				Wk 5	
• Identify, represent and estimate numbers using different representations *(including the number line)*	Wk 1	Ongoing				Wk 1
• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Wk 1	Ongoing especially when calculating				Wk 1
• *Identify the value of each digit to one decimal place*	Ongoing in Starters				Wk 5	
• *Partition numbers in different ways (e.g. 146 = 100+ 40+6 and 146 = 130+16)*	Wk 1	Ongoing especially when calculating				
• Compare and order numbers up to 1000	Wk 1	Ongoing in measurement and statistics				Wk 1
• *Compare and order numbers with one decimal place*	Ongoing in Starters				Wk 5	
• Find 1, 10 or 100 more or less than a given number	Wk 2		Wk 1	Ongoing in Starters		
• *Round numbers to at least 1000 to the nearest 10 or 100*	Wk 1	Ongoing when estimating calculations				
• *Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer*	Ongoing when calculating and in Starters					
• *Describe and extend number sequences involving counting on or back in different steps*		Wk 1	Wks 1 and 5		Wk 1	
• *Read Roman numerals from I to XII*	Recommend teaching in history topic on Romans					
• Solve number problems and practical problems involving these ideas	Wk 1	Ongoing				
Key Learning: Number - Addition and Subtraction	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
• *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)*	Wks 2, 5 and 6			Wk 2	Wks 2 and 5	Wk 2
• *Select a mental strategy appropriate for the numbers involved in the calculation*	Wks 2, 3 and 4		Wk 1		Wks 2 and 5	Wk 2
• *Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context*	Wks 2, 3 and 4		Wk 1	Wk 2	Wks 2 and 5	Wk 2

Written and mental calculation policies for addition, subtraction, multiplication and division



Support for Structured Variation



Creating Structured Variation in Tasks

Conceptual Variation

Conceptual variation involves providing multiples representations of the same concept that develop a deep understanding of what a concept is, and what it isn't.

The progression in the representations should help pupils identify the important principles of the mathematical idea being learned. This may also involve highlighting aspects of the representation that are not mathematically important.

Variation should not be confused with 'variety'.
Variety involves illustrating the concept in various ways that are randomly organised. This might include showing two-digit numbers using too many different representations without allowing the children to identify what is the same and what is different about each way of showing the numbers.

Variation is a carefully managed approach to moving from one representation to another. This should allow children to recognise and appreciate the mathematical idea and the purpose of using the specific representation.
Variation would also involve a move towards unusual representations in order that children can identify the mathematical idea when the context is unfamiliar.

10 10 10 10 1 1

Both of these images show how the number 43 can be represented using two different practical resources.

What is the same about both representations?
Both have 4 tens and 3 ones.
What is different about the two representations?
The tens look like ten ones with the Dienes apparatus, but not with the place value counters.
The position of the tens and ones is different in each image.
The colour of the tens and ones is the same with the Dienes apparatus, but not with the place value counters.
What is important about two-digit numbers?
They are composed of groups of 10 and groups of one.

How many pencils are here?

There are 34 pencils because there are three groups of 10 pencils and 4 single pencils.

Procedural Variation

All children should develop a broad and deep understanding of the mathematics they learn.
Procedural variation is a vital component of this.

Procedural variation is a carefully sequenced set of questions in which:

- the scaffold may be gradually removed;
- one question is connected to the next in some way;
- the mathematical structure is revealed alongside any procedure;
- children are constantly required to think.

"In designing these exercises, the teacher is advised to avoid mechanical repetition and to create an appropriate path for practising the thinking process with increasing creativity."
Gu, 1991

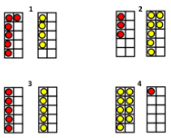
Procedural variation can be achieved through a number of means:

- changing which piece(s) of information are given and what the children are expected to find;
- changing the order of the information given;
- greater numbers that are related to the previous question;
- using inverse;
- finding more than one answer / all the possible answers;

A useful strategy for introducing children to procedural variation is to ask,
'What is the same about … and …?'
'What is different about … and …?'
in which both of these questions are referring to two related questions.

In the set of questions on the right (based on addition facts for 10), the children should use real ten frames and counters.

In all questions, children should be encouraged to work most efficiently by moving the smaller number to the ten frame of the greater number.
Question 1 requires the **yellow counters** to **move** and complete the **ten frame** on the **left**.
Question 2 requires the **red counters** to **move** and complete the **ten frame** on the **right**.
Question 3 can **move either set** of counters to **the other ten frame**.
Questions 4 requires the **red counter** to **move** and complete the **ten frame** on the **left**.



In the example on the following page – Subtracting Fractions (Year 3), the progression involves:
Q1. Children identify missing numerators only.
Q2. Children identify missing numerators only.
Q3. Children identify missing denominators and numerators.
Q4. Children identify missing denominators and numerators but the image shows the starting fraction (shaded parts) not all together and the subtracted fraction (crossed shaded parts) also not together.
The subsequent questions require children to draw the image from the given subtraction calculation.
The final question requires children to find all the possibilities for the given calculation.

Feedback and Marking Policy

September 2019

The Feedback and Marking Policy is based on best practice advice from Lancashire County Council.

The implementation of this policy will be monitored by the Headteacher in consultation with the Senior Leadership Team

This policy will be reviewed as appropriate by the Faith, Community and Curriculum committee on behalf of The Governing Body.

Intended Policy Review Date – September 2022

Approved by: _____ (Headteacher)

Date: _____

Approved by: _____ (Governor)

Date:_____