



Greenfield Primary School

MARKING AND FEEDBACK POLICY

Approved by Governors (date)

Signed on behalf of the Governing Body

Chair of Governors

MARKING AND FEEDBACK POLICY

Principles and Aims

The key purpose of feedback and marking is to promote learning. Learning is central to a thriving school and at Greenfield Primary School we actively involve the pupils in their own learning. Pupils are helped to fully understand what they are learning with clearly planned and appropriate learning intentions and understand, through shared success criteria, what they have to do to succeed in their learning. Pupils also understand the purpose for their learning. All pupils including different groups (Disadvantaged, FSM, SEND and identified vulnerable groups) want to know how well they've done! Marking and feedback celebrates effort and achievement against differentiated and tailored criteria as well as personalised individual targets. It also moves the learning forward by giving specific suggestions for improvement. It may also indicate where help is needed. Pupils are given time to reflect on their own and others learning in a trusting and co-operative environment.

The Teachers Standards¹ state that teachers should give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. At Greenfield, pupils, teachers, parents and governors understand that feedback may be written or verbal; through individual, group or whole class feedback and may be given about an individual piece or a series of pieces. Equally marking and feedback may vary between subjects or the type of lesson. Some marking may be purely to celebrate the achievement in a particular area.

Feedback and next steps are differentiated and lead to action from the pupils - this is central to ensure that it leads to learning. Lengthy feedback without challenge is wasted. At Greenfield, examples are given either individually or to a group or class to allow pupils to visualise what they are being asked to improve. This may be shared through a worked example or be displayed in the class room as part of a working wall or display. Showing pupils "what a good one looks like" is essential for pupils to visualise what they are trying to emulate in their own work. Arbitrary words that pupils do not understand make responding to feedback and marking challenging.

Feedback at Greenfield allows pupils to have a voice and be a part of their own learning. Pupils have opportunities, through verbal comments or written feedback, to be able to share their feelings about pieces of work or understanding in a particular unit. The school and classroom ethos is central to quality marking and feedback. Teachers at Greenfield want all pupils to achieve well. Classrooms are safe and welcoming, pupils are respected and their individual needs are recognised and supported. Pupils are motivated and encouraged to learn and not be afraid to make mistakes- this allows pupils to develop their learning as they are open to advice and support.

¹ <https://www.gov.uk/government/publications/teachers-standards>

Subject guidelines and arrangements for teachers

Classroom Management and the value of talk

Dialogue is an essential part of feedback at Greenfield; there is a focus on classroom management in order for effective dialogue and feedback to take place. Receiving and providing feedback requires well managed and flexible teaching and learning environments. Respect for classroom systems and rules are paramount if pupils are to give and receive feedback either through verbal or written comments.

Different seating plans which allow different abilities to dialogue, table arrangements and carpet space to allow circle time, pair work and whole class discussion/feedback all work effectively as ways of delivering verbal feedback. Teachers are encouraged, through performance management, to consider seating arrangements and different learning styles that have the optimum impact on pupils learning.

Talk partners are used routinely, however, there is a move towards learning partners who support the learning rather just organise where children sit on the carpet. Pairings are random and extend to sitting with this partner- teachers are not afraid of more challenging pairs as they are swapped weekly and allow different strengths to be visible. Pupils are taught how to be a good learning partner and success is celebrated. Pupils at Greenfield understand that explaining, re-explaining and verbalizing their learning process to others reinforces their own learning- it is a two-way process as both pupils benefit. Children interrupt each other and ask for clarification, ask a partner to slow down or repeat something; this, in time, will become routine and something which they will then do when a teacher is explaining.

Questions are an integral part of learning, marking and feedback at Greenfield. It is an expectation that different pupils respond and that they know this - random questioning, partner talk and random selection techniques are all used as part of classroom management. Pupils are encouraged to question each other as well as ask questions of the teacher- these may be verbal questions, extension questions, assessment questions or questions needed to clarify learning.

The end of a lesson or later that evening when marking, is too late to realise that some, or all of the pupils, have not understood. Talk, mini lessons within lessons, visualiser stops and frequent reflection against success criteria and learning intentions support progress within the lesson and allow teachers to reshape the lesson rather than sticking rigidly to a lesson plan.

Frequency

Marking is the start of the MARK-PLAN-TEACH cycle which ensures that marking and feedback is purposeful and has learning at the heart of why staff mark work. Planning is clearly focused on the next step in learning.

Marking at Greenfield is manageable and meaningful. Pupils need feedback that leads to learning, however, teachers put the greater proportion of time into considering and planning the action needed in response to the marking. The frequency and type varies according to each subject.

There is an expectation that longer pieces of writing will be marked in depth- green, pink and yellow highlighting with areas to improve/critique. This should be approximately weekly. Other skills based learning may simply have a learning intention highlighted or be stamped and an application question added.

Homework

Homework, including reading challenges or suggested activities in the weekly home-school journal or class blog should be marked. Often this will be celebratory but parents and pupils deserve to have their work at home recognised and responded to. In some cases, the homework may build into a final piece of writing at school, in which case, the planning may not be marked thoroughly; it may simply be stamped or initialled. If the intention is that some preparation or research builds into a piece of “best” work in school, teachers make this clear in their instructions. Parents are asked to feedback on how home learning has worked.

Peer and self assessment/ success criteria

Peer assessment is a learning conversation between learning partners- it is not “done” to a pupil and is where two books/projects are reviewed alongside- recommendations may be made but the author has the final say so as to what may or may not be amended.

Pupils are supported with critiquing their own and each other’s work. They have access to clearly planned learning intentions and success criteria which they are asked to mark against. Pupils understand the success criteria and learning intentions- they are made explicit to pupils who are actively involved in the construction of the success criteria. They move beyond secretarial expectations and focus on the learning. They provide a scaffold not a constraint. Pupils at Greenfield understand the need to continually improve and are not afraid to challenge themselves or to be challenged. Stuck is good- learning begins from stuck!

Marking ladders which include peer and self assessment are useful tools in encouraging independent learning- where pupils identify gaps, they are encouraged to address these before “finishing” a piece of work. At Greenfield, pupils are building their learning power and are encouraged across the curriculum to verbalise what others have done well and what may be improved. Again, how this is done may vary between subjects and year groups.

Differentiation

Greenfield is proud that the curriculum and intervention offered to pupils supports a range of abilities and groups of pupils. Learning may be differentiated by task, questioning, organisation, pace, support or resources. As success criteria and expectations are differentiated, the marking and feedback is also tailored to suit different pupils. Lengthy

written comments for pupils who struggle to read are meaningless; teachers decide carefully on the best form of feedback for a particular pupil, class or group depending on the work. Whilst success criteria is differentiated, there are high expectations for all pupils and pupils may be able to access the same material/produce the same outcome as the majority of the class except they will require more support or different resources.

Marking

The use of highlighters should be used across the curriculum- green to highlight success against the success criteria and pink to highlight an error of some sort. When using pink, there is an agreement that there is something to correct and/or improve. For instance, a sentence may not make sense or a capital letter may be incorrect. The pink highlighter may also be used to highlight a gap where a bit of punctuation is missing. A yellow highlighter indicates a spelling that needs addressing.

A yellow line (of intervention) or an indication of visualiser work makes the improvements visible.

The use of the pink will be tailored to allow progression from show me the mistake to finding own mistakes. In KS1, pupil may have the pink placed where a capital letter is missing yet by upper KS2, it may be pointed out that there are five missing capital letters in a piece.

- First show the error.
- Next show the error in the margin.
- Then as they become more competent, the pupil find their own errors. A note saying 3x ? (3 missing question marks to place) or a coloured dot against a particular success criteria provide the necessary guidance.

Teachers and LSAs may also highlight with a child when they are working to help them feel confident about what they have already achieved.

Work in cross curricular books is “tabbed” to show achievement in writing or a good example to support assessment against age related expectations. Some longer pieces or more application tasks may involve marking in far more depth which allows opportunities for pupils to improve, reflect and re-write parts if necessary.

For additional challenge and further peer/self assessment, pupils are encouraged to become more reflective about the highlighting. They are encouraged to explain why something may be highlighted green or pink. More able pupils are challenged in their writing to justify inclusions of particular words or punctuation in order to develop their learning further. Rather than a comment, there may be an application question which allows the pupil to demonstrate that they can transfer skills between subjects or if the question is set out differently.

Allowing pupil time to respond to marking is essential. Reflections and improvements should be given the appropriate time and space in books. In a longer piece of writing, pupil write only on the left page to allow improvements and reflections to be added to the right

page. Arrows and/or a box around the area to improve direct the pupil to areas to reflect on, develop or improve. Different types of feedback will be required at different times.

Types of feedback and marking

Task Level feedback

Task Level feedback

- Distinguishing correct from incorrect answers
- Acquiring more or different information
- Building more surface knowledge – re-teach / multiple opportunities

The teacher should move to process feedback when the pupil has:

- Sufficient task knowledge to begin to strategise
- Sufficient confidence in the knowledge at the task level

An example of task level feedback:

'Your learning goal was to structure your recount in a way that the first thing you write is the first thing you did. Then you write about the other things you did in the same order that they happened. You have written the first thing first, but after that, it becomes muddled. You need to go through what you have written and number the order in which things happened and rewrite them in that order.'

Teacher / pupil prompts to help to give targeted and appropriate feedback:

- Does his/her answer meet the success criteria?
- Is his/her answer correct / incorrect?
- How can he/she elaborate on the answer?
- What did he/she do well?
- Where did he/she go wrong?
- What is the correct answer?
- What other information is needed to meet the criteria?

Process level feedback

Process level feedback:

- Relationships among ideas
- Pupils' strategies for error detection
- Explicitly learning from errors
- Cueing the learner to different strategies and errors

An example of process level feedback:

'You are stuck on this word and you have looked at me instead of trying to work it

out. Can you work out why you may have got it wrong and then try a different strategy?’

‘You are asked to compare these ideas, for example you could try to see how they are similar, how they are different – how do they relate together?’

Examples of prompts at the process level:

- What is wrong and why?
- What strategies did he / she use?
- What is the explanation for the correct answer?
- What other questions can he/she ask about the task?
- What are the relationships with the other parts of the task?
- What other information is provided (e.g. in the handout / worksheet)?
- What is his/her understanding of the concepts/knowledge related to the task?

Self-regulation level feedback

This type of feedback supports pupils to monitor, direct and regulate actions towards the learning goal. Feedback includes:

- The ability to create internal feedback and to self-assess
- The willingness to invest effort into seeking and dealing with feedback information
- Being able to review work to decide if an answer is correct
- Seeking help to seek further information and /or confirm a response

An example of self-regulation level feedback

‘I am impressed by how you went back to the beginning of the sentence when you became stuck on this word. But in this case it didn't help. What else could you do? When you decide on what it means, I want you to tell me how confident you are and why.’

‘You checked your answer with the resource book (self-help) and found you got it wrong. Any ideas about why you got it wrong (error detection)? What strategy did you use? Can you think of another strategy to try? How else could you work out if you are correct?’

Teacher prompts to give targeted and appropriate feedback

Examples of prompts at the self-regulation level:

- How can he/she monitor his/her own work?
- How can he/she carry out self-checking?
- How can he/she evaluate the information provided?
- How can he/she reflect on his/her own learning?

- What did he/she do to...?
- What happened when he/she...?
- How can he/she account for...?
- What justification can be given for...?
- What further doubts does he/she have regarding this task?
- How does this compare to...?
- What does all this information have in common?
- What learning goals has/she achieved?
- How have his/her ideas changed?
- What can he/she now teach?
- Can he/she now teach another pupil how to...?

Targets

Targets are displayed in the cover of the book for maths and literacy- these are simple and succinct and conveyed in a manner that the pupils understand. They are annotated at different points with a comment and the date. Target sheets indicating previous targets and progress should be photocopied and entered into a new book. Marking and feedback refers to pupil's targets throughout the year.

Analysis of questions that pupils answer support the target setting process. This is particularly useful in science, maths, grammar and spelling. Staff and pupils can identify those areas that need more rehearsal and those which need teaching.

Hard questions / tasks I got right	Hard questions / tasks I got wrong – my next learning steps
Easy questions / tasks I got right	Easy questions / tasks I got wrong – things I need to practice

Reading

Foundation Stage

All feedback to pupils should be verbal- stickers and stamps may add to the feedback that a child receives.

Every FS child should be listened to weekly- this should be noted by the teacher in the child's reading journal as well as reading records kept to support EYFS assessment.

As the year develops, guided reading also takes place and is noted in the home-school journal.

KS 1

The majority of feedback should be verbal- stickers and stamps may add to the feedback that a child receives.

Every child in KS 1 should be listened to at least twice a week- one individually and once in a group/guided session. Both occasions should be noted in the reading journal. Additional notes may be kept to support end of KS 1 assessment.

Reading challenges completed in reading journals must be marked.

End of key stage reading tests should be marked in line with the mark scheme.

KS 2

Written feedback is appropriate for reading comprehensions that form part of a topic.

There should be reference to different types of questions.

Every child in KS 2 should be listened to at least twice a week (This may be less for HAPs who may be challenged through independent tasks or challenges) - one individually and once in a group/guided session. Both occasions should be noted in the reading journal.

Additional notes may be kept to support end of KS 2 assessment.

Marking should reference to recall, deduction and inference if appropriate.

Reading challenges completed in reading journals must be marked.

End of year/key stage reading tests should be marked in line with the mark scheme.

Writing

Foundation Stage

Feedback varies in type:-

Verbal at the point of writing. (On paper, through continuous provision, whiteboards).

Highlighting in accordance with the policy.

Symbols that show success or areas to develop.

Independent work or supported work should be indicated on all work.

Notes and observations may be made if pupils refer to displays, working wall, phonic use or similar.

KS 1 and 2

Word or sentence practise may be marked or feedback may be verbal in order to lead up to a longer piece.

Feedback may be given at different points through a piece of writing- teachers indicate whether writing was independent, shared or guided.

Feedback may not always be recorded. A teacher may read a section and rather than highlight it, improve it with the child the next day.

Issues or development points may also be addressed verbally using a visualiser to model, feeding back to a group or shared writing with the whole class.

Longer, extended pieces should be marked thoroughly on a range of criteria for a complete piece. This will be highlighted with written or verbal development points.

Cross curricular writing is "tabbed" to show achievement against targets or expectations.

They really highlight pieces of writing that are good evidence to support assessment.

Marking ladders/success criteria are sometimes used in books to allow peer/self assessment and as a reference.

Assessment pieces may not be highlighted but cross referenced with the Symphony assessment sheets which are highlighted.

Year 2 and 6 will use the assessment criteria (A5) stapled/stuck and highlighted to pieces of work to show success against the 2016 framework.

English, grammar and punctuation, spelling and phonics

Grammar and spelling remain a whole school priority and should be picked up in all marking across all subjects.

Foundation Stage

Phonics will predominantly be verbal and feedback given immediately.
Word searches, anagrams and other phonic related activities should be stamped or highlighted as appropriate.
Whiteboards showing work may be photocopied as a record of achievement.

KS 1 and 2

Skills work may not always be recorded in books. Some may be on whiteboards.
Plain white jotting books are used to reduce the work on whiteboards- these will not be marked but kept as evidence of progress.
Skills lessons may involve recorded work- a lesson objective may be highlighted to show understanding, however, non-negotiables such as full stops, capital letters and handwriting should still be addressed.
Teachers look for examples of the application of relevant taught skills in longer pieces of work which may be referred to in marking.
Skills tests devised within the year group may simply have a score.
End of KS EGSP tests should be marked according to the mark scheme.

Maths

Foundation Stage

Highlighting is used in line with the policy for written work.
Copies of whiteboard work are sometimes taken.
Maths in foundation stage is often practical using concrete equipment- feedback is immediate and verbal.
Observations are made and noted in order to inform next steps in line with EYFS.
Independent or guided work is also noted on work.
Photographs form part of the record of maths learning.

KS 1 and 2

Highlighting is used in line with the policy.
Practical resources support learning- in their use, feedback is immediate and verbal.
Photographs may be taken as a record of the learning.
Some skills work may simply have a learning intention highlighted or a simple celebratory comment.
Next steps should be built into marking to allow more depth to learning. E.g missing number question, application of a skill or more challenging numbers.
Maths tests such as Headstart or end of year tests should be marked in line with the mark scheme.
Work should be annotated to show the level of independence.

Science

Foundation Stage

Observations of structured and less structured science can be noted- pupils asking questions and demonstrating thinking and enquiry is as valuable as knowledge/facts. Feedback may be written but usually verbal and through dialogue.

KS 1 and 2

Feedback and marking in science focuses on 2 components- enquiry and investigation and the knowledge/facts.

Written work will be marked in accordance with the policy.

Observations and /or feedback about enquiry such as raising questions or collecting results may be made against the assessment sheet- highlighting and annotation if required allows a record of practical work to be made.

Work may be photographed as a record with a written commentary or evaluation.

P.E

Foundation Stage

Learning intentions are shared verbally and in “child speak”.

Feedback is all immediate and verbal which helps the child to improve a skill.

Pupils may model and comment on each other’s performance in line with the success criteria.

KS 1

Learning intentions are shared verbally and in “child speak”.

Feedback is all immediate and verbal which helps the child to improve a skill.

Pupils may model and comment on each other’s performance in line with the success criteria.

Self and peer assessment starts to play a greater part of the feedback process and leads to improvement of skill.

KS 2

Learning intentions are shared verbally or in written form when appropriate.

Feedback is all immediate and verbal which helps the child to improve a skill.

Pupils may model and comment on each other’s performance in line with the success criteria.

Peer and self assessment plays a big part of the feedback process and leads to an improvement in skill.

Coaching and directing peers becomes a way of differentiation within a lesson.

Art and Design Technology

Foundation Stage

Feedback is largely verbal with written comments being made to celebrate.

KS 1 and 2

Teachers plan the steps needed to create a piece of art or project- these steps may or may not be marked. Judgement is left to the teacher depending on the feedback given- it may be written or a suggestion of what to try next or feedback may be verbal and more practical.

Modelling is essential in order to move learning on.

“Best pieces” may not always be marked but displayed in the classroom or school art gallery.

Feedback may be verbal or written comments largely celebratory.

Peer and self marking/feedback is also important particularly as the pupils get older.

Music

Foundation Stage

Feedback in music across the FS is verbal and immediate.

KS 1 and 2

Any written work that forms part of the curriculum map is marked using the highlighting system, however, a substantial amount of music is recorded through photographs and reflections which may simply have celebratory comments.

The quality of verbal feedback offered to pupils in music is largely delivered by a music specialist and leads to improvements in learning.

Self and peer assessment forms part of the feedback process.

Governance, monitoring and evaluation of feedback and marking

As with the assessment policy, the marking and feedback policy is “live” in that the principles, aims and ethos remain the same yet the appendices and examples of how this looks in practice will continue to develop and be refined. The policy will be adapted as the school implements and re-designs its own practice based on school development priorities while continually pushing for outstanding teaching and learning.

The marking and feedback policy links closely with the teaching and learning policy as well as assessment. The senior leadership team, through observations, performance management and book scrutinies, as well as learning walks and informal drop ins, are able to judge the effectiveness of the marking and feedback and evaluate its’ impact on learning. This information links with assessment data.

Subject leaders and phase leaders will also support in the adherence to the marking and feedback policy through their monitoring, observations and mentoring on staff.

References and links to other documents and policies

- Assessment policy
- Teaching and Learning policy
- Assessment and Reporting Arrangements 2016 -
<https://www.gov.uk/government/publications/2016-assessment-and-reporting-arrangements-pdf-format-versions>
- Teachers Standards <https://www.gov.uk/government/publications/teachers-standards>

Guidance to symbols and codes used across the school

The code to support marking is now commonly agreed. All staff, pupils and parents should be aware of this code. The marking code is supported by stickers, verbal praise and comments. Verbal feedback may be 1:1, in a group or to a class.



Good work/effort/concentration...other forms of praise including stickers, pictures of thumbs up and so on.



Independent work is indicated by an i. Stampers or stickers to indicate that a piece of work has been done independently is accepted and understood.

1:1 One to one support given with some indication (initials or signature) to indicate who gave the support.



Adult support is indicated by an s followed by initials or an indication as to whether it was a teacher or LSA.



Verbal feedback made be shown with a V or an equivalent sticker or stamp.

Highlighting

Green- parts to celebrate

Pink- areas to improve

Yellow- spelling/ intervention

This policy will be reviewed by the Learning and Wellbeing Committee in 2019.

Version	Date	Comment
V1	Date created: 28/2/2016 Review date: February 2019	S Jarowicki