Dilton Marsh C of E Primary School

Effective Feedback, Marking and Assessment Policy

Introduction:

"Feedback is one of the most powerful influences on learning and achievement." (John Hattie 2007)

Hattie's research showed that the impact of effective feedback on outcomes was 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 pupil performance. In order for it to have a positive impact "feedback must answer three major questions asked by a teacher and or / by a pupil."

- Where am I going? (What are the goals?)
- How am I doing? (What progress is being made toward the goal?)
- Where to next? (What activities need to be undertaken to make better progress?)

This policy sets out how the use of effective marking, feedback and response is to be used across our school to benefit our pupils and their learning.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning outcomes and success criteria: enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Aim of the Policy:

The aim of this policy is to ensure a clear understanding of the purposes, procedures and processes of effective feedback and marking to pupils regarding their work in order to maximize progress and support pupils in becoming effective learners. Effective feedback and marking is integral to good teaching and learning processes. We believe its single purpose is to advance pupil progress and outcomes.

By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective feedback and marking aims to:

- Inform the pupil what they have done well and what they need to do to improve.

- Support pupil confidence and self-esteem in learning and contribute to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

At Dilton Marsh C of E Primary School we follow the principle that feedback should be given as close as possible to the work being completed/carried out in order to have the greatest impact.

Regular feedback is given to all learners by the teachers, both orally and through accurate marking. Learners are encouraged to respond to the feedback by acting on the advice given in subsequent work. Sometimes an immediate response or correction is expected as a result of the adults marking and this will be made clear on the piece of work. At other times, there is no requirement for learners to provide a written response to the marking. Some 'marking' is verbal only due to the nature of the work or in some cases the age of the children. But our principle of prompt and constructive communication applies overall.

Feedback comments must be constructed to require a response by pupils, at an appropriate level of challenge and such tasks must be completed by the pupils (RTM Time). RTM(Respond To Marking) time may be done first thing each morning or at the beginning of the next lesson to ensure that children are aware of how they have done and what they need to do next.

At Dilton Marsh C of E Primary School we use four types of feedback and marking:

1. Teachers' well considered intervention, at the point of learning, 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. (NB mini plenaries may not be relevant for the whole class just a small group of children or individuals). It may also be verbal feedback given during a 1:1 discussion with a pupil or group of children. For younger children this may be used to note down or record the feedback and response process.

2. Light marking of work, acknowledging and recognising attainment and / or progress, success and / or completion of pupil's work.

3. Developmental Marking, in which feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

4. Self-assessment and peer-assessment of the attainment and success of a piece of work.

Teachers will use their professional judgement to decide what feedback and/or marking is necessary. We do expect all marking to be meaningful, manageable and motivating.

Non-negotiables for marking:

- All work is marked promptly and returned to the child promptly
- All marking is carried out using Pink and Green Pens. Our agreed code is to use pink ink to highlight successes and green ink to show where improvements could take place and to give feed forward comments.
- Marking is to be done in a clear legible hand in line with the school handwriting script.
- Marking should be neat and encourage good presentation from the child
- Marking should not 'deface' the child's work
- Marking is meant for the child to read, or be read to the child by an adult
- Marking is viewed as an important means of communication between teacher and pupil and comments should be fair and sensitive to each child
- Marking should give children opportunities to become aware of and reflect on their own learning needs
- Effort and attainment are recognised in the marking.
- Marking evidences success against the LO and SC
- The marking code is to be followed in all cases (See Appendix 1).
- The marking code should be accessible to all pupils in the learning environment.
- ALL pupils' work is to be at least light marked by the teacher or support staff.

All Marking should have the following elements throughout the week:

- A personal comment e.g. "I know exactly how you feel!"
- A positive educational comment e.g. "Excellent use of adjectives in this poem!"
- An educational target for future work e.g. "Please remember next time, that every new line of poetry always begins with a capital letter."
- Respond to marking box to be used to encourage children to use marking effectively, children to be given time to respond to the marking regularly during the school day.
- When Verbal Feedback is given the symbol VF is used.
- Ticks may be used for correct responses but a dot is to be used for incorrect responses – not a cross

Marking Writing

During each week regular opportunities for the children to write at length are given across all relevant subjects (at an age appropriate level). This enables our children to become accomplished writers.

During writing tasks we encourage our children to use aspirational vocabulary choices and this can lead to words being spelt incorrectly. It can be appropriate to acknowledge a good vocabulary choice by ticking or highlighting a word that is incorrectly spelled without necessarily writing the correct spelling above or beside it. Teachers are to use their professional judgement to decide when it is effective to correct a spelling and when correcting mistakes can be de-motivating for a pupil, or time-wasting for the teacher.

Where common, high frequency words which a child should be familiar with are misspelled, they will be identified/corrected and the pupil will be expected to copy out the correction three times at the

end of the piece of work. In KS1 and Year 3, incorrect key words / spellings are to be underlined in green by the teacher if they are words the child should know. Incorrect Spelling, Grammar and Punctuation errors in work from children in Year 4, 5 and Year 6 is marked by using the code S, P or G in the margin. Therefore the children will need to find and edit the errors themselves, using a dictionary or word book. All editing and improvements made by the children care carried out using Purple Pens (Purple Polishing Pens).

Response To Marking – (RTM)

A pupil's response should be made as soon as is reasonably possible in order to effectively support the pupil. The response a child has made should also be marked /acknowledge by the teacher. Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward and be aware of how they are improving. For example the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding
- Extend understanding to deepen learning or raise to a higher level of thinking or mastery
- Address/ explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practice – e.g. times tables, attention to place value, spellings, punctuation, grammar

Pupils need to develop this skill from Foundation Stage to Year 6 and throughout the year as appropriately.

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skills of pupils.

By the end of year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEND may need support with this. Likewise tasks must be effective in improving work, yet brief in completion.

For pupils in KS1 and where developmentally appropriate as designated by SEND IEP's, communication of the feedback will be augmented by adults, until developmentally pupils are able to access this independently.

Classroom Marking Journals

Each class teacher has a class marking journal in the classroom. This is used primarily to keep a record of mastery and greater depth work. It is also used to keep a record of work that has been carried out practically, for example a photograph will be taken of the task and then put in the marking journal along with annotations. This journal should be kept in school and is monitored alongside children's books during a work scrutiny.

Role of other adults supporting:

Support Staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines within this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking.

Supply teachers who carry out work in the school are expected to mark all work in accordance with the policy. The policy will be shared with all new supply teachers.

Students in school are required to follow this policy as appropriate, however the class teacher is also required to initial marking completed by the student to ensure quality assurance. Teachers will use professional judgement in discussion with the Head teacher / SLT to ascertain if the marking of all pupils' work is monitored or a sample

Equality of Opportunity:

All pupils are entitled to have their work marked in accordance with this policy.

SEND and Inclusion:

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support for pupils to read comments. It may mean recording verbal feedback and response. Such requirements should be identified in a pupil's IEP as required.

Monitoring and Evaluation:

Monitoring of the policy will be done through work scrutiny led by the Head teacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupil's outcomes.

The Head teacher and SLT will also monitor the impact of marking through work scrutiny in Mathematics and English as part of lesson observations to monitor the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessments and content of Learning Journeys. This will be triangulated with pupil voice activities to ascertain how marking supports them in understanding what they need to do to improve their learning and to make progress.

Work scrutiny will be used to monitor consistency across school and impact of the policy on pupil outcomes.

Evaluation of feedback and response will be done through the impact on pupil progress data but also pupil progress meetings and review of SEND provision and impact of the Pupil Premium Grant.

Appendix 1:

Tickled Pink… *I liked the…*	TA I had some help from my teacher ⓣA	(•)Full stops missing
Go for it Green… *Next time…*	S Spelling error I need to look for	Spelling mistake (KS1) ⊂WOZ⊃
LO – Learning Objective What I should be able to do be the end of the lesson.	P Punctuation error I need to look for	Sit letters on the line <u>and</u>
SC – Success Criteria Things I should do to challenge myself and make progress	G Grammar error I need to look for	finger spaces
I I worked independently Ⓘ	Purple Polishing My editing and improvements ✓said	letters j l p
T I had some help from my teacher Ⓣ	A Capital letters missing Ⓐ	

Appendix 2:

Making Maths feedback and marking more effective:

- Make calculations more effective - If children using a number line and several steps to calculate ask a question: could you have got to the answer with fewer jumps?
- Modelling an answer - Now try one of these…
- Questions to apply their knowledge - Can you split a rod of 8 cubes into 3 pieces? Can you do it in different ways? - Can you make up another addition where 7 is the answer? - How many times bigger is 2400 than 6? - What two numbers have a product of 912? Are there any other possibilities?
- What have you learned today? - What tips would you give someone who is learning what you have just done?
- Questions to consolidate knowledge -Can you show me why 19 + 5 is not 23? - Put these numbers in order starting with the largest 23 / 54 / 76 / 72 / 57 - A partition of a number is 200 + 50 + 13. What is the number?
- Complete this….. - Two numbers between 10 and 20 are….. - Two ways of totalling ten are….. - 1.87 is between …. And …..
- Reflecting upon your work -Could you have calculated the answer in fewer steps? - How do you know you have found all the answers? - 2 of your answers are incorrect, can you work out which ones and put them right?
- Self-corrections - Can 600 + 600 equal 120? - Can you see where you have made a mistake?
- Ask for an explanation - Explain how you know that 6x6 can't be 35 - What is the quickest way to find 199 more than 428? - Can you explain the rule for this sequence? Will number 50 appear in this sequence? How do you know?