Knavesmire Primary School

# Marking Policy

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## INTRODUCTION

*"Teachers are a school's most expensive resource so our time is, quite literally, too valuable to waste on practices that are inefficient. But, being efficient doesn't take any of the love or soul out of teaching; it gives us more time, energy and knowledge to deliver really great lessons."*

Marking needs to be **time efficient, make effective use of teacher time/workload, have significant impact in maximising pupil progress**. Because of this, and evaluation of previous practices, and different school practices - Knavesmire has a adopted a **no marking policy**. The Headteacher is responsible for ensuring the acceptable, safe use and storage of all camera technology and images within the school. This includes the management, implementation, monitoring and review of this policy.

Strictly speaking, **this title – no marking- is not true**. The policy is a **no written feedback policy** with the exception of school areas of specific feedback e.g spelling.

At Knavesmire, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. 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.

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 a number of 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 are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

## FEEDBACK AND MARKING IN PRACTICE

It is vital 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:

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| 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 practices can be seen in the following practices:

| Type | What it looks like | Evidence (for observers) |
|---|---|---|
| **Immediate** | • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc.<br>• Takes place in lessons with individuals or small groups<br>• Often given verbally to pupils for immediate action<br>• May involve use of a teaching assistant to provide support of further challenge<br>• May re-direct the focus of teaching or the task | • Lesson observations/learning walks |
| **Summary** | • Takes place at the end of a lesson of activity<br>• Often involves whole groups or classes<br>• Provides an opportunity for evaluation of learning in the lesson<br>• May take form of self or peer-assessment against an agreed set of criteria<br>• May take the form of a quiz, test or score on a game<br>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need | • Lesson observations/learning walks<br>• Some evidence of self – and peer-assessment<br>• Quiz and test results may be recorded in books or logged separately by the teacher<br><br>Teacher's stamp in book |
| **Feedforward:**<br><br>**'the next step is the next**<br><br>**lesson'** | • For writing in particular, 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.<br>• Do now's are analysed daily and errors and misconceptions addressed in subsequent lessons, in particular in maths meetings. | • Lesson observations/learning walks<br>• Evidence in books of pupils editing and redrafting their work in polishing pen or on chrome book |
| **Summative** | • 'Check it' activities (sentence assessments/ tables assessments)<br>• End of unit or term tests or quizzes | • Check it activities in books<br>• Quiz and test results |

## APPENDIX 1: GUIDANCE FOR TEACHERS

| Proof reading and editing in writing lessons |
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| 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. |
| The editing lesson will be divided into two sections: |
| ▶   proof reading<br>Changing punctuation, spelling, handwriting and grammar mistakes. |
| ▶   editing<br>Improving their work to improve the composition and quality. |
| The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson. |

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 reteach 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 polishing pen to help the teacher see what changes the child has made.

**Intervening when children find editing hard**

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling.

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 red cross 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. Others might need even more support and need to be provided with **clues** to help them. For example, the teacher might need to draw a yellow box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence structure over-used. Or they might need to write a

comment at the end saying there are 8 run-on sentences or 5 instances of non-standard English. In KS1 and for some Reception children, premade stampers are available to prompt children to look for certain mistakes. The 'Crimes Against Writing' prompt sheets (see appendix) should be used with KS2 classes until these basic skills are securely in place for most of the class. Certain individuals may need to carry on referring to these longer until the checklist is thoroughly internalised.

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. The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

| The practicalities to making this work are: |
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Generic-

- Quality time will be given to the generation/ sharing of success criteria.
- Pupils will self-mark and peer mark work, where possible, in the same lesson. Targets identified through success criteria will used as improvements opportunities following this feedback.
- Teachers will be accountable for the quality of pupil peer mark/ self-mark/ feedback.
- Teachers will work with pupil groups, but will also use 'mini-plenaries' to target learning points identified by monitoring of pupils progress.
- Every class set of work will be examined (before the following lesson is taught). Learning points will be identified and influence the following days planning.
- Key examples of pupils work/areas of improvement will be shared with class within the lesson or following lesson.
- Stamps will be used to acknowledge to pupils that work has been read (all work).
- A focus pupil may be placed on an intervention if their work is 'sub-standard'. This will involve frequent oral feedback from their teacher or teaching assistant regarding the quality of their work and what they must do to improve. This identification will be 'effort-based'.
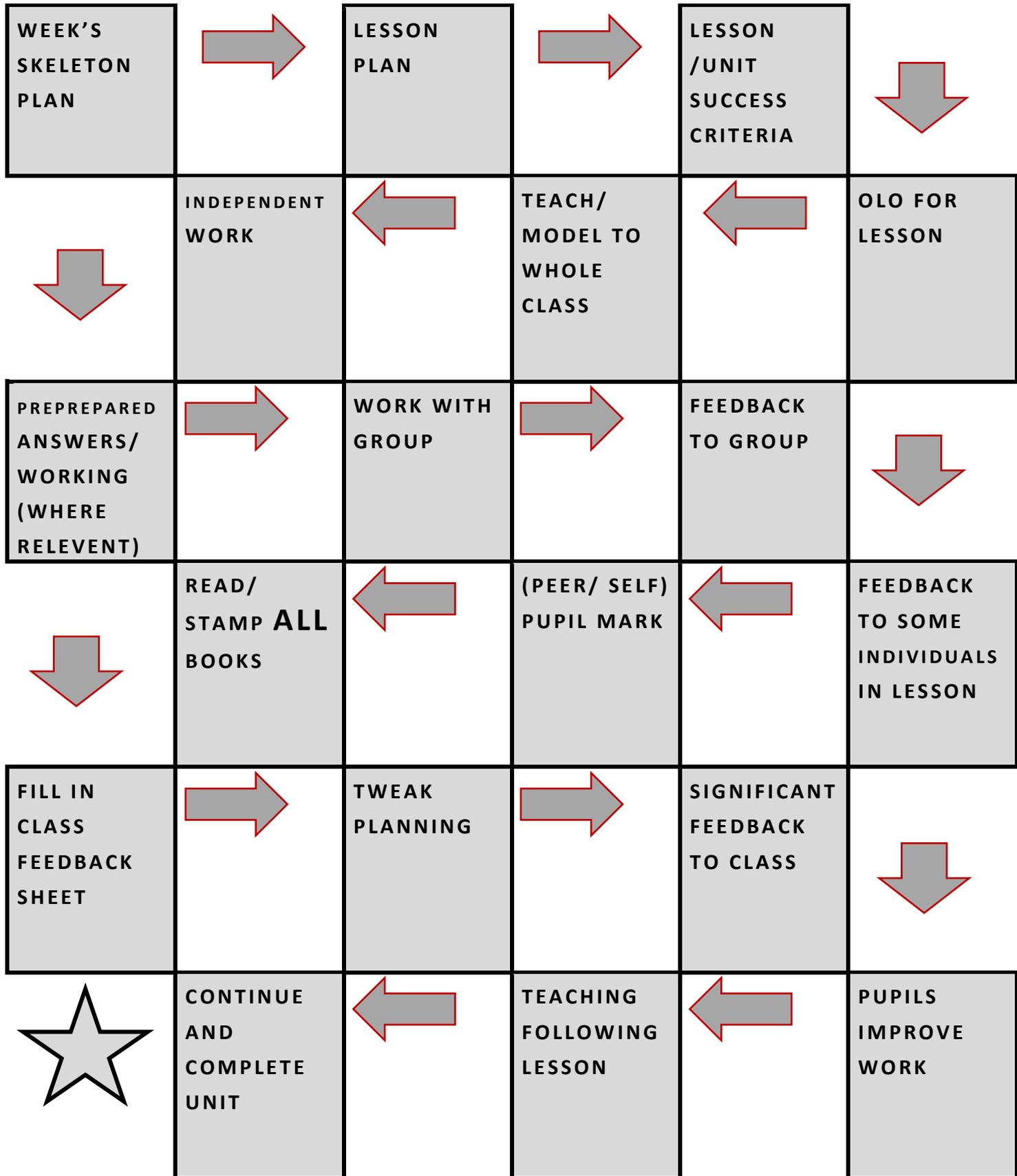
- The teacher does reserve the right to ask pupils to re-do work when the standard has slipped due to the change in policy.
- There will remain a focus on presentation, handwriting, effort in work and incremental learning.

**Staff must be effective in the following areas if this policy is to be highly successful. Periodic training will visit these areas:**

- Identification of themes for learning improvements
- Precise and effective use of success criteria
- Highly effective peer marking
- Precise and trained use of: learning partners (strategically targeted mixed ability pairs), learning buddies (strategically targeted matched ability pairs), and randomly generated feedback partners.
- Accurate use of AFL and formative assessment.
- Use of the Learning Journey and lesson objectives.

# APPENDIX 2: EARLY GUIDE EXAMPLE FLOW CHART

## GENERAL GUIDANCE

| WEEK'S SKELETON PLAN | → | LESSON PLAN | → | LESSON /UNIT SUCCESS CRITERIA | ↓ |
| INDEPENDENT WORK | ← | TEACH/ MODEL TO WHOLE CLASS | ← | OLO FOR LESSON | |
| ↓ | | | | | |
| PREPREPARED ANSWERS/ WORKING (WHERE RELEVENT) | → | WORK WITH GROUP | → | FEEDBACK TO GROUP | ↓ |
| READ/ STAMP **ALL** BOOKS | ← | (PEER/ SELF) PUPIL MARK | ← | FEEDBACK TO SOME INDIVIDUALS IN LESSON | |
| ↓ | | | | | |
| FILL IN CLASS FEEDBACK SHEET | → | TWEAK PLANNING | → | SIGNIFICANT FEEDBACK TO CLASS | ↓ |
| ☆ CONTINUE AND COMPLETE UNIT | ← | TEACHING FOLLOWING LESSON | ← | PUPILS IMPROVE WORK | |

| LESSON FEEDBACK/PREPLANNING SHEET | |
|---|---|
| **Common misconceptions:** | **Planning points:** |
| | |
| **Good examples of work for modelling:** | **Examples of work to improve for modelling:** |
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