Blackawton Primary School

Marking and Feedback Policy –

**Meaningful
Motivating
Manageable**

Introduction

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112) In Hattie's research 1999 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. 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 to get there? (What progress is being made toward the goal?), and*
> *Where to next? (What activities need to be undertaken to make better progress?)"* (ibid p86)

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils. 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 intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired outcomes

1.Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming reflective learners.

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

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

At Blackawton Primary School we believe there are 3 main principles of feedback; **Meaningful, Motivating** and **Manageable**.

Meaningful

Feedback varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers will adjust their approach and be trusted to use their professional judgement to decide what is best to improve outcomes for pupils. Teachers will be expected to use a variety of feedback strategies that are detailed in this policy. (see Appendix 2).

Motivating

An important element of feedback is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. Importantly, it should also help to motivate pupils to make further progress; it should be specific and clearly indicate what they could do to improve or extend their learning. Teachers will ensure that they create a culture where feedback is valued. They will use a range of strategies that enable pupils to give and receive feedback from adults or peers, as well as using self-assessment.

Manageable

Current research states that immediate verbal feedback given in the moment, during lessons, is the most powerful form of feedback. When giving post-lesson feedback, teachers should consider its impact. If the time spent does not have the commensurate impact on pupil progress, STOP! Could this time be better invested preparing high-quality lessons?

2. Processes

Four types of marking and feedback occur during teaching and learning at Blackawton Primary:

i). **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.

ii) **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

iii) **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work.

3. Non-negotiable Procedures for Marking and Feedback.

All marking is to be carried out in green pen

All marking is to be done in a clear legible hand.

The marking code is to be followed in all cases. (see Appendix 1)

The marking code should be accessible to all pupils in the learning environment

Effective marking and feedback to pupils

Effective marking and feedback is a key tool in providing support to pupils in order that they are clear in what they can do well and what they need to do to improve, and or deepen their learning. It also supports formative assessment which is essential for teachers when informing their planning to adapt their teaching to the needs of their pupils.

When providing feedback;
- be positive, specifically identifying what has been done well.
- Identify an area for specific improvement followed up with an improvement task
- identify a specific area for deeper investigation/ extension of understanding

For example, this could be:
- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar

Self-assessment

Purple – Improvement through the use of "purple polishers" (The pupils should be allocated improvement/editing time during every week to take on board feedback and respond to it. This may be through editing their learning or by answering a teacher question).

The Children's Marking and Feedback will:
- Reflect their engagement with their learning.
- Have evidence of them setting their own next steps.
- Demonstrate increased ability to give meaningful peer feedback.
- Demonstrate their ability to self-correct 'basic skills' across the whole curriculum.

Pupils responding to comments

Response to comments should be made in purple – so that it is clear they have been completed.

Peer Assessment

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement.

Role of other adults supporting

Support staff are expected to provide feedback, as appropriate, to pupils they have been working with. When this is the case, they will follow the marking code (see Appendix 1) at the end of this policy. When providing feedback, other adults are to initial the work and identify if the work was independent or supported. Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the Staff Handbook on arrival to the school.

4. Responsibilities

It is the responsibility of all staff to ensure that this policy is consistently followed..

5. Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

6. SEND and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Support Agreement as required.

7. Monitoring and Evaluation

Senior leaders and subject leaders have the responsibility for monitoring that the policy is being adhered to. This will be through a variety of monitoring strategies.

8. Policy Review

This policy will be reviewed and updated as appropriate.

Date agreed by staff: 14.12.23

Date agreed by Governing Body: *05.01.24*

Signed:_____
(Headteacher)

Signed:_____
(Chair of Governors)

Review date: 12/2024

Appendix 1
Marking Code/Prompts (to be displayed in classrooms)

Symbol	What does it mean?
Green pens **Purple Polisher Pens**	Teacher marking/feedback Children editing their own work
✔	Correct
⬯	Incorrect punctuation or missing punctuation
～～～	Spelling mistake (maximum of 3x per piece of work)
•	Spelling mistake (in margin) edited in purple by the pupil

Appendix 2
Examples of feedback prompts requesting response.

Strategy	What?	How?	Why?
1.) **Pre-teach**	Expose students to new vocabulary and concepts that are about to come up in a lesson.	- When planning, identify the objectives you will teach. Share these with your team in good time. - Use your knowledge of the children to identify who would benefit from pre-teaching. - Schedule the pre-teach session in your timetable (usually in the days leading up to the lesson). - Plan a session to introduce vocabulary and main teaching points. Use a scaled-down version of the planned lesson. Keep it short!	- Boosts self-esteem and motivation, particularly in key groups (SEN, EAL, PP, CLA). - Increased success in lesson. - May prevent the need to scoop. - Limited planning, resourcing and time for high impact. https://www.sec-ed.co.uk/best-practice/teaching-interventions-pre-and-over-learning/
2.) **Questioning techniques**	Asking precise questionings to gain specific feedback from the children. Using techniques to involve all children in learning. Using techniques to ascertain deeper understanding.	- When planning, identify key questions. Share these with your team and discuss aims. - Ask questions that dig deeper beyond surface level knowledge to expose gaps, limits in knowledge or misconceptions. Consider Bloom's taxonomy for effective questioning. - Use of talk partners/trios. These will be well-thought out with particular aims (eg. to support/challenge) and regularly changed. - Adults may use techniques to increase participation (examples: house points, randomisers, lolly sticks, partner A and B – feedback what your partner said, use of counters to 'spend'). -Use of oracy sentence stems to support children to give responses to questions. - Adults may use techniques such as cold-calling; pose, pause, pounce, bounce; ABC; no hands.	- The teacher can identify the level at which children are working. This exposes enables adults to 'close the gap'. - To gain greater participation from children who may not normally offer responses, increasing engagement in learning. - To elicit high-quality responses and deeper understanding. https://teachlikeachampion.com/blog/cold-call-inclusive/ https://www.teachertoolkit.co.uk/2011/11/04/pose-pause-bounce-pounce/ Bloom's taxonomy - Effective questioning (weebly.com)

Strategy	What?	How?	Why?
3.) 1:1 verbal feedback	Providing 1:1 feedback to support a pupil with their learning.	- Before the lesson, it is useful to think about how to manage this. Depending on the task, it can be challenging to speak to every pupil. It is more manageable to focus on zones, groups or individuals. Decide who and why beforehand. - Give specific feedback which identifies what they have done well and how they can improve. - Expect children to act on the feedback that has been given (in purple pen). - Tick correct and dot incorrect responses in green. - Indicating but not explaining will give children the opportunity to work out their own errors.	- Immediate improvements in learning. - Prevents errors that need to be addressed post lesson. - High impact. https://www.teachertoolkit.co.uk/2018/01/03/one-minute-cpd-12 https://www.teachertoolkit.co.uk/2017/11/19/live-marking/
4.) Live modelling	Demonstrating a concept or approach to show children what is expected.	- Plan what is to be modelled before the lesson to pre-address misconceptions. - During modelling, talk through the thought process. - Can be used to build a success criteria. - Increase the level of challenge and allow children to apply in a different context. - Allow children to practise modelling with each other or to the class. - It is also possible to model a bad response. - Modelling may be done in a mini-plenary as a response to assessment during the lesson. - Adults may model expectations as well as learning (eg. use of a book under the visualiser to model handwriting or demonstrating 'one digit, one box' in maths). - Refer to the model as a self-help resource. (This could be printed from slides as used as a table-top resource or it could be shown on the class display.)	- Address misconceptions before they arise. - Children will have a clear idea of what 'good' (or 'bad') looks like. - Children will be able to articulate their thought processes. https://www.sec-ed.co.uk/best-practice/effective-teacher-modelling/
5.) Self help	A way for children to receive feedback about their work without the need for the teacher to intervene.	- Classes to have a familiar strategy in place for what children should do if they are stuck (3 before me, the learning pit). This regularly referred to and on display. - When asking children to work independently, adults should consider how this is communicated to the children (eg. bunny ears) and what options they have to support them (resources, display, self-help station, success criteria, WAGOLL, talk partner)	- Children take responsibility for their own learning - To increase independence and confidence to solve their own problems when stuck - To enable the teacher to work 1:1 or with groups https://www.sec-ed.co.uk/best-practice/how-to-help-students-who-say-they-are-stuck/

Strategy	What?	How?	Why?
6.) Mini plenaries/ plenary	A mid-lesson/end of lesson feedback stop to review learning which leads to closure of the gap.	- Once children have had some time to work, adults will have had time to make assessments and can give feedback that leads to improvements that can be made in the lesson. - Avoid mini-plenaries as just a 'check in'. Make sure they are purposeful. - Feedback can be given in a multitude of ways (eg. analyse an example using the visualiser, refer back to success criteria/WAGOLL, peer feedback).	- Immediate improvements in learning. - Prevents errors that need to be addressed post lesson. - High impact. https://www.teachertoolkit.co.uk/2017/05/22/plenaries/
7.) Self-marking and feedback	Children marking their own learning, giving themselves feedback about how they can improve and making judgements about how successful they have been in the lesson.	- Prepare answers and make these available to the team. - Children use the answers to put a tick or dot in green. - How to self-mark should be explicitly taught and children should be able to verbalise expectations. - Answers can be given in a variety of ways (answers on the board/visualiser, on sheets at the table, at a marking station). - It is usual that children will be given time to respond to marking in purple pen. - Use success criteria to give children a process for making improvements.	- Children take responsibility for their own learning. - Immediate improvements in learning. - Reduced workload for adults.
8.) Peer-marking and feedback	Children marking each other's work and giving feedback about how they can improve.	- In a similar way to self-marking, children use the answers to put a tick or dot in green. Children can use resources to give feedback (success criteria, WAGOLL/WABOLL). - Children will give feedback which is helpful and specific. - How to peer-mark should be explicitly taught and children should be able to verbalise expectations. - Children can coach each other to improve through questioning.	- Increased confidence when working with peers. - Use of talk clarity of thinking and develop oracy skills. - Develops alternative strategies which improves efficiency. https://www.teachprimary.com/learning_resources/view/using-peer-assessment-in-the-primary-classroom
9.) Marking	Acknowledging pupils' learning and checking the outcomes after the lesson.	- Follow the marking code (see Appendix 1). **It should only be done if it is meaningful, motivating and manageable**. - The adult will decide if and how pupils will respond (in purple pen).	- Effective way to assess if the learning outcome has been achieved and/or misconceptions identified. - So children know that their efforts and achievements are valued. - To manage expectations and presentation.

Strategy	What?	How?	Why?
10.) Teacher assessment records	Adults using a format to record the outcome to keep track of what pupils need to do next.	- Following a lesson, an objective or a unit of work, adults need to decide what they will do to next to improve progress and outcomes. - Tracking pupil outcomes of lessons, objectives and units is challenging because of the volume of information. Adults will decide the best way to record outcomes such as record books (either in paper format or online, or unit overviews for maths). - Adults will also need to consider how they will communicate the attainment and gaps to others.	- To effectively manage information, clarify and prioritise. -To ensure gaps are addressed promptly.
11.) Conferencing	Working 1:1 or in small groups to close the gap.	- Following teacher assessment, adults may decide to work 1:1 or in small groups with children who have not met previously taught learning objectives to try to address gaps in learning. - Identify who and what they need beforehand. - Try to keep planning and resourcing simple. - Timetable conferencing/scoop time.	- To give individualised learning. -To ensure gaps are addressed.
12.) Whole class feedback	Giving general feedback to the class following assessment.	- Following teacher assessment, adults may decide that whole class feedback is best. This may be when there are general themes to communicate to the class. - Adults may do this verbally and/or use the whole class feedback slide on the board. - This will usually involve positive points and improvements. - Adults will also give individual feedback to some pupils.	- To give feedback to children when there is no marking or to explain what marking means. - To address common themes and/or misconceptions.