Wheatfield Primary School

'High Achievement through Growing and Learning Together'

Feedback and Marking Policy

(Statutory Policy Document)
Issue No 3
December 2016

Enjoy

Achieve

Believe

Respect

Learn

Inspire

Approved by Head Teacher: December 2016
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CHANGE RECORDS SHEET

Issue No.	Date	Summary of Change	Amended by
1	January 2013	New policy document.	L Haydon
2	December 2014	Revised and updated.	L Haydon
3	February 2016	New policy written	L Haydon
4	September 2016	Document reviewed and updated to reflect interim frameworks	L Haydon
5	December 2016	Document reviewed.	L Haydon

SUMMARY

This policy should be read in conjunction with all other school policies. If you require further details of this policy then please refer to the Head Teacher or Deputy Head Teacher.

Marking and feedback are an integral part of teaching, learning & assessment; this policy outlines the procedures we use in order to be able to guide children to improve their learning.

This policy will be reviewed every three years or updated as and when changes occur. This is to be recorded in the minutes of the Curriculum and Achievement Committee.

REFERENCES

- Assessment Policy
- Enriching Feedback in the Primary Classroom Shirley Clarke 2003
- Embedded Formative Assessment Dylan Williams 2011

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MAIN DOCUMENT

1 RATIONALE

'Feedback is one of the most powerful influences on learning and achievement'
(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol77, No.1, pp. 81-112)

In Hattie's research 1999, comparing 500 meta-analysis of over 180, 000 studies involving 20-30 million pupils, the power of feedback to impact on learning 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 socioeconomic factors.

Feedback, in both written and verbal form, is an integral part of the teaching and learning process, and should be regarded as part of the continuous dialogue between teachers and learners about how well they are doing. Teachers are able to inform children about their learning and next steps for success; their achievements; address misconceptions and celebrate good work.

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit our learners. Essentially, **the purpose of feedback is to enhance the progress of learners. It is not to find fault, but to help children learn.**

2 AIMS

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective feedback, including marking, to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective feedback aims to:

- Inform the learner what they have done well and what they need to do to improve;
- Support learner confidence and self-esteem in learning,
- Support teachers' assessment knowledge of each learner 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 learners to respond to feedback, self-assess and evaluate their own learning

3 GUIDELINES

Effective feedback should:

- be **meaningful,** with the sole purpose of advancing pupil progress and outcomes
- be **manageable** for teachers
- be **motivating** for pupils by acknowledging work done, valuing efforts and celebrating progress

4 PROCESSES

Feedback during lessons - Teachers give well considered interventions to prompt deeper thinking and swiftly address misconceptions during lessons. This will often be verbal feedback and may occur though effective questioning to clarify or re-focus tasks, mini-plenaries and mid-lesson adjustments. It may also be verbal feedback

given during a 1:1 conference with a pupil or in a group. Teachers and older children may note this down to record the feedback & response process.

1. **'Light' marking of work** – This acknowledges and recognises progress, success and/or completion of pupils' work, using pink and green highlighting and possibly a simple comment

2. **Developmental marking** – in which incisive feedback on success is given and response from learners is required to strengthen the teaching and learning process in order to accelerate and deepen learning; this will vary from subject to subject (see guidelines)and can relate to given success criteria

3. **Response time** – in which the children are given time to reflect on the feedback given and have the opportunity to improve or enhance their work accordingly. It may take place during a 'start of the day' session, during target time, at the beginning of a lesson, or within a lesson

4. **Peer and self-feedback** – where peer or self-assessment has been appropriately introduced, learners may identify one positive aspect of work and suggest one area for improvement by focussing on one learners book at a time together. Neat initials must be left. Self-marking can be used to mark warm-up questions eg in maths. Children will use their polishing pens for peer and self-marking and feedback

5 NON-NEGOTIABLE PROCEDURES FOR MARKING

- All written feedback is to be given using purple pens.

- All written feedback should be done in a clear legible hand, preferably aligned to the school handwriting script

- The marking codes for maths and for written work are to be followed in all cases (see Section 6 & 7))

- The marking code should be displayed in all classrooms

- **All** work should be at least 'light' marked by the teacher or support staff

- When identifying successes, the respective work will be identified with a green highlighter. 'Green for Great'

- When identifying an area for specific improvement the respective work will be identified with a pink highlighter. 'Pink for think' Comments to help children improve will be made next to a pink thought bubble

- When identifying a specific extension or challenge for a learner to address, the respective work will be highlighted pink

- **In maths**: cold & hot tasks are used to inform the planning of work and the appropriate differentiation. Outcomes of hot tasks are used to inform summative assessment. Pink and green highlighters are used

- **In writing**: Cold tasks - now called Sequence Starters: success criteria will be shared and generated with the children. Green highlighting will be used to show success, positive affirmations will be used; teachers will make own notes of areas for development to inform planning and these areas will be addressed during target time or small group time. Hot tasks will be developmentally marked, using relevant success criteria, to enable children to edit, re-draft and ultimately publish their writing. Feedback from hot tasks will inform future planning and give targets for improvement.

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- Where feedback comments are used they should prompt a response from learners, at an appropriate level of challenge, and such tasks must be completed by learners in designated time.

- Attention should be given to spelling and grammar in all subjects, according to the marking code set out in Section 7.

- Feedback in different subjects may not look the same.

6   GUIDELINES FOR MATHS FEEDBACK & MARKING

- Green highlighted work indicates where a child has been successful

- Pink highlighted work tells a child they need to go back to this work; there may be an example of how to improve the maths alongside

- Pink challenge bubbles will indicate where a child should 'have a further go' to challenge their thinking

7   GUIDELINES FOR WRITING FEEDBACK & MARKING

- Green highlighted work indicates where a child has been successful

- Pink highlighted work tells a child they need to go back to this work and re-draft

- Specific codes will be used to enable children to find and correct their own errors in writing

  o C capital letter omitted

  o p Punctuation error

  o sp Spelling error

  o g Grammatical error

- These specific codes are developmental and gradually introduced.

  o YR use pink and green highlighters.

  o Yrs 1-4 will highlight in pink with a code above; during Y4 these codes will move to the margin on a page. Spelling mats will be used to encourage children to spell correctly and to correct their errors.

  o Y5& 6 will use codes in the margin, moving on to pink dots in the margin when children are ready, in line with interim framework requirements.