



# The Hyde Guide to Quality Feedback

## Quality Marking Guidance

At the Hyde we use a two stars and a wish quality marking system that highlights what the children have done well and what the child's next steps are. All work on a daily basis is to be marked either during the lesson with the children giving immediate feedback or after each lesson, ready for the next lesson/day. The marking should then feed into your planning and be noted/referenced in your daily assessments by making appropriate annotations.

### Good Quality marking should:

- Refer to the LI to state whether it has been met or not i.e. 'LI met' or 'keep practising the LI'
- Teachers should ensure that children have an opportunity to respond to the marking either directly or in their next piece of work by making the suggested improvements
- Children to respond to feedback in 'Response time'
- Impact of marking should be seen in the child's next piece of work
- 'Response Time' will need to be planned into lessons/timetables by each class teacher
- During 'Response Time' children's books should be laid out on the table ready to ensure good use of time
- Responses and editing should be completed in purple pen 'purple for progress'
- Teachers throughout the school to mark using a two stars and a wish, (for maths 1 star and a wish is acceptable), either using drawn or a stamp
- Where necessary comment on the cohort/school focuses for literacy/numeracy (this will link directly back to planning)

### The Stars:

- Identify two areas that have been completed well (2 stars; 1 star in maths) and had impact on the child's level of understanding
- This should come directly from the SC for the lesson

### The Wish:

- One area for development should be identified (a wish) - this could be the child's target so they get lots of reminders to practise or come directly from the SC to ensure it has impact on the child's learning
- Should be high impact for example; 'next step- include adjectives to describe' as a pose to handwriting, underline the date etc. Secretarial comments such as these should come in addition to the 'wish'
- Should be something that the children can respond to i.e. a scaffold prompt, challenge, question or an editing of their work
- Should be evident in the next piece of writing which may become a star or if the child has still not mastered the skill it should remain a wish until progress is made, i.e. a target
- This will ensure progress over time is evident in all books.

### Ways of making marking less time consuming:

- As the children are working try to quality mark as many tables as you can (this immediate feedback will have the most impact as they can respond straight away to comments)
- Try only adding the wish while the children are working so they can immediately respond and make progress then after the lesson add the stars
- If your class does fruit time your children could get on with an activity independently or your TA does an activity with the children, you could use this time to mark a groups work- they could even respond in this time
- Try training the children in how to mark by using the visualiser to show a child's piece of work. The children can then work together to think of two stars and a wish which will help them practise self-assessment



### Beginning to introduce 'Self & Peer Assessment':

- During mini plenaries the children could verbally give two stars and wish for a few children and they can then write them down in their own book
- Train the children to use the success criteria to choose two things they have done well and then choose something they need to improve during plenary sessions. This way you will need to just check over the children's ideas and they will then become in charge of their own learning and be able to articulate their next steps
- Use the visualiser to look at ANY child's work (not just the "best" one) and the whole class should stop and quality mark it DURING the lesson. This will teach children how to properly self-assess and give feedback.

Please remember that your AHT is here to help you and can support you in making this work in your class.

### There are examples of good quality marking in a file in the AHT's room

**Target setting:** This is currently being looked at by SLT. It is proposed that the 'wish' that each child gets in their books is their targets. This needs to be tracked and then evidenced in future work.

E.G – Use adjectives to describe. Child then uses adjectives in next/future piece of work comment could be – 'Target met'.