Marking and Feedback Policy 2018 2019

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils and is the result of a multi-school working party across The Blue Kite Trust.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning objectives and personal learning targets; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Introduction

'Feedback is one of the most powerful influences on learning and achievement'
(Hattie & Timperley (2007) *Review of Educational Research* March 2007, 77 (1) pp. 81–112)

In order to be positively effective, feedback must answer three major questions asked by a teacher and/or by a pupil:
- **Where am I going?** (What are the goals?),
- **How am I going?** (What progress is being made toward the goal?), and
- **Where to next?** (What activities need to be undertaken to make better progress?)" (ibid p86)

In Hattie's (1999) research 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.
However, feedback has the power to impact both positively and negatively on pupil performance.

Research:

A research paper published by the University of Oxford and Education Endowment Foundation, 2016 (which was created following consulting a panel of 1,382 practising teachers from 1,012 schools in the maintained sector in England), said:

- The quality of existing evidence focused specifically on written marking is low.
- School leaders and teachers should aim to create an effective, sustainable and time-efficient marking policy.

The research highlights "that faster feedback is more valuable *is consistent with* studies of verbal feedback that indicate that learners find it easier to improve if

their mistakes are corrected quickly. However, the lack of studies in schools suggests that this is an area where more research would be valuable."

Aims

Marking and Feedback should:

- Give children clear strategies on how they can improve their learning.
- Encourage dialogue between children and adults regarding progress, success and areas to improve.
- Relate to learning objectives, remember to… and/or targets.
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their learning.
- Be accessible to children.
- Use consistent codes throughout the school.
- Measure progress against targets, school or national expectations.
- Provide a tool for teacher assessment – diagnostic, formative or summative.
- Help the teacher to evaluate teaching and inform future planning.

Purpose of feedback

For children

- To raise attainment and help each individual reach their full potential.
- Provides a personal response.
- Acknowledges achievements.
- Encourages children to reflect upon their efforts to persevere and strive for excellence.
- Allows children to interact with the adult giving feedback.
- Teaches children that feedback on areas to develop or targets is a normal, positive step in learning new skills.
- Teaches children that feedback on their work is an essential element of the learning process designed to support positively and **not to criticize destructively.**
- To practise the skills taught and to correct/improve their learning.

For teachers

- Demonstrates children's knowledge and skills achieved.
- Indicates levels of achievement.
- Sets the context in which the work was undertaken, e.g. "you have worked well with your partner".
- Can sensitively indicate pupil's personal circumstances which may have a bearing upon work quality.
- Helps determine groups for learning.
- Indicates the next step for learning, either for the individual pupil, a group of pupils or for the class.

- Informs future planning, including changes to short-term planning including where revision or repetition is needed.
- Provides a review of the range of achievement e.g. self-assessment of success in meeting teaching objectives.
- Establishes a teacher / pupil dialogue about learning.

For parents and other audiences

- Indicates points for individual development and progress.
- Shows what the school values in children's work.
- Demonstrates expectations.
- Shows how the teacher has worked with and acknowledged the efforts of their child.

Live Marking:

Live marking reduces your marking workload outside of lesson hours. Diagnostic feedback closes in on specific areas to improve and offers instant feedback for the pupil.

How it works:

Set pupils to write and while they are writing I mark their books. To be fair, I don't get to every pupil, but I get to about five or ten, while they are writing in one hour. And, it makes a huge difference to the final output. I sit at a pupil desk and read the work and mark it with the pupil. They are next to me and I do quite a bit of chatting with them and I write comments as I go along. It goes something like this:

That first sentence is a bit pointless. Get rid of it. Try starting with something more abstract. Now, that paragraph there is brilliant. Repeat what you are doing there again and again. I see you picked up there what I said last lesson. Look, you are not developing your ideas here. Remember, that's the problem with your writing: you start off well and then you forget to develop and extend you thinking. Use this sentence structure to develop this idea. It could also mean…

I think you get the idea. Most of this marking is contained in the margin and follows the marking code but it also includes ideas and directions. It was fun. When I have seen two pupils or more, I might spot a pattern and stop the rest of the class and teach them or remind them about the aspect. With this approach, I have had my best improvements in pupil progress.

Benefits of Live Marking:

- Pupils engage in the feedback there and then.
- The feedback is relevant and immediate.
- The feedback is given at the point it is usually needed most – when the pupil is working.
- The feedback is personal.
- The feedback can include examples and the teacher can model, if necessary.
- The feedback can be used to develop the whole class.
- The feedback is appropriately matched to each pupil.
- Train children – independence/impact editing process.
- More visual – easier to understand.
- Feedback is communicated and understood by children instantly: they are able to question instantly if they require clarification.
- Need good quality modelling to complement live marking.
- Constantly informs teaching/next steps.
- Gives children more guidance and focus to expectation.
- Fosters a risk taking approach to learning and further challenges.
- Objectives achieved recognised.
- Every child gets teacher focus – all children get live marking weekly.
- Improves teacher knowledge and encourages mini plenaries to address misconceptions.

This also means that:

- Teachers must still ensure that they have a good overview of individual and collective pupil's work and progress to inform future planning and value their work.
- Pupils should not spend time queueing to see the teacher or waiting by a desk.
- Where the pupils have been given a task e.g. a correction and improvement or a challenge, they must be given time to complete it. This can take place during the lesson or during dedicated follow up time.
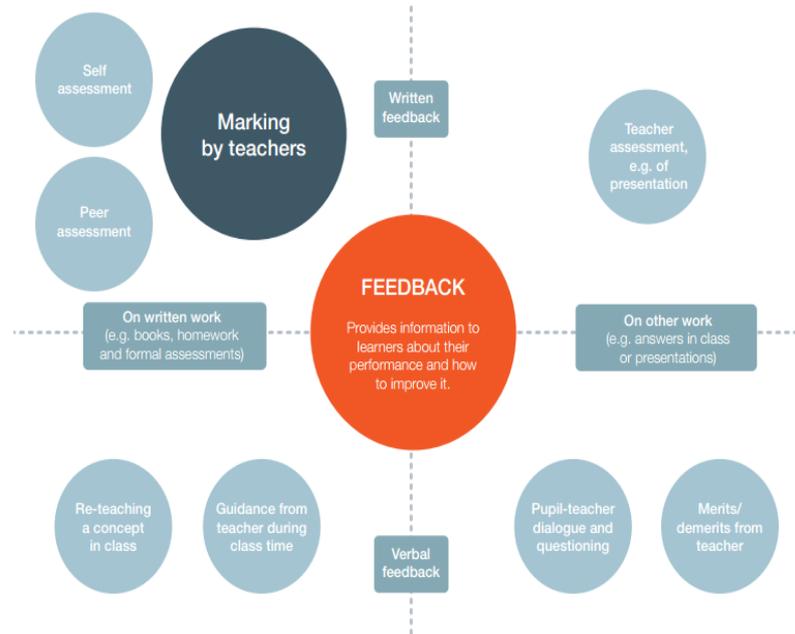
Figure 1. Examples of different forms of feedback.

Learning in children's books will reflect a wide range of marking:

- Children's self-assessment
- Peer marking.
- Teacher's marking and general teacher marks
  - Margin marking, positive formative comments and next steps marking
  - Corrections, scaffolding and ideas for improvement
  - Notes for teacher's own use

All children's learning will be marked in one of the above ways and all children will experience a range of marking types reflecting professional judgement.

Peer Marking

Throughout the school, children are encouraged to work with their learning partner in order to support and further each other's learning and achievement through guidance and collaboration.

Teacher's Marking and General Teacher Marks:

Margin marking, positive formative comments and next steps marking

As mentioned above, teachers will give children various types of feedback. One particularly important way will be positive formative comments. These comments will be used to inform the children of their next step within learning, their guidance for learning in the future and a 'where to next' linked to either their targets or a gap in their knowledge. This will take

place on a regular basis but where possible through live marking in lessons. Most correction marking will be in the margin aligned to the appropriate section of work and will follow the marking code.

Adults marking work should be in a different colour to the one used by pupils for writing and/or editing.

Corrections, scaffolding and ideas for improvement, notes for teacher's own use

Specifying attainment	Identifying specific aspects of success.
Specifying improvement	Identifying mistakes and how work can be improved. There are three main type of prompt that can be used to support children:
* **Reminder prompt**	Most suitable for fast stream or more able children, it simply reminds the child of what could be improved.
* **Scaffold prompt**	Most suitable for children who need more structure than a simple reminder as it provides more support.
	i.e. **Question** *Can you describe how this person is a good person?* **Directive** *describe something that happened which showed you the character was a good friend?* **Unfinished sentence** *he showed me he was a good friend when…*
* **Example prompt**	Highly effective for children but especially with ARE or below ARE pupils. It is simply providing some examples for your children to work from. i.e. Choose one of these as your own…

'Growth mindset' language

Language used to encourage growth mindset:

- 'Well done. You are learning to…'
- 'I'm really pleased you tried that. Look what you achieved.'
- 'I like the way you…'
- 'Keep trying.'

- 'What are you most proud of?'
- 'How are you more successful than before?'
- 'Good learner' instead of clever
- 'Be brave'
- 'Have a go – have another go'
- Now try these

Spelling

It is important that children see that spellings matter in all work and marking should reflect this.

Feedback for intelligibility:

In Key Stage 1/FS or in a small number of cases in Key Stage 2, teachers may need to correct spellings to make work intelligible for audiences other than the child.

Feedback for improvement

When feeding back for improvement, a small amount of spellings should be identified for the child to practise. These should be:

- appropriately challenging for the child
- frequent words that should be known
- subject-specific vocabulary

Time put aside for practice or correcting. This may form part of feedback time or be separate depending on the needs of the children and/or class.
A small number of other spelling errors may be corrected by the teacher within the text but these should be limited in number so as not to inhibit the child in future or reduce their self-confidence.

Marking Code

The marking code should be used to reflect on the success criteria and learning objective. It should be accessible to the children. The code should be frequently discussed with children and explained or defined to parents so it is not misinterpreted.

The following codes in the margin may be used:

Ⓟ	**Punctuation error in that line**
Ⓢⓟ	**Spelling error in that line: to be looked up and corrected if not corrected by an adult.**
⓪ or **DMS**	**This doesn't make sense**
Ⓒⓛ	**Capital letter needed or in the wrong place**
^	**An omission**
// or Ⓝⓛ	**New paragraph or New Line**
RTQ	**Read the question**
√	**Correct**
•	**Incorrect, try again**
• √	**A completed correction**

Role of other adults supporting

Support staff may also mark and give feedback to the work of pupils. When this is the case, they will follow this policy and have been directed by the class teacher. If an adult supports a piece of work, this must be indicated on the work produced (either through markings made or initials if the feedback given was only verbal).

Equal Opportunities

Every child in The Blue Kite Academy Trust is entitled to have their efforts and achievements recognised regardless of gender, ability, race or cultural background. The appropriate method of feedback and the strategies used to help children understand and respond to it ensures this occurs.