

Marking and Feedback Policy



Policy for feedback

“Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.”

Education Endowment Foundation

Thorough reading of the children’s work on a regular basis, ensures that all teachers are assessing the children’s understanding. This a central part of a teacher’s role and can be integral to progress and attainment. Precise regular feedback is a way of providing clear assessment and an appraisal of findings to pupils and this also helps teachers to assess their pupils’ understanding. The feedback model assesses the curriculum aspects and core skills against the whole class and each child’s piece of work. Feedback provides a thorough review of spelling and grammar, in addition to subject-specific content.

The purpose of feedback:

- Regularly provide thorough and precise feedback that resonates with every child.
- Ensure that each child’s work is regularly and thoroughly read by the teacher.
- Children receive accurate and precise feedback based on frequent formative comments.
- A framework that delivers feedback within the next lesson so it is relevant and beneficial.
- Provide consistent quality of feedback throughout school.
- Makes an explicit difference between misconceptions and mistakes and addresses these differently.
- Recognises individual achievements and shares them as examples for the children to learn from.
- Engages and motivates every child.
- Captivates every child as a tool to improve their learning.
- Provides dedicated and prompt time for children to revisit their work and the tools to improve or edit.
- Identifies the children that need additional support or intervention and which specific skills area.
- Provides a sustainable and manageable format throughout school.

Example of the Whole Class Feedback Sheet

Date:		Lesson:	
Misconceptions and next lesson notes			
<hr/>			
Wall of fame: work to share		Mistakes and skills errors	
		Punctuation	
		<hr/>	
		Spelling	
		<hr/>	
		Grammar	
<hr/>			
		Verb tense	
		<hr/>	
		<hr/>	
Further support		Directed improvement and reflection time	
		1.	
		<hr/>	
		2.	
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Whole Class Feedback Sheet

The Feedback Framework ensures that teachers read and assess the children's work and provide broad feedback to the children that includes; organisation, composition, construction and subject specific content so it does not focus solely on spelling and grammar

The Feedback Sheet provides a format for each teacher to assess the children's work against the learning intentions and provide thorough and precise responses.

Frequency and Pace

English

Weekly, teachers will thoroughly read all children's work (ideally from the extended piece of writing from that week).

- Teachers complete the Feedback Sheet, writing comments as they assess every child's piece of work.
- Examples from the children's work will be included.
- Feedback will be shared within the next lesson.
- Children's names will not be written but will be shared verbally.

As the same format is used weekly, some skills mistakes and misconception will be consistently and frequently revisited with the children.

Topic and Science

Every half term, teachers will thoroughly read all children's work from either a foundation subject or science (ideally from an extended piece of writing).

Misconceptions and Next Lesson Notes

The teachers understand and can make the distinction between a 'mistake' –something a child can do, and does normally do correctly, but has not on that occasion – and a misconception which occurs when attempting to include a language feature or skill (or answering a question about something) that a child has not mastered or has misunderstood. There will be a minimum of three examples of misconceptions.

- Misconceptions will be written using the phrasing from the Curriculum checklists, to reinforce this language.
- Examples of misconceptions (as written by a child) will be included on the sheet, to be discussed and analysed by the class.
- Teachers will effectively remind pupils of a related rule, model and discuss it with them

Mistakes and Skills Errors

Mistakes are identified as different to errors resulting from misunderstanding (misconceptions). The following areas are included.

- Spelling
- Punctuation
- Grammar
- Tense

The teacher will include the majority of incorrect examples from the children's work and also a correct version. Frequent mistakes will continue to be revisited.

Wall of Fame

The teacher will select excellent examples of children applying particular language or curriculum skills.

- Examples will precisely acknowledge particular language skills that a child has used accurately and applied to their work.
- The teacher will use the child's written phrasing.
- A minimum of six examples will be chosen.
- Children's names will be verbally shared.

Children will be encouraged to include some features as they review and edit their work.



Directed Improvement and Reflection Time

To ensure the children are able to reflect on the feedback, they are provided with a response time.

- The children are regularly provided with designated time to reflect on feedback in the lesson.
- The teacher provides two key areas for the children to focus on.
- With this built into the Feedback session, the children benefit from prompt feedback with time set aside to consider and respond to feedback.
- The children make additions, revisions and proof-reading corrections to their own writing
- Children's responses will be evident in green pen.

Next Steps

Each child considers all the feedback and identifies the targets and next steps that relate to them.

- Each child selects their own objective from the feedback that they want to work towards.
- Next steps also provide evidence of children's understanding of their own skills and abilities.
- Teachers can discuss and confirm that they are accurate for that individual and help children to truly reflect on their own learning.

Further Support

- Examples of misconceptions found within the children's work will be listed.
- The teacher will have a list of the children it relates to.
- Groups of children or individual may be directed for interventions.

Feedback for Maths Work

Maths is not always about the right answers but sometimes more about the strategies used (the 'how' of an answer).

"The most valued marking in Maths enables pupils to overcome errors or difficulties and deepen that understanding."

Ofsted: Made to Measure

There are different types of marking and feedback that might be used for maths.

- Acknowledgement marking: Marking which indicates if the work is right or wrong. Marking which indicates what the child needs to do to improve.
- Quality comments: These may be used by drawing a model or image (giving a visual picture e.g. a number line, 100 square, place value chart, array etc), asking a closed or multiple choice questions, asking an open question, writing a sentence and asking the pupil to complete it or asking the pupil for an explanation or generalisation.

Codes

Work that is not quality marked should be marked using the marking codes by either teacher, HLTA, LSA or learning mentor. This may be completed, with the children, during the lesson.

A copy of these codes should be displayed on A3 in each classroom. These should also be visible in all children's books (inside back cover).

Curriculum Checklists

Maths and English books should have 'Curriculum Checklists' attached to the inside covers. These sheets are used to plot progress in independent work by pupils and formulate the 'Teacher Assessment' element at the end of each cycle.

Secretarial features

Spelling, punctuation, grammar, presentation and handwriting does not need to be marked in every piece writing because many children cannot effectively focus on too many things at once but children should be made aware of these. When work is finished, ask children to proofread it and check for secretarial features as necessary.

Only give children feedback about those things you have asked them to pay attention to. This will mean some things are unmarked, but over time will be covered.

Paired/peer assessment

During lessons children will sometimes be asked to mark written work in pairs, *following explicit guidance*.



The following points will have been taken into account:

- Comments should be constructive and specific to support learning
- Children need to be trained for this, through modelling with the whole class, watching paired assessment in action
- Children should only comment on the criteria indicated by the teacher
- Pairings need to be based on trust
- Children will be encouraged to discuss each other's work together rather than taking turns to be the 'teacher'

Assessment can be modelled to children, for example using the visualiser.

Guidelines for Presentation

All Classes:

- The date and learning intention should be written or typed (legible and underlined with a ruler in pencil).
- The date will be written numerically (e.g. 12.05.20) in maths and in words for other subjects.
- All exercise books and jotters should be clear of graffiti.
- Unsatisfactory work will not be accepted and must be repeated in the pupils own time.
- Children should be encouraged to check their work and, as appropriate, read aloud to help them self correct
- Children's work must form an important part of displays in the classroom and around school
- The teacher should aim for a piece of every pupils work to be on display in the classroom/corridor boards over a period of time. The class will be provided with a photograph of each child to use on displayed work.
- Children's writing and work should be shared to reinforce good quality presentation i.e. WAGOLLS (What a good one looks like)
- Children write in pencil unless they have received a 'pen licence'.

All staff in school should model the appropriate standard of written word and presentation.

Marking symbols (to be used as appropriate to the phase)

Symbol	Table Column Header
✓	This is correct
✓	Understood learning intention
c	A mistake that needs correction
sp	Spelling mistake
//	New paragraph
pr	Presentation needs improving
∧	Something is missing
V	Verbal feedback given
S	Supported on task
I	Independent work

Focused marking (group)

LSA	Where work is marked by someone other than the class teacher, this should be initialled by the marker.
HLTA	
Sup	

