

St. David's C of E Primary School

Enquiring minds, caring hearts, creative hands



Effective Marking and Feedback Policy September 2020

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| Date policy ratified | 16 th September 2020 |
| Date for review | September 2023 |

At St David's we have our vision at the core of everything we do for pupils and for all staff members; Our school's Christian foundation guides, challenges and inspires every child to reach their full potential as they become life-long learners and confident citizens, equipped to love, lead and serve.

*As a school we look to the teachings of the Bible to underpin our ethos:
Love the Lord your God with all your heart, soul, mind and strength; and your neighbour as yourself. Mark 12:30-31*

"Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil; a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments." "In summary, we recommend that all marking should be meaningful, manageable and motivating. This must be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DFE)."

Report of the Independent Teacher Workload Review Group March 2016

Effective feedback and marking is integral to good teaching and learning. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

At St David's Primary School, marking & feedback has three purposes:

To help pupils:

1. Understand what they have done well.

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both these points.

2. Understand how to improve.

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate to help pupils to understand.

3. Make visible signs of improvement as a result of feedback.

Without visible signs of progress emerging from marking and feedback, there are no signs of effectiveness. Teachers and teaching assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements. Response time is regularly built into lessons each week as appropriate. From the end of Year 2, Children respond to marking with a purple pen to show visible signs of improvement. These visible improvements should be made by the children in purple polishing pen.

What is feedback?

- Comments: give comments on the way you are doing something
- Clarification: answering pupils' questions in class
- Criticisms: when you are giving constructive criticism
- Confirmation: when you are told you are doing it right
- Content development: asking about the comment
- Constructive reflection: giving someone positive and constructive reflections on their work
- Correction: showing what you did right or wrong, which helps you
- Cons and pros: someone telling you the pros and cons about your work
- Commentary: they comment on my work
- Criterion: related to a standard

Hattie and Clarke (2019)

What is marking?

Marking is an important form of communication between the teacher and pupil. Adults should not mark in purple biro and mark in either blue or black pen.

This communication may take the form of:

- Written comments and / or a mark such as a tick or point to make improvement
- Verbal discussion between an adult or child, or a discussion between children;
- Combination of both verbal and written comments.

- Whole class feedback

All marking should be... Consistent and be....

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers should adjust their approach and be trusted to use outcomes in subsequent planning and teaching.

Manageable: marking is proportionate and takes into account the frequency and complexity of written and whole class feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload.

Motivating: Marking should help to motivate pupils to progress giving clear direction as to how a child can improve in subsequent pieces of work. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral individual/ whole class feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving work.

Reasons for feedback and marking:

- to help child make progress;
- to provide strategies for child to improve their;
- to give child dedicated time to reflect upon their learning and put effort into making improvements;
- to inform planning and structure and next phase of learning;
- to recognise, encourage and reward children's effort and achievement and celebrate success;
- to provide dialogues between teacher and children and provide clear and appropriate feedback about strengths and areas to improve in their work;
- to indicate how a piece of work could be corrected or improved against the steps to success in core subjects;
- to identify pupils who need additional support / more challenging work and to identify the nature of the support / challenges needed;
- to develop quality through providing regular, systematic feedback which is acted upon by the child;
- to encourage children to perfect presentation.

Oral feedback (OF – code is used)

Where ever possible feedback will take place with the children. It enables the teacher and child to reflect on the work done, assess its strengths and possible areas to improve and come to a conclusion about the work together. The emphasis is upon feeding back to the individual about the work it is important that having marked the work together it is indicated on the work using the marking code 'VF'. When work is marked together it offers guidance as to the extent to which learning objectives (LO) and steps to success have been met and suggests the next steps children might take in their learning.

Written feedback:

Where written feedback is used, children are expected to read comments made on their

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work and act upon them and it is essential that time is built into the following session for children to respond to their feedback. Children should always acknowledge the comments made by initialing them.

It is important that feedback should:

- When written, be legible and clear in meaning;
- be based on steps to success and learning objectives;
- be based on the success and improvement model.
- use marking codes when appropriate

Closing gap prompt

Reminder prompt:

- How do you think the dog felt here?

Scaffold prompt:

- Describe the expression on his face.
- Do you think he was annoyed? How do you think he might have shown this?
- He was so surprised he
- He barked _____ly, running around feeling very _____.

Example prompt:

- Choose one of these or your own:
- He couldn't believe his eyes!

He ran around in circles looking for the rabbit, feeling very confused.

Peer / Self Assessment: (PA/ SA – Codes are used)

At St. David's Primary School we wish to encourage children to think about their own work in a constructive manner. They will need careful direction when asked to feedback on their own work. Children will be trained to identify their own successes and improvement needs, with the control gradually handed from the teacher to the child.

It is our policy not to correct every error, but to focus on the main areas for improvement, based on the Learning Objective (LO)/ Steps for Success (when used), or to highlight continuing mistakes. This is to ensure children are not demoralised but that they are able to focus their attention on the aspects most valuable to ensure their continued progression.

Possible feedback sentence starters for oral discussion

Positive comments:

1. I really liked/enjoyed _____ aspects because _____
2. I was impressed with _____ because _____
3. I found _____ part interesting/ creative/ informative.

Constructive comments:

1. I thought more detail/ emphasis/ creativity _____ could have been applied to this part.
For example: _____
2. One aspect that I thought could be improved was _____.
3. TO improve it I would suggest _____.

Early Years Foundation Stage

Due to the practical nature of learning within the EYFS much of pupils' work is practical and the marking of work is only a small component of the feedback role of EYFS staff. Feedback is given orally, where through carefully planned questioning and the review of each child's work/play they are given next steps to move their learning forward.

Constructive comments during and after practical activities, Adult Led activity Tapestry records, · Independent learning observations and the professional discussions between EYFS staff.

Conclusion

It is inevitable and desirable that children make mistakes and we acknowledge that this is an important element of learning. It is the teacher's role to be sensitive towards mistakes and to mark them in an appropriate way.

The purpose of this policy is to ensure that children feel confident about making mistakes as well as working to achieve a quality of work which they can, as individuals, be proud of. This quality may relate to presentation, effort, original thought, tenacity and accuracy. By responding to a child's work through a consistent marking system we will be able to recognise a child's efforts and achievements and find ways of guiding the child onto the next step.

Feedback at St. David's Church of England Primary School

The Sutton Trust EEF toolkit identifies feedback as one of the most powerful tools a teacher has, with research suggesting it can add 8+ months to a child's learning.

Clear **MODELS OF 'EXCELLENCE'** are shown to learners; left on display and referenced when providing feedback.

IN THE MOMENT FEEDBACK is recognised as most powerful.
VF in books indicates a learning dialogue has happened.

CLOSED LO's which have been achieved are highlighted in green. No need to tick everything or correct careless errors.

CLOSED LO's which are not fully achieved are with **feedback** (if it will make a difference!) and highlighted in green when achieved.

CO-OPERATIVE do IMPROVEMENT (CI)

- Should be used when needed.
- Both pupils focus on one book at a time.
- The author always holds the purple pen and is allowed to agree or disagree with the feedback.



OPEN LO's have the best bits in **GREEN** and the improvements in **PINK**.

Pupils are **ALLOWED TIME** to respond to feedback.

VISUALISER STOPS (VS) are used when needed and a child's learning is chosen at random to be discussed against the success criteria.

KS2 pupils can **REQUEST FEEDBACK** from their teacher in **purple pen** at the end of the lesson.



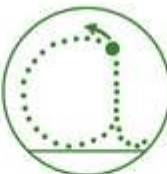





The **SUCCESS CRITERIA** in a **CLOSED LEARNING OBJECTIVE** should start with 'Remember to....'

The **SUCCESS CRITERIA** in an **OPEN LEARNING OBJECTIVE** should start with: 'Choose from...'

Teachers: if it won't make a difference.... Don't do it!

Marking codes:

These should be used on each piece of work in the children’s books.

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|---|---|
| <p>EYFS</p> <p>These will be used on more formal pieces of work produced in the children’s books.</p> <p>I - work completed independently S – supported</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Finger spaces</p> </div> <div style="text-align: center;">  <p>Full stops</p> </div> <div style="text-align: center;">  <p>Letter formation</p> </div> <div style="text-align: center;">  <p>Represents some sounds correctly</p> </div> <div style="text-align: center;">  <p>Pencil grips</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  <p>Name writing</p> </div> <div style="text-align: center;">  <p>Number formation</p> </div> <div style="text-align: center;">  <p>Counting carefully</p> </div> </div> | |
| <p>Key Stage One</p> <p>I – work completed independently TA – work supported by a teaching assistant VF – oral feedback given either individually or whole class.</p> | <p>Key Stage Two</p> <p>I – work completed independently TA – work supported by a teaching assistant VF – oral feedback given either individually or whole class. SA – self assessment PA – peer assessment SM – self marked PW-Paired work</p> |

- Green highlighter To show a child’s success against the LO
- Pink highlighter To show where a child needs to improve their work
- Yellow highlighter To show a child where non-negotiable improvements are required (spelling, punctuation, grammar). These are present in the front of the children’s books.