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WEMBLEY PRIMARY SCHOOL

MINIMAL MARKING FOR MAXIMUM PROGRESS: YEAR 5 CHILDREN'S PROGRESS, UNDERSTANDING, AND EXPERIENCE OF LITERACY

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Introduction

In response to the document *Eliminating Unnecessary Workload Around Marking* (Independent Teacher Workload Review Group, 2016) finding an effective model for marking and feedback, as well as eliminating unnecessary workload in schools, has almost become like the search for the Holy Grail. In the document, *Inspections – clarifications for schools* (Ofsted, 2017), Ofsted confirms facts about their requirements and to dispel myths about inspection that can result in unnecessary workloads in schools. Moreover, Ofsted clarifies that:

> Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning…inspectors will consider how written and oral feedback is used to promote learning (2017: 2).

On 8th September, 2017, The Key published a timely document outlining the new approach to marking from Headteacher, Clare Sealy. Sealy (2017: 1) expresses the view that her 'deep marking', which had been praised by Ofsted, placed 'a burden on the staff'. In 2016 she banned written marking in her school, St Matthias Church of England Primary School in Tower Hamlets, and made feedback and pupil self-assessment part of every lesson. Sealy (2017: 2) states, 'the whole point of feedback is actually is feed forwards, and ensure you know what to do next time'.

A number of schools have been successfully trialing and implementing new marking approaches. Lavender Primary School, in Enfield is an example of such a school. I visited the school as part of this research. After visiting Lavender Primary, my impression was that they were certainly well-established on a journey that our school was about to embark on. Lavender Primary School, as part of the Ivy Learning Trust with Brimsdown Primary School, were able to successfully showcase their model of assessment with other schools. There were elements of their approach that I felt could work at our school and others perhaps not so well. I discuss this in further detail later in this report.

The Deputy Head at Wembley Primary School formed an Assessment Team in September 2017 as part of the school's development plan. As Literacy Leader for Key Stage 2, I was an integral part of this group. At our first meeting, the Deputy Head shared the document from *The Key – Case Study: Reducing Marking Workload Without Compromising on Pupil Outcomes* (Sealy, 2017). This formed a basis for discussion and kick-started our actions.

It was clear from the outset that we did not want to totally ban marking and have a 'no marking' policy, but instead find a new approach to a more effective 'minimal' marking policy that gave clear evidence of pupil progress. Being such a large school with a moderate turnover of staff, accountability was important and we recognised that 'no marking' bears the risk of being a mantra that could be easily misinterpreted.

The importance of effective feedback cannot be denied, as Higgins et al (2012) revealed it was one of the most impactful classroom practices with the potential of pupils making up to eight months additional progress. Furthermore, I hold true the moral purpose of assessment and would agree with Butt (2010: 121) when he states, 'assessment should always place the child at the heart of the education process…Instilling in children a love of learning, out of which grows confidence and autonomy, should surely be the main aim of education'.

A marked improvement? (Elliot et al, 2016) explored a range of feedback models and strategies. It states that a 'very small number of robust studies that have been completed to date' (Elliot et al, 2016: 4). Therefore, having the opportunity to explore this further in my research study was crucial.

Context

Wembley Primary School is a diverse four-form entry primary school in Brent. There are almost 900 pupils on roll. These children are from wide ranging socioeconomic and diverse backgrounds. In March 2016, Ofsted judged the school to be 'Good'.

In Key Stage 2, the marking policy currently uses a system of highlighting in green aspects of pupil's work which have met the success criteria and in yellow those which require improvement. A marking and feedback key highlights areas for improvement in writing such as spelling, punctuation and grammar. The learning objective is highlighted in either yellow or green to indicate the teacher's overall assessment. Self or peer assessments as well as improvements are made in green pen. A next step question is set in Maths, Literacy, Science, History and Geography. The pupil is expected to respond to this in green pen. Verbal feedback can be given in the lesson and this is indicated in the margin, along with a summary of the discussion between pupil and teacher.

Although, there are many good examples of marking within the school, teachers find it hard to keep on top of marking. Frequent book looks monitor progress and marking. Not all approaches are consistent and marking is sometimes 'distant' with the teacher not being able to cope with the demands. Time for pupils to respond to marking is not always given and some pieces of work are left unmarked. Bartlett (2015: 131) argues:

> If assessment for learning is going to be used to its full potential, teaching staff must be able to implement it with ease and confidence in their daily routine. It should not become a tiresome, time-consuming, bolt-on activity because then it simply loses its power and the quality of feedback diminishes.

We therefore needed to find a model for marking and feedback that was fit for purpose.

Research aims

- What are the models for effective Marking and Feedback?

- What model would best suit our school and how to proceed with trialing that model?

- How effective is the model during our trial (in terms of practicality to deploy as well as impact on Year 5 children's progress, understanding and experience of literacy)?

Methods

My approach to this study was using Action Research methodology similar to the Action-Reflection Cycle model presented by McNiff (McNiff et al, 2003) and shown in Figure 1.
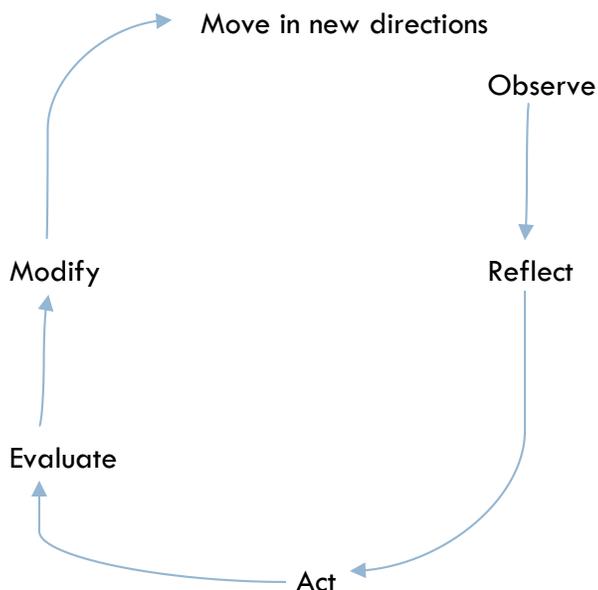
Move in new directions

Observe

Modify

Reflect

Evaluate

Act

Figure 1: Action Research Model

I find this particularly effective as it gave opportunities to be more reflective during the process. Each stage is outlined in the following sections of this report.

Observe and Reflect

What are the models for effective Marking and Feedback?

After being presented with the case study (Sealy, 2017), myself and other members of the Assessment Team further researched this area of feedback for 'minimal' marking. On 18th October I attended a lecture by Matthew Kleiner-Mann at the University of Hertfordshire on 'Fast Feedback'. At this lecture Mathew Kleiner-Mann provided details of a Fast Feedback Conference at Lavender Primary School which I subsequently attended on 1st December.

Prior to that on 3rd November, I attended an Effective Feedback conference for Headteachers and Assessment Leaders facilitated by a Brent assessment specialist lead school. I found the session 'Feedback on Writing' by Daisy Christodoulou (Director of Education, No More Marking) particularly useful as I believed the proforma she presented to be a good resource for recording comments when looking at pupil's writing. There were three subsections:

1) What were the common misconceptions? Were there any mistakes made by lots of pupils? How could these inform the next lesson?
2) Which pupils struggled in other ways?
3) Which pupils produced excellent work that could be shared with the class in the next lesson?

I felt this proforma could be tailored specifically for our school, teachers and pupils.

The Key Stage 1 Literacy Leader in our Assessment Group visited Grange Primary School in Harrow to observe how they structured their new approach to marking.

Initial research, conferences and school visits gave us plenty of food for thought and opportunities to reflect before reconvening with the Assessment Group again in December. A combination of models observed at Grange and Lavender Primary School as well as a reflection from our readings helped us to frame a prototype for our school.

As suggested in the document *Eliminating Unnecessary Workload around Marking* (Independent Teacher Workload Review Group, 2016: 5) 'there is no 'one-size-fits-all' approach' and 'all marking should be meaningful, manageable and motivating'.

Act

What model would best suit our school and how to proceed with trialing that model?

When our Assessment Group next met on 7th December, we shared our findings. I proposed using an 'assessment feedback' proforma for teachers to record their own personal 'jottings' when looking at pupil's learning (see Figure 2).

Figure 2: Wembley Primary School proforma for recording assessment feedback

This was adapted from the proforma shared by Daisy Christodoulou. There were 5 subheadings:

1)   What were the common misconceptions?
2)   How could these inform the next lesson? What will the next step be?
3)   Which pupils struggled in other ways? How will this gap be closed?
4)   Which pupils were absent? How will they be supported?
5)   Which pupils produced excellent work that could be shared with the class in the next lesson?

I shared elements of my visit at Lavender Primary School which I felt would work particularly well at our school. These included the following:

- Success criteria with written examples.
- Helicoptering during a lesson to give instant verbal feedback.
- An edit lesson after extended writing for pupils to improve their writing after peer assessment and an input from the teacher who modelled the editing process.

- During this input, activities included evaluating pupils' writing and mistakes being edited as a whole class demonstrated on the interactive white board.
- Children choose own challenge activity.
- Marking stations allowed children to mark their own work before moving on to next step question.
- Reflection notes with photographs to indicate the learning achieved.
- Language stems for reflections at end of the lesson.

In our meeting, we agreed an approach that we felt would work well for our school. We liked the rag rating approach, next step activities and feedback on the interactive white board from Grange, merged with elements of peer and self-assessment from Lavender. The Key Stage 1 Literacy Leader and myself drafted a new Feedback and Marking Policy which would be used as a working document during the trial.

I put together Marking and Feedback folders with the draft policy and copies of the assessment feedback proforma for teachers to record their findings when looking at pupils' books.

We choose to adopt a flexible approach whereby a variety of strategies would be used to provide feedback to pupils. Teachers would use their professional judgement to decide which strategy to employ and when, depending on the tasks set. These included the following:

Verbal feedback

Verbal feedback is to be given as often as possible either between the adult and pupil or peer to peer.

Rag rating only

A system of rag rating would be introduced and highlighted next to the learning objective. Pink would indicate that the learning objective was not met, yellow partially met and green fully met. Rag rating could be used where appropriate when no written comment is required. For example, where the majority of children have met the learning objective or an analysis type lesson (e.g. finding text features in Literacy). Children that did not meet the learning objective would require some form of intervention during the next lesson.

	Learning objective not met
	Learning objective partially met
	Learning objective fully met

Rag rating plus next steps

Rag rating plus next steps would provide one follow-up step for each colour. For example, learning objective not met, conferencing with an adult or corrections. Learning objective partially met, corrections or further questions. Learning objective fully met, independent extension or challenge.

	Learning objective not met	Conferencing with an adult/ corrections
	Learning objective partially met	Corrections or questions to answer/ conferencing
	Learning objective fully met	Independent extension or challenge/ conferencing

Self-Assessment

Pupils use the success criteria to show what they have achieved and what the still need to work on. Marking stations allow children to immediately mark and correct skills based activities or move on to next step activities.

Peer Assessment

Pupils use the success criteria to show what their partner has achieved and what they still need to work on. This should be a shared discussion and pupils should not record directly into another peer's book.

Detailed Marking

This strategy would be most appropriate for tasks such as extended writing. The teacher highlights in green at least three examples of where the pupil has achieved the success criteria. Highlighting in yellow would indicate a need for improvement.

It was agreed that myself and the Key Stage 1 Literacy Leader, alongside two teachers in Year 3 would trial the new approach in both Literacy and Maths. However, for the purposes of this study I will be focusing on the trial in my Year 5 class with Literacy. I was particularly keen to trial this as having been teaching for over ten years I felt these new approaches were very similar to a time when teachers annotated their plans. During that time, after marking children's work I would simply record comments on my plans such as who did not achieve the success criteria, who exceeded expectations, how gaps would be closed and what will the next steps be. Therefore, I could easily visualise how this new approach would work and saw assessment for learning as being central to this approach.

Assessment for learning is clearly defined as, 'the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there' (ARG, 2002). There are 10 principles to assessment for learning which are as follows:

- Is part of effective planning;

- Focuses on how students learn;

- Is central to classroom practice;

- Is a key professional skill;

- Is sensitive and constructive;

- Fosters motivation;

- Promotes understanding of goals and criteria;

- Helps learners know how to improve;

- Develops the capacity for self-assessment;

- Recognises all educational achievement. (ARG, 2002)

These principles all underpin our model for assessment and will be apparent in the Key Findings of this report.

Evaluate

How effective is the model during our trial (in terms of practicality to deploy as well as impact on Year 5 children's progress, understanding and experience of literacy)?

I carried out a mixed method approach to evaluating the effectiveness of the new approach to marking and feedback which involved interviews with children, parents and personal reflections. Consent was given from parents of pupils as well as parents themselves to take part in the study. The purpose of the study was clearly outlined as well as data collection methods.

I conducted two thirty-minute focus groups with a total of eleven children from my class. There were 10 questions and during the focus group we referred to the children's book to discuss examples of my marking and feedback (highlighting, ticking success criteria, verbal feedback, marking and feedback key symbols) and how they responded to my marking and feedback (highlighting, editing, peer evaluations, evidence on success criteria, ticking success criteria). We also considered photographs of examples of marking and feedback that was given to the whole class on the interactive whiteboard. As an on-going process I monitored the books of the children in the focus group and looking at their progress data. Focus group one-to-one interviews were conducted with parents whilst we looked at their child's book. I recorded my own personal reflections in a journal as and when I felt necessary.

Key findings

What helps pupils know they have achieved the learning objective?

All pupils agreed that the use of the highlighter next to the learning objective and the ticking of the success criteria (in extended writing) helped them know whether they achieved the learning objective.

Figure 3: An example of the success criteria for extended writing.

What helps pupils know how to improve their work?

Pupils agreed that they can help each other improve their work and they could give many examples of this.
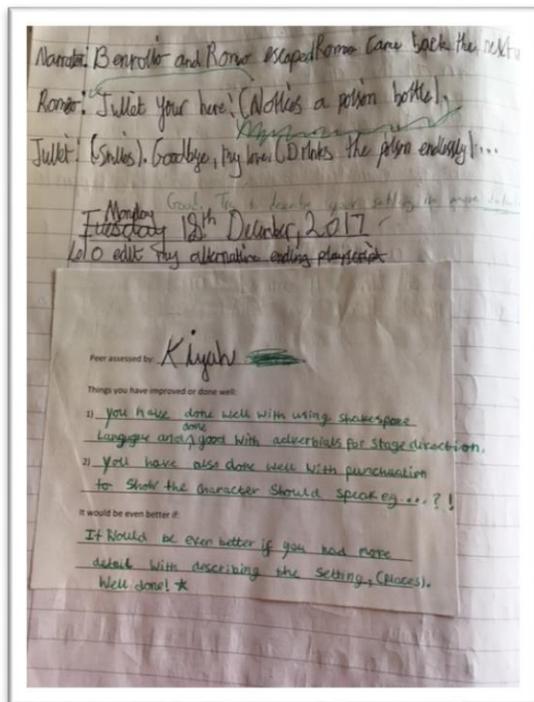
Figure 4 An example of a child peer assessing another child's writing.

The children made the following comments:

J helped me to use more Shakespearian language.

K helped me to realise that I didn't describe the setting.

"N tells me if something doesn't make sense".

My partner told me where to put a full stop and told me I had a great imagination.

Sadler (1998) argues that peer-assessment is valuable because the language the students interchange is one that they would naturally use and they take on the role of the teacher. All pupils found sharing work under the visualiser very useful as they can inspire each other and 'magpie' ideas. They also made the point that not always sharing the best work is helpful because it allows them to spot mistakes and correct their own.

Figure 5: An example of a child's work that has been typed up and amended slightly to anonymise the writing.

How does verbal feedback help pupils?

Pupils found individual verbal feedback very useful as the teacher is able to explain more clearly and help them understand their mistakes. They also found whole class verbal feedba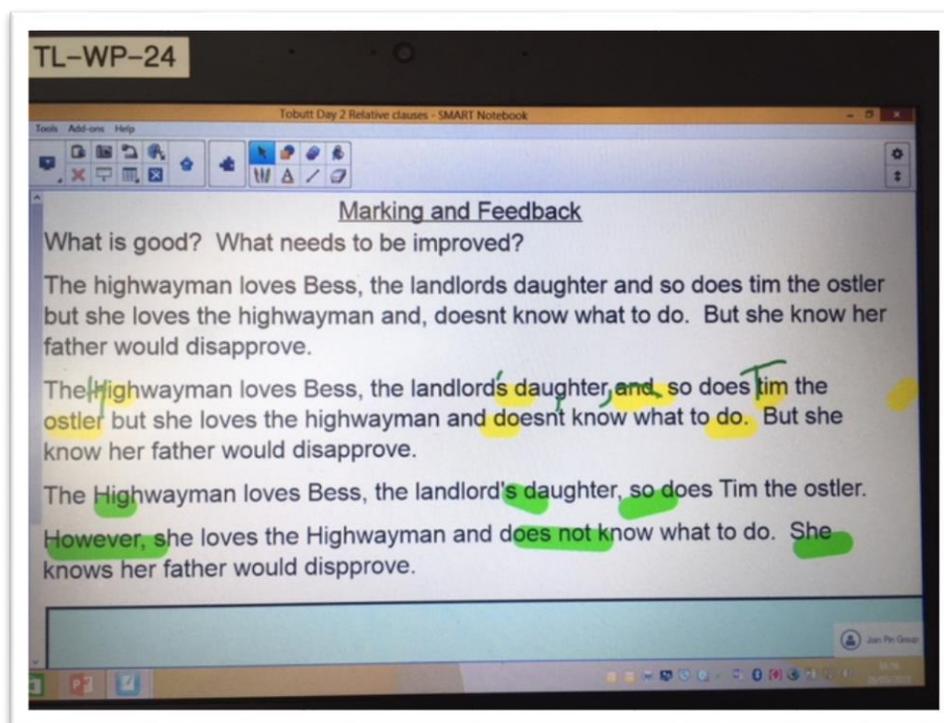ck useful as it if they have the same mistake they can correct it. The pupils particularly like the way I start by saying, "Well done to everyone for …", when I list the most common achievements from the success criteria. They also really liked the 'celebration of good work' on the board where I list names of pupils that have produced exceptional work and sometimes share. They said it makes them feel happy and proud.
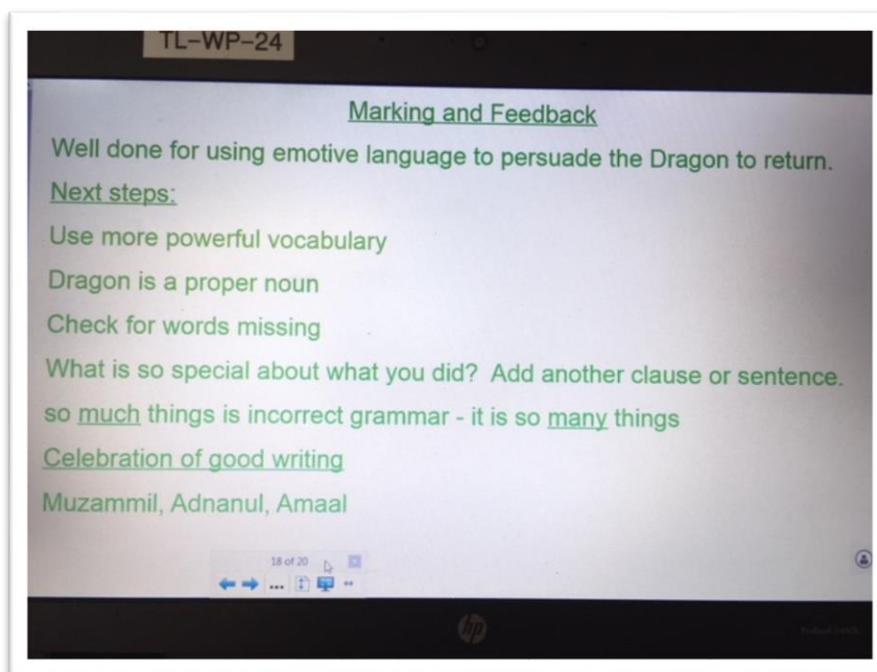
Figure 6: An example of marking and feedback given to the whole class at the beginning of a lesson.

Do pupils like finding the answers before the end of the lesson?

Pupils agreed they liked finding the answers before the end of the lesson because it gives them an opportunity to correct their mistakes. This applies less in Literacy and is a lot easier to achieve in Maths.

Do pupils find responding to marking helpful?

All pupils found responding to marking helpful as it gives them time to correct and improve their work. Also, they like using their green pen because it shows them taking responsibility for their own learning through their improvements.

Figure 7: An example of a pupil responding to marking and feedback

And pupils said:

Time to respond to comments means I can correct things that may become a habit.

Time to correct helps me know for next time.

The green pen shows that I've checked over my work and it is not messy if you want to cross out a line or paragraph to edit your work.

I feel proud to know I have added better words in green pen.

How does the success criteria help pupils?

Pupils find the success criteria helpful and they use it as a checklist. They also find giving the evidence useful as, otherwise, they would be tempted to just tick the criteria. The teacher column helps them know what they have achieved and what needs to be improved.

> *"Evidence helps because you don't just tick it – you have to find it".*
> *"Evidence to show we've done it helps because sometimes you think you've done it, but you haven't".*
> *"It helps me to see whether you've missed something out".*
> *"Evidence column gives me time to think to check my work again".*
> *"'Every Piece of Writing' helps because people forget to proof read their writing".*
> *"Teacher column helps me because if there is a dot it helps me see I didn't use that in the success criteria".*
> *"Teacher column helps me because it tells me what you think of my writing".*

What are the perceptions of parents?

Parents have certainly seen the benefits of our new approach to marking and I have had a positive response. They do not expect to see lots of comments in red pen from the teacher. The parents of children in my class understand that the green highlights that the children have achieved the learning objective and the fact that the children have been responsible for improving their own learning with their green pen. They also appreciate the effectiveness and instant nature of verbal feedback.

> *"Green means he did what the class teacher expects."*
> *"I remember from my childhood feeling upset if I saw red, but my child feels proud…This system is better."*
> *"It is better to speak to the child…If there is lots of writing, the child might not understand."*
> *"He can improve his work himself and is not scared to make mistakes. They are given a chance to check their mistakes and redo."*
> *"The teacher talking to the children is better because they take that straight away into their head. It is instant, at that moment. If it was written in the book they might not bother to look at it."*
> *"It does help the children progress because children don't like to get things wrong, so they go back and improve their work."*
> *"He is correcting himself and thinking for himself, rather than you telling him."*
> *"New approach is especially helpful for children where English is a second language."*

Attainment

In terms of attainment, pupils in my class have made exceptional progress. Data for Writing in my class shows that 82.8% have achieved the excepted national standard or above (31.0% above the national standard), whilst 24.1% have exceeded their target. Within my focus group, 24.1% of the pupils exceeded target.

Personal Reflections

A more flexible approach allows me to use my teacher judgement to use the most suitable marking strategy for each lesson. I feel more empowered being able to commit to looking at my books daily. This could take approximately 10 to 15 minutes per set of books. Marking the extended writing still takes up to 2 hours, however I appreciate the time invested in this to help the children and they have taken more responsibility for their learning by using the success criteria. I agree with Butt (2010: 122) in his statement, 'Encouraging learners to become constructively self-critical, reflective individuals, capable of self- and peer assessment, puts assessment back in its rightful place'.

Making my own jottings of observations from the children's books helps me remember what the common misconceptions were, how pupils struggled in other ways and allowed me to have target pupils for that next lesson. I like having the freedom of writing these in a type of short hand that makes sense to me, rather than having to think about wording something so that it can make sense to others. My notes have helped me to close gaps and also introduce next steps, leaving more time to adapt planning instead of being bogged down by marking. As Butt (2010: 15) states:

> If we believe that at the heart of formative assessment is a need to 'get to know' our students better, it seems logical that assessment evidence helps us to do so and construct better learning activities. We can only appreciate what such activities might be with the aid of assessment information, which will inform us of the next educational steps a student should take.

In using the proforma I found the section 'Which pupils struggled in other ways?' particularly useful in writing as the process is not necessarily as black and white as Maths. This section gave me the opportunity focus on aspects that were not directly linked to the success criteria to help remind children and consolidate their learning with spelling, punctuation and grammar errors such as using the apostrophe for possession (e.g. landlord's daughter), using a comma with a question mark and forgetting to use the apostrophe for contraction (e.g don't). Also, it helped me focus on composition and developing a writing style that would be

hard to communicate in books, but easier to communicate verbally such as 'too wordy', 'repeating ideas' or 'mixed messages for reader'.

Verbal feedback was particularly effective as it was instant feedback and I was able to helicopter around speaking to a number of children within a lesson. If I found common misconceptions I would stop for mini-plenaries to address this. Bartlett (2015: 154) refers to mini-plenaries as mini-assessments points; she confirms that, 'outstanding teachers continually (whether explicitly or not) check the progress pupils are making towards learning outcomes and make this clear at key points in the learning process'.

I pride myself how my pupils have become more independent learners and it has helped them develop a growth mindset accepting the principle that we learn from mistakes. As Dweck (2012: 329) explains people with a growth mindset consider implications for learning and constructive action asking themselves the questions, '…What can I learn from this? How can I improve? How can I help my partner do this better?'.

I have reinforced the values of responsibility and trust with them to help this system become more effective. They have become more skilled in evaluating their own work as well as the work of others. I feel that I have further developed positive relationships with the children and have been able to help 'train' them to adapt to this new approach. They have responded to it positively and clearly see the benefits of it. As Bartlett (2015: 150) explains self-assessment helps,

> Pupils learn about themselves as learners and they become aware of how they learn…This secures pupils' involvement in their own learning and in how to move forwards. They become more autonomous, as instead of being told the next steps, they have to shape their own future pathway (with your support).

For example, it is therefore more empowering when a pupil recognises a mistake in their own work, rather than the teacher spotting it for them.

I have taken on board the comments shared by my focus group and also made a conscious decision to not always choose the same children for the 'celebration of good work', but rather focus on particular strengths or special achievements. I have seen some of the less able children really grow in confidence from this as well as make exceptional progress. Sometimes when marking I put the books, I put them in 3 piles to help me clearly see what most children have achieved in terms of the rag rating.

I feel that the approach is really quite different for Literacy when compared with Maths, as mentioned previously there is not just one answer in Literacy. However, the approach has worked well and my Marking and Feedback comments on the interactive whiteboard, at the beginning of the lesson, have become part of our daily routine for the first 10 minutes. Previously, I would often be endlessly writing the same comment in books, now these can be shared with the whole class verbally which helps them understand more clearly. For pupils that have struggled in other ways, I make the point of targeting them and speaking to them individually whilst the rest of the class responds to my marking.

During the trial I have tweaked how I use the interactive whiteboard for Marking and Feedback as well as the success criteria. For example, further to the children's comments I include an opening paragraph of 'Well done for…', then 'Next Steps' and finally 'Celebration of Good Writing'. With the success criteria I have included the 'for every piece of writing' column to help remind them to proof read for common spelling and punctuation errors. As Hattie and Yates (2014: 67) state:

> Feedback is powerful when students know (a) what success looks like, (b) appreciate it is aimed at reducing the gap between where they are and where they need to be, and (c) when it is focused on providing information on where to next.

The success criteria works particular well as a checklist for pupils when self-assessing their writing. Sadler's (1989) argument that self-assessment is essential to learning because students can only achieve a learning goal if they understand that goal and know what they need to do to reach it.

I found the rag rating with next step activities did not work so clearly with Literacy as children could not so easily grouped and next steps could cross over. This was easier to achieve in Maths. For example, when adding fractions with different denominators a green next step could be converting answers into mixed numbers. Those children that achieved yellow, there next step could be another similar question to consolidate their learning. Children that had achieved pink could have a simpler question for practice or a question could be scaffolded.

I have ensured that with peer assessment children are paired in mixed ability groups and that children have some ownership in choosing who they are grouped with on their tables. Each time we change table groups I ask children to think about their own strengths and weaknesses, emphasising that we can all help each other. As well as creating an environment where children understand that when they are able to explain something to someone else it helps reinforce their own understanding. Bartlett (2015: 150) states that teachers must '…carefully match peers and ensure that pupils understand that everyone's learning journey is different'.

I also have been mindful that not all pupils like other children writing in their books (Bartlett, 2015: 151) and I ensure it is more of a collaborative discussion when peer assessing their writing. Also, if they need to record, it is simply a tick or any statements are written on a separate sheet.

Modify and Move in New Directions

The Assessment Team met again on 20th June to finalise what the new model for marking and feedback would look like. An INSET is planned for September to rollout the new marking and feedback policy within the whole school (Year 1 to Year 6).

Following my trial, I made the following recommendations:

Lesson Structure

- Lessons would need to include the first 10 minutes to respond to marking.

- Common misconceptions to be addressed in whole class feedback at this time.

- When children are responding to marking at the start of the lesson, the teacher will have a target group or targeted individuals to either speak to or work with.

- Mini-plenaries would become a regular feature of the lesson to allow children opportunities to assess their learning.

- A plenary would be necessary to either share answers with children, write reflective notes, self-assess or peer assess.

- Children would need to be given time to review their learning using the success criteria.

- At least one edit lesson for writing would be required per unit. For example, in a shorter two week unit we would expect one edit lesson, whilst for a longer four week unit we would expect between two or three edit lessons.

- Editing would need to be modelled and scaffolded by the teachers using children's work as examples or typed up anonymised pieces.

Mindset and Values

- A growth mindset would need to be encouraged to help children recognise we learn from mistakes.

- The values of trust and responsibility would need to be embedded.

- Teachers would need to 'train' their children to self-assess, peer assess and respond to marking to help establish routines.

Classroom Management

- Key Stage 1 pupils to be provided with more scaffolding than Key Stage 2 pupils. For example, when self-assessing or peer assessing they should be given a choice for next steps on pre-printed sheets for them to stick-in.

- Teachers would need to give their mixed ability seating careful consideration to achieve the right balance and this should be changed regularly.

- Self-assessment, peer assessment, pupil personal reflections and responding to marking or editing would need to be completed in green pen in both Key Stage 1 and 2.

Administration and Resources

- Teachers themselves would need to record daily on the assessment feedback proforma, but they must see these as simply their own personal notes or jottings.

- The template for the success criteria for extending writing would need to be consistent across the whole school.

- The marking and feedback key would need to be used consistently.

- Books would need to be monitored along with the assessment feedback proformas to ensure accountability and progress.

- Teachers would need to ensure that they feature different pupils and their strengths when 'celebrating good work'.

- The new policy would need to be communicated to parents through the option of attending a workshop.

- Teachers would need to be supported in following the new policy.

After our meeting, I decided to add to the assessment feedback proforma a section to record what most children achieved to feedback achievements with the class. Also, we needed a way of recording which pupils had been selected for a celebration of good work, so we agreed that we would indicate this with a star (in their books) as a permanent remainder, as well as sharing with parents. Furthermore, a list in the Marking and Feedback folder would ensure a pupil would receive this acknowledgement at least once. We decided pupils would also be able to self-assess by recording a dot with a highlighting after the learning objective (in the same colours that the teachers would be using).

Like any new policy or procedure, the new model would need monitoring to ensure it was being followed, as well as monitoring its efficiency. I am confident that we will achieve our aim in both minimising workload for teachers, whilst ensuring maximum progress for pupils.

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