

Shireland Collegiate Academy Trust

Primary Marking and Feedback Policy

2018

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Category	
Next Review Date	
Policy Availability	Website
Officer Responsible	Primary Educational Lead

**The Trust, all Academies within the Trust and Shireland Learning Limited must
comply with this policy.**

Contents

Introduction	3
Types of feedback:.....	4
Learning Surgery	5
Peer and Self-Assessment:.....	5
Written Marking.....	6
Glossary:	8
Yellow Box Marking	8
Editing Slips	8
Appendices:.....	9
KS1 Marking Codes	10
KS2 Marking Codes	11

Introduction

The principle of 'Responsive Teaching' underpins our feedback policy. This includes the important element of marking. Feedback is an essential part of the teaching & learning cycle and research shows that feedback given closest to the point of teaching and learning has a greater impact on pupil achievement (Dylan Wiliam, 2018). We therefore aim for children to receive timely and purposeful feedback that furthers their learning, and for teachers use assessment information to adjust their teaching both within and across a sequence of lessons.

The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful, manageable and motivating
- provide specific guidance on how to improve in the longer term

We are mindful also of the workload implications of written marking, notably, the DFE's research which has highlighted written marking as a key contributing factor to teacher workload. As such, we use technology where possible to maximise opportunities to streamline the feedback process.

Our policy on feedback has at its core a number of principles:

- The purpose of feedback and marking is to further children's learning.
- The main focus of feedback should be against the WALT and the Success Criteria.
- Feedback should take place at the earliest opportunity to have the greatest impact.
- The impact of feedback should be evident longer term and not only on the piece of work that has received feedback.
- Feedback takes many forms other than written comments such as: verbal feedback and modelling (including the use of technology), questioning strategies, use of talk partners, peer assessment and/or self assessment.
- Online resources such as class sites and Mymaths can provide children and teachers with immediate feedback and should be regularly incorporated.
- Feedback aims to provide an appropriate level of challenge to pupils to maximise their progress
- Written marking should be clear to pupils according to age and ability and should use the agreed marking symbols.
- Children must be given appropriate time to respond to feedback to have maximum impact on learning.
- The key to success is the involvement of pupils in owning their learning and each other's learning.

Types of feedback:

Good teaching will always include a mix of these feedback types:

	<i>What it might look like</i>
<p><i>Live feedback</i></p> <p>'Next step in the moment'</p>	<p><i>Whilst pupils are working the teacher circulates and gives feedback on their work by asking questions or giving hints or through modelling and scaffolding next steps.</i></p> <p><i>Pupils review and correct their work immediately.</i></p> <p>Includes teacher gathering feedback from verbal responses, mini-whiteboards, book work, etc. Could involve individuals, small groups or the whole class. May involve further support, challenge or a change of task May re-direct the focus of teaching or the task. Teacher stops pupils periodically and marks a pupil's work with input from the class or verbalises their thought process. Improvements / corrections should be evident in the child's work. Online resources e.g. MyMaths are a way to provide immediate feedback to pupils. Could be led by teaching assistants, other adults or peers or involve self assessment</p>
<p><i>Summary Feedback</i></p> <p>'ARC and Mini Plenaries'</p>	<p><i>Mini plenaries / ARC sessions provide an opportunity to review learning and offer feedback during the lesson or task. Usually involves groups or whole classes</i></p> <p>Teacher stops pupils periodically and reviews the success criteria, models, or verbalises their thought process and directs pupils to check their own work. Pupils should be regularly involved in marking their own work and checking and then correcting mistakes throughout the lesson. May take the form of self- or peer- assessment against an agreed set of criteria May involve strategies such as 'exit' questions that allow the teacher an assessment opportunity. This review feedback could take place at any point during the lesson or may occur as a plenary activity as part of 'ARC' (Assess, Reflect, Connect*) Teachers use the AfL information gathered and adapt the current lesson or future lessons to support children to best progress.</p>
<p><i>Distance Feedback</i></p> <p>'Assess learning after the lesson'</p>	<p><i>Takes place away from the point of teaching</i></p> <p><i>Provides teachers with opportunities for assessment of understanding.</i></p> <p><i>Includes a balance of 'Light touch' marking which refers to the WALT and 'Deep marking' which will provide more detailed feedback for assessment purposes.</i></p> <p>Teachers regularly (At least once per week in English and Mathematics) use whole class feedback sheets to note common misconceptions and successes to inform the next lesson or to identify who needs learning surgery. Adaptations to teaching sequences clearly seen within planning. 'Next Step tasks' and video feedback are used to provide personalised or group feedback based on learning needs.</p>

	Yellow Box Marking*
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	Written comments should be clear and provide specific guidance on how to improve.
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Learning Surgery

Learning Surgery is feedback or intervention given outside of the lesson to individual or groups of pupils. The aim is to address any pressing misconceptions or errors in the most timely way possible. Learning Surgery should be delivered on the same day wherever possible so that rapid intervention and support can prevent gaps from forming. Pupils can self assess and ask for Learning Surgery or be directed by a teacher to attend.

*See glossary

Peer and Self-Assessment:

From the Early Years upwards, pupils will be involved in the assessment process. We expect pupils to take ownership of their learning and have many opportunities to reflect through peer and self-assessment.



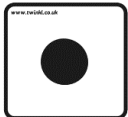


1. Teachers will share learning intentions (WALT) with pupils in all lessons
2. Teachers will clarify, understand and share clear success criteria for pupils to self or peer assess against as appropriate.
3. We encourage pupils to see themselves as the 'first markers' and audience for their learning. Children should be encouraged to find their OWN mistakes and to check and improve their own work individually or with the help of a peer before showing their work to the teacher.
4. Teachers must plan for feedback to take place and should include a range of assessment types including peer and self-assessment.

Success Criteria

Children will regularly self and peer assess their work against the Success Criteria. Visual Success Criteria will be used in EYFS to aid understanding (or for individuals in other year groups based on need.) Children will begin to help the teacher to decide the success criteria in KS1 and will be regularly involved in co-creating Success Criteria in KS2.

Example EYFS / KS1 Success Criteria:
Criteria:

KS2 Example Success

Me	Character Description	Teacher
	 <p>Say the sentence in your head first</p>	
	 <p>Use capital letters</p>	
	 <p>Use full stops</p>	
	<p>X3</p>  <p>Use wow words</p>	
	<p>and but</p>  <p>Use connectives</p>	

Me	Playscript	Teacher
	Script includes a cast list at the start	
	Narrator used	
	Speaker's name is on the left followed by a colon Sarah:	
	No speech marks used	
	I started a new line for each new speaker	
	Stage directions are in brackets.	
	Adverbs and powerful verbs are used	

Written Marking

- The primary purpose of written marking is to assess the depth of learning that has taken place to inform next steps and to offer feedback to move learning forward.
- The audience for the marking is the children and so written marking must be accessible according to age and ability.
- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.

All recorded work must receive feedback in some form. This could be 'light touch' e.g acknowledgement with a stamp referring to the WALT or 'deep marking' which will provide more detailed feedback. Deep feedback provides an opportunity for the teacher to give specific feedback to the student to assist them in knowing next steps and targets for focus. Teachers give children deep feedback on identified tasks that are essential to learning.

To clearly distinguish between child and adult led marking and feedback children will self or peer assess in blue and adults will mark work in green.

Written marking and comments should be used where meaningful guidance can be offered which has not been possible to provide during the lesson itself. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment in each individual book. Where a child has achieved the WALT and is well-prepared for the next stage in learning, this need not be annotated.

Next step tasks

Focussed and specific next step tasks can be an effective way of supporting pupils to improve their work but should be used selectively and when appropriate. Yellow Box marking* and editing slips* can be effective here as a way for children to respond to feedback.

There are four main types of next step task:

- 1) Scaffolding- A child has a misconception or error and the teacher provides a scaffolded response to get them unstuck and to make progress.
- 2) Find and Fix- Signposting work to improve with a clear focus. E.g Question 5 has an error in place value. Find and fix.
- 3) Consolidation- A child needs more practise, or the teacher wants to assess if they are able to demonstrate a skill independently
- 4) Further Challenge / Stretch- A child has demonstrated secure understanding during the lesson and so is offered challenge or a new context.

Where resources allow, we would expect technology such as class sites and devices to be used to support and enhance the feedback process.

*See glossary

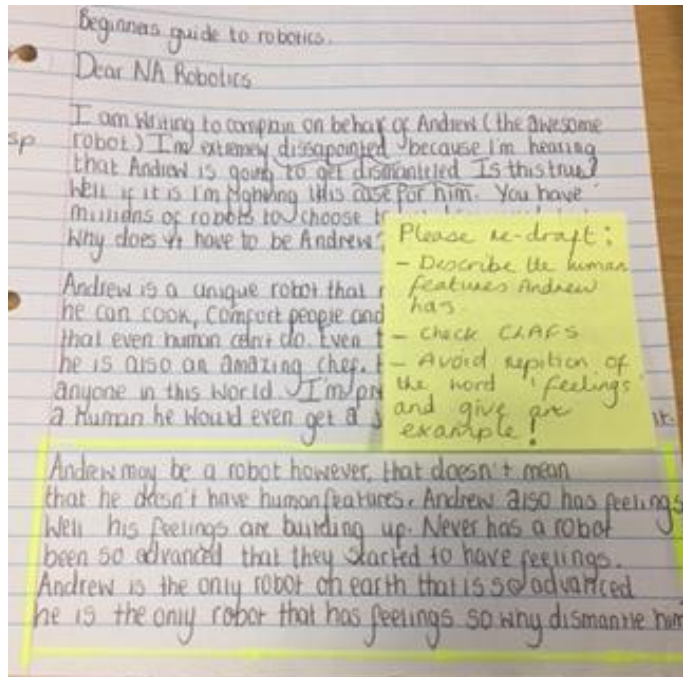
Glossary:

Yellow Box Marking

Yellow Box Marking involves the teacher selecting a section of work to feedback on in detail. They offer specific and diagnostic feedback on this section which the pupil can act upon. The purpose is to enable a more precise focus on the key areas for improvement. The pupil knows where to target their efforts and improvements can be identified much more clearly to help aid student progress

This type of feedback is more focussed and manageable for pupils. Instead of asking students to re-write or apply feedback to the entire response (which can be demotivating for a pupil) they only re-write the work highlighted in the yellow box whilst taking into account the teacher feedback.

The size of the box will determine how many improvements need to be made and the technique can be used flexibly. Teachers may use more than one yellow box throughout the work to direct the pupil towards a focus e.g. The omission of question marks.



Editing Slips

Editing slips could be used by pupils to show their response to all types of feedback, including Yellow box marking and peer and self assessment. Editing slips will show the improvements made to work and therefore the impact of feedback.

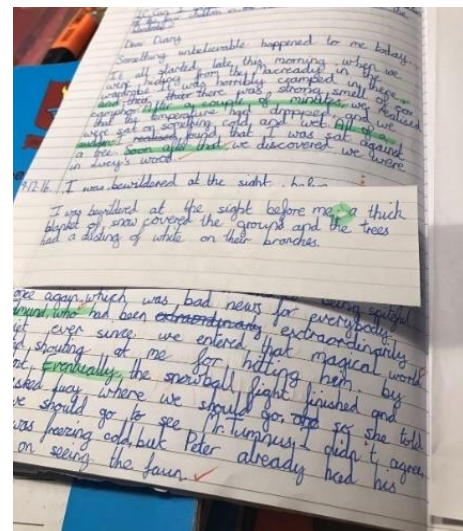
ARC

ARC plenary sessions occur at the end of a lesson and offer pupils a chance to:

Assess- Assessment opportunity such as 'exit question' or marking of work completed during the lesson.

Reflect- Self or peer assess learning during the lesson and/or chance to act upon feedback

Connect- Make connections to previous learning, introduce the next step in learning or apply skills to a new context or problem.



Appendices:

Whole Class Feedback

Year:

WALT:

Successes: Pupils with particular strengths to celebrate or share.

Common Misconceptions.




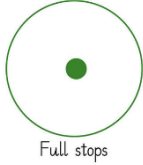







How could these inform the next lesson?

Any other specific issues for pupils?
Individuals or groups to work with next lesson

Other: Incomplete / presentation / basic skills / SPAG etc


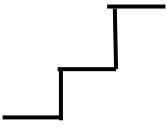








Next steps

KS1 Marking Codes

	<p>Good effort or achievement</p> <p>Exceptional effort or achievement</p>		<p>Next step</p>
<p>LS</p>	<p>Come for Learning Surgery</p>	<p>WA ✓</p>	<p>WALT Achieved (written next to WALT)</p>
<p>TS</p>	<p>Teacher support given</p>		<p>Dot next to error or incorrect answer e.g. 15 ●</p>
	<p>Full stops</p>		<p>Upper / Lower case letters</p>
	<p>Finger Spaces</p>		<p>Check spelling</p>
	<p>Conjunctions</p>		<p>Punctuation (circle a focus)</p>
	<p>Improve the word choice</p>		<p>Check your writing makes sense</p>

Stickers will be used to commend exceptional effort or achievement.

KS2 Marking Codes

	Good effort or achievement		Next step
	Exceptional effort or achievement		
LS	Come for Learning Surgery	WA 	WALT Achieved (written next to WALT)
	Dot next to error or incorrect answer E.g. 15 ●		Proof read / Look again Indicate a focus.
TS	Teacher support given		
SP <u>shuld</u>	Spelling mistake Child should use a dictionary to correct the spelling		Letter/letters missing or word/words missing
P	Punctuation error	 	New line needed New Paragraph needed
GR	Grammatical error		Improve the word choice

Stickers will be used to commend exceptional effort or achievement.