Deanshanger Primary School

Feedback and Marking Policy

'The primary purpose of marking written work is to assess the depth of learning that has taken place and identify misconceptions to inform future teaching and learning. The audience for the marking is the children.'

School based rationale behind current school practice and procedures

As part of our continual school improvement journey we reviewed our school marking and feedback practices in April 2016. Changes to our school procedures followed staff reflection on our existing processes, 'good' practice in other schools and local authority guidance. The head teacher and other senior leaders visited Blisworth School and the Rushton School (May 2016).

There was rapid change (April – July 2016) to reflect the need for greater impact and precision to improve learning outcomes for all learners. Where previously we relied on pink and green pen prose, this was replaced by greater, targeted 'menu marking' in English and 'one star, two star, shooting star' challenges in maths and English. Staff meeting time was used to evaluate current and alternative models. New planning and feedback practices were implemented using a period of 'non-judgemental' trialling. This trialling was conducted as a collaborative line of enquiry based learning for teachers and learning support assistants. Feedback, from staff, children and our school improvement partner/LA partnership head teacher, was used to inform our approach towards feedback and marking in the academic year 2016 -17.

At the end of the academic year 2016-17 our practices and procedures have been further refined with feedback from our SIP, LA partnership head teacher and HMI inspectors. As a staff team we have reflected on the effectiveness of our marking and feedback policy in terms of our ultimate school aim: improving the learning outcomes for all our learners.

Wider educational context behind current school practices and procedures

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation shows that effective feedback should:

- redirect or refocus either the teacher's or learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- provide specific guidance on how to improve

The recent report (March 2016) written as part of the project undertaken as part of the Department for Education's (DFE's) workload challenge, a review into eliminating unnecessary workload around marking conducted by the Independent Teacher Workload Review Group identified the principles of effective marking that should be embedded in teaching practice. These principles are:

- Meaningful: marking varies by age group, subject and what works best for the pupil and teacher

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- Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback as well as the impact in relation to the workload of teachers
- Motivating: marking should help to motivate pupils to progress. This does not always mean writing in-depth comments or being universally positive

Taken the above in to consideration our policy on feedback has at its core a number of principles:

- Provide **meaningful** feedback to the child;
- Highlight areas for development/ improvement/correction thereby enabling the child to identify clear 'next steps' providing **motivation** for learning;
- Inform future planning of lessons;
- Enable the teacher to record progress related to learning objectives;
- Be **manageable** for both the child and the teacher
- Be relevant – sometimes marking is not necessary.

Marking and feedback is part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress in every lesson.

Marking Guidelines

We have agreed that teachers and LSAs will mark work in green and pink pen/highlighter. Green pen/highlighter marking will be used to show good elements. Pink pen/highlighter will be used to show parts of the work that require improvement.

Children will edit and mark their work using purple pen.

Presentation of work should be in accordance with the whole school presentation policy.

All pupils' work should be reviewed at least twice a week in maths and where relevant in English. The first part of the next day in core learning time is dedicated improvement and reflection time (DIRT) which at Deanshanger Primary is known as 'Boost It' time.

Children should respond to feedback in this time. They should take pride and care in the presentation of their books reflecting the high standard that is expected, never using graffiti, doodling or scribbling on or in books. They should take time to correct and respond to comments appropriately. 'Thank you, Mrs Thomas' is not appropriate.

In English extended writing sessions, a page should be left. The child can then place their responses to feedback on the page during the 'Boost It' session.

A maximum of 3 misspelt high frequency words should be identified – avoid picking out words that will not be used on a regular basis. Where appropriate, children should be encouraged to use a dictionary or word mats to find correct spellings.

Teachers/ Learning support assistants will record the level of support given to the child in completing the work by annotating pupil books.

We will mark the learning stars against achievement and not coverage.

Our Core Teaching and Learning Model

In English (reading and writing) and maths, teachers should use the guided teaching method to ensure core focus on a group of learners.

If an LSA is present in the session, children may be removed or work within a session to pre-teach or consolidate learning in preparation for the main teaching and learning ahead.

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We will use mini-plenaries throughout the session to reinforce learning and address misconceptions. This is also an opportunity to re-direct children to work at greater depth after initial progress has been observed. Since progress is expected for all learners throughout the session, these mini-plenaries are very important.

Maths - One Star, Two Star, Three Star, Shooting Star

Our new approach towards planning is referred to as 'One Star, Two Star, Three Star, Shooting Star'. Learning objectives are set as 'stars'. In maths there is an emphasis on reasoning and problem solving in the shooting star (as much as possible).

In some sessions there will be 'One Star, Two Star and a Shooting Star'. However, in other lessons there will be a 'One Star, Two Star, Three Star, Shooting Star'.

At the mid-point of the lesson or perhaps even after ten minutes (where appropriate), there is a 'next steps moment', where the child reviews his/her learning against the target and decides on his/her next step.

The adults (teacher and possibly learning support assistant) will always sit with a group in the lesson. This will be the group who have not grasped the main teaching objectives. During the session the adult may quickly check the learning of other groups of learners within the teaching group. The group the adult works with will rotate throughout the week.

This will allow children to consolidate their learning at an appropriate learning to ensure all time is used wisely to impact on progress. It is expected that all children will be presented with challenge in every session. Work that is 100% accurate may indicate an inadequate opportunity for progress.

This template for planning is found on the school network. In KS1 we will mark against the words in the star challenges; in KS2 we will mark against the stars. A tick or highlighting of words or stars will show the child's achievement in the lesson

English – One Star, Two Star, Three Star, Shooting Star, Toolkit and Menu Marking

One Star, Two Star, Three Star, Shooting Star

Our new approach towards planning is referred to as 'One Star, Two Star, Three Star, Shooting Star'. Learning objectives are set as 'stars'. As outlined above in maths, children choose the star appropriate to them.

Example of One Star, Two Star, Three Star, Shooting Star Planning

English Year 2 Fiction: Setting description 18.4.16		
Can I use an expanded noun phrase?		
I can use an adjective to describe a noun.	I can begin to use expanded noun phrases.	I can apply my knowledge of expanded noun phrases.

Toolkit

In some English lessons a toolkit will be used. This may be more prevalent in FS, KS1 and lower KS2.
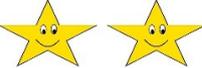
This focuses attention on certain elements of the writing or reading pathway for each year group. This toolkit may contain a star challenge approach. There may also be occasions where more open ended toolkits are used. Learning should not be 'capped'.

Example of an open ended toolkit

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Wednesday 13ᵗʰ April	Can I retell a story using interesting details?	
	Toolkit	
Alliteration (the slow sloth slid down the tree)	Adverbs	Paragraphs
Adjectives	Powerful Verbs	Conjunctions
Punctuation CL . ! ?	Similes (like or as)	Sentence Openers (ly, ing, ed)

Example of toolkit with star challenge

English Year 6		
Toolkit		
Capital letters	Commas to show subordinate clauses.	Semi-colons to separate clause boundaries

Example of a Writing/Reading Pathways

Each year group has a Reading and Writing Pathway. These will be used to assess where children are at the three assessment points of the year. At the last assessment point for the year evidence for each of the pathway points needs to be evident in the child's work for them to be assessed as at the expected standard for the year group. Evidence will come from pieces across the year. If year groups are being moderated at the end of the academic year, it is essential that there is evidence for each of the points on the reading/writing pathway.

In each pathway there are a set of 'Non-negotiables'. These must be evident before a child can be at the expected standard for their year group.

For examples of a Writing Pathway see the appendix attached to this policy

'Boost it' time

In maths and English lessons, dedicated reflection time will be given. This time is timetabled on year group timetables. Children are expected to respond to their teacher's feedback and there should be evidence of this in their exercise book. In maths this will take the form of 'Fix it, Revisit It, Boost It' activities. This should take place at least 3 times over a week. It is expected that children are given regular opportunities to look back at the comments made on a number of pieces of work to remind themselves of the progress or areas for development commented on. It is also expected that teachers will check and, where appropriate, give feedback on the child's comments. The teacher and LSA is likely to be working with a small group during the 'Boost It' time.

Examples of children's responses to marking are available from your phase leader. These samples have been verified and moderated by our LA SIP, partnership head teacher and HMI inspectors.

How do I make marking manageable?

Marking can be time consuming but it is an essential part of personalising and accelerating pupil attainment and progress. Effective teachers use many strategies to ensure that marking is completed regularly and with maximum impact. Some or all of the following strategies are used to make this workload manageable.

- Plan which pieces of work will be marked in depth (it is not expected that all work will be marked in depth).
- Some pieces of work can be marked with groups of children.
- 1:1 conferencing can be particularly effective.

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- Verbal feedback can be shown by 'VFG'.
- Quickly circulating round the class to check learning during a lesson – this is highly favoured by recent LA feedback i.e., marking at the point of learning
- Peer marking which has been modelled and taught to children.
- Refine time management skills and use time effectively e.g. during assemblies etc.
- Ensure work is marked regularly and promptly after completion, to allow for immediate assessment and feedback.

If you are struggling with your marking and/or workload, please speak to your phase leader.

Menu marking and feedback against the 'One star, Two star, Three star and Shooting Star'/Toolkit should be used as much as possible. However, there are occasions where a focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

Challenge	Can you add character dialogue at an appropriate part of your story?
Reminder	Start each of your instructions with an adverb. Can you add an extra instruction using 'carefully'?
Steps	First re-read your sentences. Then add the full stops.
Example	The trees, with the jagged branches, swayed in the breeze. Write your own sentence with an embedded clause?

Time is then given for the child to respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

Consider:

- Can the children read your question?
- Have you used cursive handwriting?
- Can the children understand your comments?
- Do you allow them time to respond to your marking?
- Do you expect the child to be able to transfer your improvement suggestions to another piece of work in a new context? How do you check for this?

Further Examples of Feedback

Maths

KS1	KS2

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Challenge
- Can you label ____?
- Can you make up a question of your own to test a friend?
- Well done! Now could you try ____.
- What does_____ mean?
- Can you explain the steps you used to solve this problem?
- Is there a different way you could solve this question?

Reminder
- Can you check these? Don't forget to_____. Can you now try to complete this_____?
- When we add what happens to the number?
- Remember when we….. Now you try…..
- Can you explain what it is important to remember when….?
- What is the value of___?
- What type of number is ___?
- When we divide a number does it get bigger or smaller?

Steps
- What do we mean by_____?
- What do you need to do now?
- If I have _____ how would I find_____?
- Firstly I have ___ If I then change X what will I be left with?

Example
- Could you try [give an example to have a go at]?
- What would happen if_____?
- If I change _____, how would your answer change?
- Look how I have worked this out using…. Could you try this with this question?

Challenge
- Can you write a word problem for your calculation?
- Can you label……?
- Can you make up some questions of your own?
- Now try………
- What does_____ mean?
- Could you use another method to solve this problem?

Reminder
- Can you check these? Don't forget to_____. Can you complete this_____?
- Is this regular/ irregular? How can you tell?
- What are the rules of [concept]?
- Can you explain what it is important to remember when….?
- What is the value of___?
- What type of number is ___?
- When we divide a number does it get bigger or smaller?

Steps
- What do we mean by_____?
- What do you need to do now?
- If I have _____ how would I find_____?
- Firstly I have _____ If I then change X what will I be left with?

Example
- Could you try [give an example to have a go at]?
- What would happen if_____?
- If I change _____ how will my answer change?
- This is how we solve _____ Could you try it using the example to help you?

Comments to Extend Learning (Challenge questions)

- How did you know that_____?
- Why do you think _____?
- If you were this character what would you have done?
- Would you like to live in this setting? Why?
- What could you do to be sure that your results would always be the same?
- A great conclusion! What do you think makes it so good?
- Which is your favourite sentence? Why?
- What was your objective for this writing? Highlight your most effective words/sentence
- How quickly can you _____? (e.g. write 10 decimals)
- Have you used any imaginative vocabulary? Write the words here.
- Can you make up your own example of a TU X TU calculation using only even numbers?
- Write a similar challenge for your parents.
- What is the most interesting fact that you have learned from this research?
- What would you like to find out next about _____?
- How many cm are there in 1m? 10m? 100m? 1000m?
- Can you solve these?

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- Here's the bonus question_____