

Moorside Primary School



Marking and Feedback Policy

Our Purpose

Moorside Community Primary is a school at the heart of our diverse community in the West End of Newcastle.

We pride ourselves in belonging to a caring school community where everyone is welcome.

We strive to deliver an outstanding education for all our children.

We help everyone to become caring and active citizens.

We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.

We want to create new opportunities for everyone to succeed.

We want to create a culture which broadens all of our horizons.

We want everyone to be able to tackle the challenges we will face in an ever changing world.

We want all of our children to effectively engage with each other and with our community.

Our Values

We all believe...

Our local community deserves a school they can be proud of.

We are a caring community where everyone is welcome.

We all value, respect and support each other.

Our community has the right to be safe and healthy.

Our children should have the chance to enjoy and be enthused by their time in our school.

We all agree...

Everyone will always try their best and take pride in all that they do.

Everyone will demonstrate good manners at all times.

Everyone will respect each other and show consideration.

Everyone will respect and care for our environment and resources.

Everyone will celebrate each other's successes and achievements.

Child-friendly expectations are to be used in class and around school.

They are:

Learn and let others learn.

Celebrate what makes us special and respect our diversity.

Look after each other and our environment.

Solve problems calmly and cooperatively.



Aims

To ensure there is a clear understanding of the purposes, procedures and processes of effective marking and feedback for children regarding their work in order to inform teachers and contribute to their planning for individual children, maximise progress and support children in becoming effective learners.

The Marking and Feedback Policy sets out how the use of effective marking, feedback and response is consistently utilised across the school to benefit all children, across all subjects, by all members of staff.

To ensure the Marking and Feedback Policy becomes an integral part of the teaching, an opportunity for children to improve and extend their learning at whatever level ensuring no child gets left behind.

Purpose

Research shows that the **power of constructive feedback to impact on learning outcomes** is on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socio-economic factors.

However, feedback has the **power to impact both positively and negatively on children's performance**. In order to be positively effective feedback must answer three major questions asked by a teacher and/or by a child:

- Where am I going? (What are the outcomes?),
- How am I going to get there? (What progress is being made towards the outcomes?)
- Where to next? (What learning needs to be undertaken to increase progress?)

Effective feedback given to children through marking and reviewing work should provide clear and constructive steps for every child to ensure progress. It should focus on success and improvement needs against learning intentions enabling children to become reflective learners and helping them to close the gap between their current and desired performance. (Should desired be targeted or optimum)

Effective marking and feedback is integral to good teaching and learning processes. By empowering children to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

- Inform the children what they have done well and what they need to do to improve.
- Support children's confidence and self-esteem in learning and contributes to accelerated learning.
- Support teachers' assessment knowledge of each child as part of thorough assessment for learning procedures, to plan and refine next steps in learning.
- Develop consistent processes across the school to teach children to respond to feedback, self-assess and evaluate their own learning.

Processes

Four types of marking and feedback occur during teaching and learning:

1. Teachers' well considered real-time intervention to prompt deeper thinking and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini-plenaries and mid-lesson adjustments. It may also be verbal feedback given during one-to-one opportunities with a child.

2. 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of a child's work. This should always be linked to the learning intention from the National Curriculum.

Light marking should not take up the role of the adult within the classroom, the adult should be explicitly teaching or addressing an error in the book. This marking should still be accurate and specific to the task.

3. Developmental marking in which incisive feedback on attainment and success is given and response from children is required to strengthen the teaching and learning process in order to accelerate and deepen learning. This should be acted upon by children.

4. Self-assessment and peer assessment of the attainment and success of a piece of work. This should only take place when it has been modelled to children, and they have a clear understanding on what makes an effective piece of work and what this looks like.

Marking of work should not take place in lessons unless it is being used to address a misconception. Children should not be sat redundantly in a group waiting for their work to be marked. If finished, children should be provided with extension or challenge questions so that time is used effectively and maximises the learner's potential. The extension should be linked to the learning intention and should be purposeful e.g. not just reading a book.

Non-negotiable procedures for marking

- All marking is to be carried out in green pen.
- All marking should be clear, legible and model the school handwriting script. Feedback from the adult should be printed until the child themselves are forming all letters correctly. Only when this letter formation is secure and children are ready to join, should the adult's written feedback be joined.
- The marking code is to be followed in all cases. (See Appendix 1)
- The marking code should be accessible to all children in the learning environment.
- All children's work is to be at least 'light' marked by the adult.
- In English, maths and science at least one piece of work per child should be developmentally marked in depth against a skill per week.
- Learning points should be used to move the learning forward and should be a mixture of questions, redrafting and correction points.
- Learning intentions should be within the title of the work.
- Green highlighter should be used to show children the ways in which they have been successful against the learning intention, and this should be no more than three pieces of highlighting within one piece of work.

Developmental Marking

- When identifying specific success, the respective work in a child's book will be identified in green highlighter.
- Teaching staff will not use any other colour ink or highlighter on the children's work.
- When children are editing and redrafting their work or responding to feedback, they should use a pencil in maths and blue ink in every other subject.

Comments

Feedback comments need to be constructed to require response by children, at an appropriate level of challenge, and such tasks must be completed by children then responded to/acknowledged by the adult.

Three Levels of Active Marking

- **Corrections** – spelling, capital letters, presentation, silly mistakes – *you are always trying to reduce the need for this marking*. Ensure this links back to the non-negotiable expectations.
- **Clarification** – information missed out, a slight misunderstanding, and an element of the learning intention not met.
- **Challenge** – extending breadth and depth of learning.

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual child and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling no more than three spelling corrections for a piece of work will be given. Spelling corrections should be prioritised and should be words that the child will use the most. These words should be addressed as a priority rather than more subject specific words. To manage marking, post-it notes may be used to identify where a response is required or to enable the child to transfer a comment forward to the next piece of work. This should also be noted by the teacher and then monitored to ensure no further errors of this kind continue to be made.

Responding to comments

A child's response to comments should be made in blue ink or pencil – so that it is clear they have been completed. If a verbal comment is given it should be recorded as such. Response should be made as soon as reasonably possible to support children effectively. Empty praise is as ineffective as empty criticism and therefore specific praise is given whenever possible to boost the confidence and self-esteem of our learners.

Procedures in greater detail:

The Frequency of Developmental Marking

All children's work is to be at least light marked by Teacher or Support Staff. No work should go unmarked. Preparation work including text maps, plans and drafts in English and jottings, working out and exploration in mathematics should be collated in children's books, whiteboards must not be used for these purposes. This is important as it charts the process and progress of children's learning.

In English, maths and science all children should have at least one piece of work marked developmentally by the teacher per week. This marking will demand an effective response from the child and time should be allocated by the teacher for an appropriate and meaningful response to be made each week. This would be expected to take place in lesson time. The overseeing of such a task may be carried out by another adult other than the class teacher.

In the Early Years Foundation Stage, the developmental marking process may be exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. Additional Developmental Marking may also be used where appropriate at the teachers' discretion.

Giving effective feedback to children

Effective marking is a key tool in providing feedback to children so that they are clear in what they can do well and what they need to do to improve. It also forms part of formative assessment which is essential for teachers to refine and tailor planning when teaching children so that they can swiftly move forward towards desired learning intentions.

Effective feedback comes under three main headings:

- **Specific Achievement** feedback identifies specific aspects of successful attainment and/or progress. This relates directly to the learning intention.
- **Specific Improvement** feedback identifies where mistakes or misconceptions lie and how work can be improved.

- **Specific Challenge** feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:

- Be positive and specifically identify what has been done well.
- Be well-constructed prompting an effective response from children so to improve quality of work or reinforce learning
- Maintain challenge for individuals, yet be easily executed and brief in nature, enabling children to move forward, and be aware of how they are improving.

For example:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking.
- Address/explore misconceptions.
- Pick up errors if apparent.
- Address incomplete work and presentation issue.
- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation and grammar. Follow up work should be evident in book if this is the case.

Examples of feedback prompts: (See Appendix 2)

When constructing feedback teachers need to consider:

- Does feedback inform the child what they have done well and what they need to do to improve?
- Does it relate to planned learning intentions?
- Can feedback be read clearly and understood?
- Does feedback indicate a next step/improvement in learning?

Questions to consider with children:

- What do you do if you are stuck?
- Which resources might you use?
- What do you do when you are finished?
- How do you know how to improve your work?

The frequency and nature of children's response to feedback

Work that is marked developmentally requires a response from the child. This should be everyday practice and part of the daily routine. However, developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Children need time to develop this skill appropriately.

In each class, appropriate time must be given to teaching children to respond to tasks swiftly. This process will look different developmentally across each year group, increasing in line with children's growing independence, maturity and skills and the complexity of the task and challenges.

Within Early Years we need to:

Make sure that all adults have the knowledge and skills to use questioning effectively to probe and deepen children's understanding.

In order to achieve the above, it is vital that we know our children and continually use effective assessment for learning strategies and approaches. Learning intentions should also be outlined to children verbally when teaching.

For children in Key Stage One and where developmentally appropriate communication of the feedback will be supported by adults, until developmentally children are able to access this independently.

By the end of Year Two, most children should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Some children may need support to enable this. Likewise, tasks must be effective in improving work, yet brief in execution.

Acknowledgement of response should be swift, in line with the marking policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher may wish to address these with the child through another medium than feedback and response.

Role of other adults

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. A copy of the policy will be given to all supply teachers on their arrival.

Students in school are required to follow the policy as appropriate, however the class teacher is also required to quality assure the marking completed by the student.

Monitoring/moderating will be on going throughout the academic year and the Senior Leadership Team will have overall responsibility for this and ascertain whether the marking of all children's work is monitored or a sample.

Responsibilities

It is the responsibility of the class teachers to ensure that the policy is consistently carried out, including enabling children to respond to feedback tasks. It is the responsibility of all staff working with children to ensure the marking code is consistently adhered to across the school.

Corrections – securing improvement

We need to stop the same mistakes happening. This means adapting the **teaching** based on effective assessment for learning.

- Before starting the next related piece of work, be sure to go back and quickly and effectively review previous learning and evaluate what went wrong last time or any next steps that might have been forgotten or indeed to consolidate the learning.
- Any next steps could be written on a post-it, so that the next time the children did something similar they could put the post-it at the top of the page and use it as appropriate.
- Effectively use talk partners once the learning intention has been shared to enable children to clarify what is expected of them. This presupposes that children can convey the messages accurately... what if both talk partners are confused?

Why learning intentions are so important

Without learning intentions it is difficult for children to know what they are supposed to be learning.

Expectations in our school:

- Title of the work in books to refer to the learning taking place.

- Learning intention to be displayed visually throughout a lesson – if it is not a single whole class intention then others are to be displayed where relevant and appropriate. This should be reinforced verbally throughout all curriculum areas.
- Learning intentions are based upon the National Curriculum and Early Years Framework. However, these will be broken down into smaller, specific steps in learning as appropriate.

This information focuses on the importance of making explicit for children what they are going to learn. The learning intention for a lesson or series of lessons is a statement which describes clearly what the teacher wants the children to:

- know
- understand
- be able to do because of the learning and teaching activities

The teacher knows why the children are engaged in a particular activity however, the children are not always able to differentiate between the activity and the learning that it is meant to promote. A carefully framed learning intention will direct children's attention to the learning. The learning intention emphasises what the children will **learn**, rather than what they will **do**. The learning intention is shared with children orally and in writing where appropriate. Teachers and children can identify the smaller pieces of learning needed to meet the intention.

Purpose

When children know the learning intention of a lesson, they are helped to focus on the purpose of the learning activity, rather than simply completing the activity. They know where to focus their efforts and why - e.g. which part of the activity actually encompasses the learning. They are more likely to stay 'on task' and less likely to be confused or distracted. They can take more responsibility for learning.

Focusing on the learning of skills, knowledge and understanding rather than on the context has the advantage of making it more likely that children will be able to transfer their learning from one context to another. Having decided on the learning intention, teachers plan a series of *teaching and learning activities* to help children learn the knowledge and skills and achieve the understanding described.

While *questioning* the children, teachers keep the learning intention in mind and this provides a focus for the lesson. During daily learning in lessons teachers make certain that *feedback* to children focuses on the learning intention.

Examples of learning intentions

The learning intention is communicated in terms of knowledge, understanding and skills, and links directly with the curriculum being taught.

Learning intentions start with the answers to these questions:

- What do I want children to know?
- What do I want children to understand?
- What do I want children to be able to do?

Learning intentions that focus on knowledge

Teachers must consider:

- knowledge *about* a particular topic
- knowledge of *how* something is done, of the steps involved in producing something
- knowledge of *why* something happens
- knowledge of *what* causes something to happen

Learning intentions that focus on skills

These should always start with the words 'to be able to' followed by a verb:

- *to be able to write a recount*

- *to be able to solve a problem using more than one strategy*
- *to be able to identify persuasive strategies used by the author or an argument*

Often learning intentions that focus on skills will also imply the acquisition of certain knowledge or understandings. For instance, to be able to write a recount, children must have knowledge of the structures and features of a recount.

Learning intentions that focus on understanding

Understanding builds on knowledge and requires some kind of processing.

For example, a child might be able to list the causes of a historical event - therefore showing knowledge of them - but understanding requires analysis and interpretation.

Understanding, then, is of a higher cognitive order than knowledge and teachers must ensure that children are exposed to learning which makes those higher demands.

The 'big picture': why are we learning this? (Making learning relevant)

After sharing with children *what* they are going to learn, it makes sense to give them a reason for learning it. That is, teachers answer the question, 'Why are we learning this?'

- *We are learning this because it is something that we need to be able to do if we are going to be successful in school. (academic skills)*
- *We are learning this because it is something that we need to know about, understand or be able to do in our everyday lives. (life skills)*

Other Policies linked to Marking and Feedback

- Teaching and Learning and Assessment Policy
- Homework Policy

Appendix 1

Marking Code

I independent work

S supported work

V verbal feedback

ST supply teacher

Highlighting no more than three times within a piece of work linked to achieving the Learning Intention (LI) (best examples within the work)

✓ correct

✓c correction in maths work

* incorrect in written work

. incorrect in Maths work

CL capital letter

FS full stop

Sp (In margin) no wavy line put underneath it for a spelling mistake

L start a new line

// start a new paragraph

>indent reminder

^ missing word

O around an incorrect digit

Appendix 2 Feedback Prompts:

Effective prompts linked to learning

- Well done you have used _____ in your writing.* Now can you...?
- Fantastic use of ...
- We will work on this together. (The next session follow up is evident and v shows that the working together has taken place).
- You have used ... in your writing.
- Remember ...
- We worked on this together and ...
- Well done _____ your next step is _____.
- I can see from reading your work you have worked hard.
- You have used adverbials accurately when recounting events.
- You have managed to order numbers correctly, well done. Now can you try to ...
- I am pleased to see that you have tried to improve your work by adding ...
- I can see from your work that you have understood the learning task now we need to _____.
- I am proud to see that you have been able to use your blending to write the words independently.
- Great work in managing to write a sentence correctly.
- Please remember _____
- I am pleased to see that you have used written methods to solve the multiplication problems.
- You have approached you work carefully today and focused on _____.
- We worked on this together and I can see that you now have a much clearer understanding of _____.
- Next time we will _____ (include the next step).
- Now try these...(extension questions/consolidation questions)
- Read your work. Can you add...?
- Try to find the sentence which needs to be changed /does not make sense and improve it.
- Look back at your work – can you add...(your method, a number line)
- Finish this sentence: (Explaining work)
- What ... would you use to...? e.g. What word would you use show me what the character is feeling?
- Verbal: Please talk me through what you have done so far.
- Would it work with different numbers?
- **Positive praise prompts which need further explanation**
- Very good
- Super
- Excellent
- Great

These prompts should not be used by themselves. They should be followed up by one of the above prompts and be specific to the learning or application of a skill. e.g. *Super, you have written an interesting story. I am pleased to see that you have used speech marks correctly to punctuate direct speech.*

Excellent column addition work. I am proud to see that you have remembered to put the digits in the correct columns.

Prompts to avoid due to them having little impact on moving the learning forward

- Fab
- We will work on this together. (Over the next sessions in this lesson there is no recorded evidence of the adult and child working together on this learning).
- Good work, lovely
- Smashing

- Ace
- Great job
- You need to listen to the instructions carefully next time
- See me