

Feedback and Marking Policy

Introduction

Feedback is an integral and important part of teaching and learning; we know this from many studies and extensive research. At West Haddon Endowed CE Primary, our aim is to create a culture of rich and effective feedback between teachers and pupils in order to support great learning. High quality feedback, as stated in the research completed by the Education Endowment Foundation in April 2016, has a profound impact on children's learning as well as the progress they make within the curriculum. Alongside this information, we have also considered the government publication 'Eliminating Unnecessary Workload Around Marking' published in March 2016 so that high quality feedback rather than quantity is given to our children.

Key Principles

Feedback should:

- Be an integral part of the process of 'responsive teaching' which is evident in all lessons.
- Be a two way process: teachers will learn and be able to adapt their instruction from the feedback they receive from children within lessons; children will be able to learn from effective feedback they receive.
- Take place at the earliest opportunity to have the greatest impact on learning.
- Use a range of strategies in order to support both the child and teacher. Some of these strategies will insist on the child responding, correcting or completing a written task.
- Look different in different year groups across school and be 'age-appropriate'.

Entitlement

Every child is entitled to:

- Know when and where they have made progress;
- Know where and how they need to improve;
- Have all work marked;
- Have at least one piece of maths learning 'in-depth' marked each week;
- Have at least one piece of English learning 'in-depth' marked each week;
- Have at least one piece of Science, RE and Topic learning 'in-depth' marked each small term;
- Know that a response is required by the child through the use of a pink highlight;
- Be given quality time to respond to making comments;

Types of Feedback for Children

- Acknowledge marking
- Incidental marking
- Funnel marking – guiding children's learning during the lesson
- Verbal feedback to individuals, groups and whole class
- In-depth marking
- APP marking
- Peer marking
- Self marking

Acknowledgement Marking

Marking will acknowledge that work is completed (with a tick, a 'well done'). A dot is used for an error. Teachers/ Adults mark using a blue pen.

Incidental Marking

Alongside acknowledgement marking there may be some 'indicental' comments to move a child's learning on. These will be easily identified by the colours pink (response required) and green (identifying a positive). Incidental marking can also be marking that holds the children to account. For example: Rewrite the date using a capital letter for proper nouns. Adults write in blue pen and children respond in green.

Funnel Marking

Incidental marking at the point of learning (funnel marking) can be a powerful way of helping children to address misconceptions and make progress within a lesson. Teacher and adult supported groups provide an ideal opportunity to mark alongside a children, with the adult verbalising as well as recording their thoughts and annotating using the pink and green colours.

Verbal Feedback

Younger children benefit from verbal feedback. Indicate if the feedback has been given verbally by putting a V on the work however, still write comments at the bottom of the work relating to the verbal feedback given.

'In-depth' Marking

Throughout the week each child will have at least one piece of maths and English work that is marked in-depth. In-depth marking of topic, science and RE will happen each small term. How the weekly/ termly entitlements are met can be at the teacher's discretion, e.g. focus on one literacy group per day, or all books once a week.

In depth marking is carried out along the lines of Shirley Clarke's 'close-the-gap' marking:

- Two comments should be written at the bottom if the piece of work.
- The first comment will be a positive, crediting the child for success in meeting the KTP. Signal this with a green highlighter at the start of your comment. There will often be examples highlighted in the body of the child's work that shows where they have been successful.
- The second comment should be written underneath the first comment, this time signalled with a pink highlighter. This comment is a developmental comment that requires an action, e.g. next steps in learning that will move the child's learning on. There will often be examples highlighted in the body of the child's work that shows where improvement is required.
- Children need to be given time to respond to comments. They need to be in the habit of checking for and responding to comments at the start of the lesson. Children respond to comments in green.
- A range of imperative verbs are used to open these comments to ensure that the child is aware that a response is required: *explain, describe, correct, do, re-write, circle, add.*

For example

<p>KTP: To write a simple sentence. 7.11.17</p> <p>They flew past two house. The second one went in and they watched television after that they jumped home.</p> <p>You have remembered your capital letters. Well done! Rewrite with clear finger spaces and missing punctuation.</p>
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	<p>KTP: To know how to write in the third person. Thursday 15th May</p> <p><i>The robotic figure harry looks through his telescope, searching for a green cloud to set free the black dragon. The robot says to the dragon "We will be there straight away, don't worry" "OK as long as I'm not late, they leave at 12.00, and I don't want to miss them it would be sad if I missed them" said the dragon. The air ship set off it went very fast. I set off to free the dragon.</i></p> <p><i>Harry went to warm the air ship up, I found a box, he opened it up, there was a picture of his family inside. He started to cry, so he took it outside, and he dropped it overboard. The dragon said "You know you can't rescue that now"</i></p> <p><i>I You have use the character's name and words like <u>he</u> to show this is in the third person. Well done.</i></p> <p><i>I I is the first person, you is the second person. Change this text to the third person.</i></p>
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The developmental comment can be differentiated by giving options for lower ability children:

Look at the pink. Circle the example written in the third person?

I found a box he found a box

Some pieces will lend themselves to 3 levels of differentiation. For example, developmental comments for a KTP on adding descriptions could look like:

Slowly the cat crept across lawn.

underline the describing words you could use to make you sentence more interesting.

black cat lazy cat

Or ...

up-level your pink sentence using interesting adjectives.

Or ...

Look at the paragraph with your pink sentence in. up-level this paragraph by adding some interesting adjectives, a simile or even add a description using senses.

APP Marking

Assessing Pupil Progress sheets are used in a range of subjects to inform children of their successes and guide their next-steps in learning. They progressively list key skills, knowledge and understanding in the subject. Success is indicated with a green mark; adults identify next-steps with a pink mark. APP sheets guide children to self-assess (with a column identified with M: me), peer assess (with P: partner) and teacher assess (with T: teacher).

Peer Marking

Sometimes, children will peer-mark another child's work. This tool is used particularly for older children in Key Stage 2 but can be used for all ages of children. This should also include positive comments and a developmental comment. When children peer-mark, this should be in purple.

Self-marking

Some subjects, such as mathematics and grammar, lend themselves to children self-marking as the lesson progresses. Answers are provided to the questions given and the children mark their work after completing a small number of questions. The aim of self-marking is to enable children to assess their progress throughout the lesson, allowing them to make independent choices about when to move up or down the levels. This approach also allows children to know when they are 'off track' and might benefit from some assistance. Self-making is carried out using a green pen. When a child self marks, an adult will check the work and acknowledgement mark. An adult may also decide that some in-depth marking is required as well.

Yellow Book

We firmly believe that it is easier to keep children on track with their learning rather than let gaps in learning build up and children's progress slip. As a school we try to address confidences and mis-understanding promptly as the children progress through the core curriculum. We use a yellow book in each class so that the teacher can note any issues with a child's understanding of the learning taking place within a lesson. In Key Stage 2, the children are also encouraged to record their concerns with learning after a lesson as well. The Yellow book allows the school to keep a close eye on children who are needing extra support with a concept. Where a child needs extra support the initials YB will be recorded next to the child's work. Extra support will be provided in order to address this concern – this is usually with a member of our support staff team during an afternoon and tends to be in a small group or on an individual basis. These catchup sessions will usually take place at some point within the same week and any written work will be completed within the child's book. This work will be labelled 'Intervention'.

Coding

YB	Yellow Book
I	Work completed independently (KS1 and 2 children are expected to work independently all the time so will be rarely used)
WS	Worked with support usually in a small group or individually
V	Verbal feedback given This sign should be followed with a brief comment about the discussion

For Foundation Stage, we indicate on the child's work whether it is or (teaching assistant) led activity. Also, we indicate if the feedback has been given verbally by putting a on the work however, the adult is still expected to write a brief note relating to the verbal feedback given.

The assumption is that KS2 children work independently. Where this is not the case, the Foundation Stage codes are used.

Ongoing Expectations for Feedback and Marking – What should be visible in books

Feedback – evidenced through pupil voice

Daily dialogue to so that children are clear about what they are succeeding at and where improvements are needed.
Holding children to account in order to avoid bad habits such as presentation, handwriting, punctuation

In Books – Maths, English, Learning Journals, RE, Science and Jotter books

All work to be marked using acknowledgement marking, incidental marking, holding children to account or funnel marking. Codings will be used appropriately to indicate verbal feedback and independent work (KS1 and Rec only)

Self (green pen) and peer marking (purple) will be evident regularly. Where peers have marked, the 'marker' will initial their comments/markings. It is expected that teachers will review this work and comment when necessary or acknowledge mark.

In-depth marking for English skills, Maths and English work completed in Learning Journal to be completed at least once per week per book.

Children who are not on track to meet their end of year target will receive more feedback than once a week.

APP assessment to be completed after every 'Big Write'. These are completed at least once every 3 weeks within the writing cycle.

Topic work to be marked in-depth at least once per week

The symbol YB to be used in books where children have been given extra intervention during YB time.

Where the teaching of a class is shared, the teachers will initial their comments so that effective monitoring can take place.