



Short Heath Federation Feedback and Marking Policy

Date Adopted	September 2018
Headteacher Signature	
Chair of Governors Signature	
Date for Review	September 2019

SHORT HEATH FEDERATION



Feedback (and Marking) Policy

Rationale

All schools within the Short Heath Federation believe that feedback is an essential aspect of teaching and learning and an integral part of the assessment process. Providing constructive feedback enables children to become reflective learners and helps them to diminish the difference between what they can currently do and what we would like them to be able to do.

We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

At our schools, feedback and marking covers a broad spectrum of responses to our pupils' practical and recorded work and operates on different levels. It can be verbal, written, in the form of symbols or a combination of the three.

This policy should not be read in isolation but in conjunction with the assessment policy and teaching and learning policy.

Purpose

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. 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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: Meaningful, manageable and motivating. We have also taken note of the advice



provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core many principles:

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.

Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.

Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The 'next step' is usually the next lesson.

Feedback is a 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. New learning is fragile and usually forgotten, unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it.

Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers can gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

General Guidance

All children's work will be seen and acknowledged by teachers and/or teaching assistants as soon as possible and ideally by the next lesson.

- All marking will be constructive, purposeful and deepen learning.
- All written feedback must be legible, in sentences or symbols where appropriate and in schools chosen handwriting script.



- The policy must be consistently applied by all teachers, teaching assistants, learning support assistants and supply staff.
- The policy must be shared with the children at a level consistent with their age and ability.
- All work not marked by the usual class or group teacher must be initialled.
- All self-marked work must also be marked by a teacher or teaching assistant.

In practice

It is fundamental that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

These stages can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> -Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. -Takes place in lessons with individuals or small groups -Often given verbally to pupils for immediate action -May involve use of a teaching assistant to provide support of further challenge -May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> -Lesson observations/learning walks



<p>Summary</p>	<ul style="list-style-type: none"> -Takes place at the end of a lesson of activity - Often involves whole groups or classes -Provides an opportunity for evaluation of learning in the lesson -May take form of self or peer-assessment against an agreed set of criteria - May take the form of a quiz, test or score on a game - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> - Lesson observations/learning walks -Some evidence of self – and peer-assessment -Quiz and test results may be recorded in books or logged separately by the teacher
<p>Feedforward: 'the next step is the next lesson'</p>	<ul style="list-style-type: none"> -For writing, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development and giving time for development areas to be worked on and improved through proof reading and editing their work. -Do now's are analysed daily and errors and misconceptions addressed in subsequent lessons, in maths meetings. 	<ul style="list-style-type: none"> -Lesson observations/learning walks -Evidence in books of pupils editing and redrafting their work in green pen
<p>Summative</p>	<ul style="list-style-type: none"> -Check it' activities -End of unit or term tests or assessments 	<ul style="list-style-type: none"> -Check it activities in books -Assessment and test results

Types of marking / feedback

- Individual verbal feedback by teachers, teaching assistants, learning support assistants and peers.
- Whole class verbal feedback by teachers, teaching assistants, learning support assistants and peers.



- Group verbal feedback by teachers, teaching assistants, learning support assistants and peers.
- Effective questioning to an individual, group or class by teachers, teaching assistants, learning support assistants and peers, using BAD question (Chris Quigley).
- Work simply ticked / initialled by teachers, teaching assistants, learning support assistants and peers.
- Observation of practical work made by adults.
- Ability appropriate symbols and pictures used consistently across the year groups.
- Focussed written marking by teacher, teaching assistant or learning support assistant.
- Focussed written marking by children (Children need to be mature enough to be trained to do this).

Skills Books (English Skills and Mathematics)

In skills books, children write on the right-hand page, leaving the left-hand page for feedback, marking and assessment.

Any teacher/TA feedback is written in black pen on the left-hand page.

The date and WALT must be displayed for each lesson.

The WALT must be highlighted every lesson, in every book:

Blue if learning is at greater depth (these will be moderated in Deep Reviews and used to confirm mastery ratings on the tracker)

Green if fully achieved

Yellow if partially achieved

Pink if not yet achieved

- If work is incorrect, a 'Pink to think' should be given. Errors should be addressed by expecting children to work out how they could correct e.g. 'How can you check this answer?' or 'Check this spelling in the dictionary and then correct it in your writing', or 'You have missed 3 capital letters. Find where they are missing and put them in'.
- Most work will be independent. If not, mark with G for Guided or S for supported next to the WALT.
- During the afternoon children who self-assess as needing further support or who adults feel could further develop their learning will be supported by a TA in a 1:1 session. This must include children who could go to greater depth. This work will be carried out on the left page of the skills book and marked in black pen, evidence will be recorded in a separate file or intervention book by the TA. All work will be labelled 'G5 INT', signed and dated on the left page.
- No misconceptions or repeated errors must be left unaddressed in feedback – if errors and misconceptions remain, there has been no progress.



Proof reading and editing in writing lessons

Most writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses.

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point.

NC Guidance - Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

The difference between editing and proof-reading:

Editing - this is how the text sounds, where words are added or removed, sentences are expanded, and improvements made.

Proof-reading - this is how the text looks, checking the use of EGPS.

How can we get children to edit and proof-read work?

The teacher will share extracts from pupils' work, using either the visualiser or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work. For example, within the proof-reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. Then s/he might share a section of text with poor punctuation (usually anonymously) and re-teach the class the various punctuation rules. They might then point out some spelling errors that several children are making and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof read their work, checking for similar errors and putting them right. Children sit in mixed ability pairs and support each other in the identification and correction of mistakes.



Within the editing section of the lesson, for example, the teacher might show a different couple of pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then in their pairs they read together each other's work, and suggest improvements, alterations and refinements which the author of the piece then adds – in green pen to help the teacher see what changes the child has made. Other strategies that can be used include: peer editing, green pens, using writing checklists, using the classroom environment etc. Modelling these processes is paramount to the children completing them successfully.

Using the acronyms CUPS and ARMS can also aid children in self and peer editing and proof-reading (see below). By training children, teachers will spend less time marking these errors and the children will gain a wider understanding of the skills of writing.

Improve your writing with...

Capitalisation

Have you used capital letters accurately?

Usage

Have you used tenses and verb forms accurately and consistently?

Punctuation

Have you used your pieces of punctuation accurately?

Spelling

Have you checked that you have spelt common words correctly? Are there any mistakes you can fix?

Add

Could you add anything to make this piece better?

Remove

Could you remove any words that are not needed?

Move

Could you move around parts of your sentences to use a different structure?

Substitute





Could you find an alternative (more effective) word to replace any you have used?

Feedback in Maths Books

The onus is always on the learner to check their work and if they've got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt. When you think deeply about something, it is much more likely to get stored in your long-term memory, available to be recalled at will. So, as an alternative to providing the answers, teachers should sometimes use the visualiser to model ways of checking and then expect children to do the same, in effect 'proof reading' maths. For example, children might repeat a calculation in a different coloured pen and check they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should model how children can use the inverse operation to go and check they get back to where they started.

Where children have made mistakes and are finding it hard to identify where they have gone wrong, a prompt sheet shared with the class at the start of the lesson, can help. In effect, this is just a process success criterion, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed. For example:

- Find my mistake (column addition).
- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help.
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Find my mistake (identifying fractions of shapes)

- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator → down)?
- Did I count how many parts were shaded in?



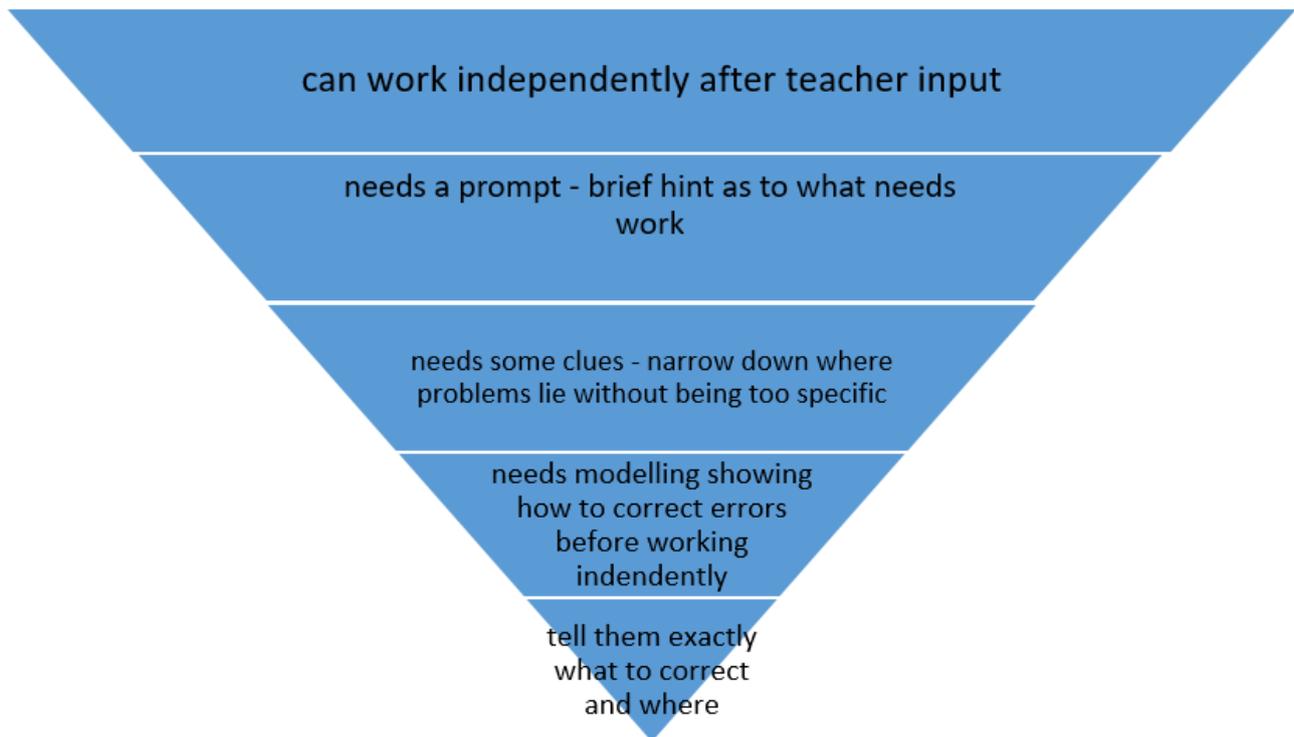
- Did I write that number on top of the vinculum (remember numerator → on top)?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

It is important that the children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long-term memory, which they can retrieve at will. Giving children work to 'mark' from fictitious another child, which includes all the common misconceptions, is a really good way of helping them develop this.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer – 'description' perhaps or 'ambiguous pronouns' or 'figurative language' or 'and then' with a pink line through it. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work modelling how to overcome these: for example, to clear up the confusion with apostrophe use.

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Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work; not you.

Learning Journey and Other Books

In all other lessons and books, children write or display work on both the right and left pages. The date and WALT must be clearly displayed and highlighted blue/green/yellow/pink. Marking should be in black pen and relate to the WALT and 'Remember to' steps. Moving on comments, written next to a pink dot, can be made at the teacher's discretion. (See 'Highlighting'). The use of BAD questions, in feedback to further develop learning and address errors and misconceptions, should be used.

During extended writing sessions children should, where possible, write on the right-hand page for an in-depth mark to be carried out on the left-hand page. Marking will follow focus marking. If you expect children to edit and improve their work, they can write on alternate lines.



Verbal Feedback

If verbal feedback is given during a lesson, this needs to be indicated as a capital VF with a few words to indicate what was discussed. Example:

VF – improve 2 adjectives using a thesaurus

VF – check and amend these spellings

VF – add 3 missing full stops

VF – repeat this calculation

VF – move on to the next task

VF – join your writing from here

A VF should have the initial of the person who has given the feedback next to it - this will indicate Teacher, TA input or peer input. It should be obvious from the child's book that this verbal intervention has made a difference to the child and that their learning/work has improved as a result. Impact should be evident.

Focus Marking

It would be impossible to focus mark every piece of work for every child. Therefore, it has been agreed by staff and governors that in each lesson a teacher will focus mark 6 children's books in addition to any others where there is evidence of repeated errors or misconceptions. Some staff choose to do this for more children.

Comments must embed or deepen learning as appropriate, and hence improve the child's progress.

Good examples of where the child has met the WALT can be underlined in green highlighter.

Depending on the ability of the child, feedback must be verbal, written or in symbol form which should help the child to 'close the gap' between what they have achieved and what they could have achieved OR to move them on. This should be written next to a pink dot. The format of comment, whether verbal, written or in symbol form, will depend on the ability of the child. This will be decided at the discretion of the teacher.

Highlighting - For children who are being focus marked, they need to have both a positive comment relating to the WALT (yellow, green or blue dot) and a moving on comment (pink dot).

'Pink to think', 'Yellow on the way', 'Green is good' and 'Blue to challenge'.

Example:

● Well done! Blue highlights show where there is evidence of answering a greater depth challenge question or task.



● Well done! Green highlights already show examples of work well done. Your children should know you are pleased with them, without you having to write it down.

● A good try. Yellow highlights where further work is needed to achieve the WALT; this may be through further intervention with the Class Teacher or Teaching assistant with Gimme 5. Writing 'G5 INT' (Gimme 5 Intervention) next to piece of work will indicate that further work and support is needed.

● Moving on OR close the gap comment/symbol (use BAD Chris Quigley questions routinely in written feedback). Pink comments may be the same for several children, if the question meets the need of the child or be check and correct tasks. The pink comment can also be a question from the more challenging task not yet attempted by that child, but only if their understanding so far, is secure. This applies to all pupils, as appropriate to their level of ability.

In EYFS, this will be a pink/green box around a comment, rather than a dot.

All adult writing in books must be in the script and standard expected of children, appropriate to age following training in the use of Kinetic Letters.



All children will be provided with time to respond to these comments at the start of the next lesson or at the beginning of the day during registration, as this reinforces learning and recaps prior learning.

Children must respond to 'pink to think' dot, they must complete the task in pink pen on the left-hand page, or within their work.

In EYFS, responses and initials from children can be in pencil.

Responses to pink comments must be checked by the teacher and any errors or misconceptions must be addressed.

Practical Activity

Observation describes the process of watching the children in our care, listening to them and taking note of what we see and hear. Observation allows us to see a child as an individual; this is important for every child in whatever setting but even more important in large group settings.



Any practical work completed, which cannot be evidenced in books, must be assessed using the 'Practical Activity' record. Information relating to the WALT and Milestone will be added as well as any Basic, Advancing or Deep questioning. Comments can be made next to the child's name which will be highlighted as a WALT in a book would normally be.

Assessment is the process of analysing and reviewing what we know about children's development and learning – for example, what we observed. We need to ask ourselves: what does our observation and any other evidence of learning we have collected (tell us about the child's learning and development? Effective assessment over time involves evaluation or decisions about the child's progress and their learning and development needs and gives us the information we need to plan for the next steps.

Self and Peer Assessment

Any written/pictorial self and peer assessment must be shown on the left hand page in green pen, unless it is within the work.

Depending on age and ability, children need to be shown how to evaluate their own work to identify progress and help the teacher to provide future work. This must relate to the WALT and 'Remember to' steps. This could be in the form of ticking the 'Remember To' they think they have achieved, or drawing a symbol or highlighting something that they are proud of in their work, that they haven't done before. Older and more able children, at the discretion of the teacher, can move on to brief personal written comments for their teacher, which may include specific explanations of the task or their learning.

Teachers, teaching assistants and learning support assistants will acknowledge children's self/peer assessment by placing a tick next to the child's symbol.

All children participating in peer assessment must write their name next to their comments or symbols.

Spellings

All spelling, punctuation and grammar errors are not marked in every piece of work but will be noted as a future teaching point.

Children in KS1 can be given the word on the left-hand page to write out three times. This must be marked. A maximum of three errors per lesson can be highlighted. In KS2, children will be asked to address up to 3 errors (highlighted in pink) and they should use a dictionary or spellchecker to correct them in their work. Spellings chosen should be words that the children should be familiar with, such as English Appendix 1 Spellings or topic words.

Presentation and Handwriting Marking

Please refer to Presentation Policy for expectation.



Special stampers will be used in the margin where work is very well presented. This must apply to written work on the left-hand page too, including any in pink or green pen. School leaders will use these too when looking at children's work in classrooms. Handwriting expectation is high. Refer to policy on handwriting. Teachers will indicate when a pen licence has been earned.

Implementation

A copy will be issued to all teachers, teaching assistants and governors; a copy will be posted on the website.

Success criteria

We will know if our policy is working if:

- Verbal Feedback is effective in moving learning on during a lesson.
- There is evidence of verbal feedback being used, which is in line with the policy, during book trawls and lesson observations.
- There is evidence of work being marked effectively and in line with the policy during book trawls and lesson observations.
- Marking denotes the next steps and informs planning.
- Learners know their next steps (feedforward) that they need to take to improve progress and achieve their targets.
- There is evidence of an improvement in the children's work.

This policy will be reviewed annually and revised if necessary.

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General Guidance

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Pink to Think

If work is incorrect, a 'Pink to think' should be given. Errors should be addressed by expecting children to work out how they could correct e.g. 'How can you check this answer?' or 'Check this spelling in the dictionary and then correct it in your writing', or 'You have missed 3 capital letters. Find where they are missing and put them in'.

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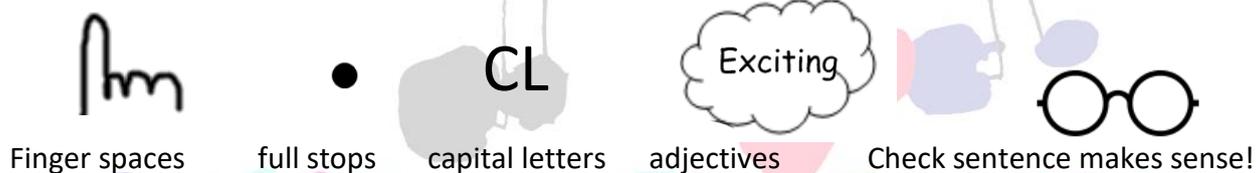
Highlighting - For children who are being focus marked, they need to have both a positive comment relating to the WALT (green or blue dot) and a moving on comment (pink dot).

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- Well done! Green highlights already show examples of work well done. Your children should know you are pleased with them, without you having to write it down.
- A good try. Yellow highlights where further work is needed to achieve the WALT; this may be through further intervention with the Class Teacher or Teaching assistant with Gimme 5. Writing 'G5 INT' (Gimme 5 Intervention) next to piece of work will indicate that further work and support is needed.
- Moving on OR close the gap comment/symbol (use BAD Chris Quigley questions routinely in written feedback). Pink comments may be the same for several children, if the question meets the need of the child or be check and correct tasks. The pink comment can also be a question from the more challenging task not yet attempted by that child, but only if their understanding so far, is secure. This applies to all pupils, as appropriate to their level of ability.

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Children must respond to 'pink to think' dot, they must complete the task in pink pen on the left-hand page, or within their work. In EYFS, responses and initials from children can be in pencil.

Responses to pink comments must be checked by the teacher and any errors or misconceptions must be addressed.

Spellings

Children in KS1 can be given the word on the left-hand page to write out three times. This must be marked. A maximum of three errors per lesson can be underlined with a wiggly black line.

In KS2, children will be asked to address up to 3 errors (highlighted in pink) and they should use a dictionary or spellchecker to correct them in their work. Spellings chosen should be words that the children should be familiar with, such as English Appendix 1 Spellings or topic words.