



Hugglescote Community Primary School

Feedback and Marking Policy

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Signed:

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Aims

At Hugglescote Community Primary School, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

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
- Provide specific guidance on how to improve and not just tell pupils when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, after a consultation period we investigated ways to improve effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that feedback and 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 and marking should be to further children's learning;
- Evidence of feedback and marking 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 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

- Feedback is provided to pupils as part of the assessment processes in the classroom, and takes many forms other than written comments;
- Feedback is 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.

Feedback and marking in practice

Not using extensive written marking means that other kinds of evidence are needed to demonstrate how teaching is helping pupils to progress. The school has put together a table to show how teachers and other support staff provide feedback to pupils and also how the leadership team will monitor and support this.

How we give feedback:

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers. • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions. 	<p>Lesson observations; learning walks.</p> <p>Purple pen evidenced in books if work is recorded.</p>
Responsive (catch-up)	<ul style="list-style-type: none"> • Takes place before (pre-teaching), after or during the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Usually delivered by a teaching assistant based on guidance from the teacher. • An element of the child's responses to catch-up are recorded in their workbooks to show progress over time. 	<p>Learning walks; catch-up observations; feedback grids; book looks.</p> <p>Purple pen evidenced in books if work is recorded.</p>

<p>Summary (feed-forward)</p>	<ul style="list-style-type: none"> • Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during or following the lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a TA. 	<p>Planning looks; lesson observations; learning walks; book looks.</p> <p>Purple pen evidenced in books if work is recorded.</p>
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What we do:

- Children are taught the skills of self-marking. The teaching of self-checking involves teaching pupils to think deeply about the work they have just learnt. Otherwise, they might just scan through their work, reading but not really thinking. When you think deeply about something, it is much more likely to get stored in your long term memory. As Daniel Willingham says ‘memory is the residue of thought.’ To get pupils thinking about their work, we sometimes use a visualiser to model ways of checking (as an alternative to providing answers). We expect pupils to do the same.
- We use the ‘3 Before Me’ principle i.e. children try to correct their learning or complete their learning themselves e.g. using the scaffolds, ask a peer they are sitting with, ask another peer before asking the adult.
- All recorded work will be acknowledged either during the lesson or afterwards. This is shown by a green tick placed on the learning objective/title. This does not mean that the child may have met the learning objective; it just acknowledges that the teacher has assessed the child’s learning enabling them to plan the next stage of learning.
- Whole class evaluation trackers (see appendix 1) are completed at specific points in the learning journey. These trackers identify:
 - Next steps for learning;
 - Common misconceptions made;
 - Who needs further support;
 - Great examples to share;
 - Unfinished work;
 - Additional notes.
- Written feedback will vary depending on the content and context of the learning. See appendix 2 for full details. Teachers are not expected or encouraged to write long comments in children’s books. Comments such as ‘good’ or ‘good try’ are not used.

- Occasionally an adult (often LSA) may record if the child has worked with support or independently. They may identify this within the work as comments saying supported/independent. This is only used for another adult (usually class teacher) to be able to identify the amount of support a child was given.
- We use prompts and scaffolds within lessons and also error spotting checklists which are adapted for children's needs as appropriate. Teachers during all lessons will model and scaffold the learning drawing on research from Rosenshine. See appendix 3 for further details.

Examples of prompt sheets:

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.

Appendix 1: Whole Class Evaluation Tracker

Next Steps for Learning	Common misconceptions	Who needs further support
Great examples to share	Unfinished work	Additional notes

Whole Class Evaluation Sheets are completed to inform future planning and teaching:

English/Writing: After a piece of independent writing.

Maths: daily to allow for planning of next step learning.

Science: at the end of independent learning i.e. after an investigation, a written conclusion

Foundation subjects: at the end of independent learning i.e. after the children have completed the end of unit quiz, assessment, performance

Copies of the Evaluation sheets are passed on to the relevant subject leader once completed.

Appendix 2: Codes and Written Feedback

All written work is acknowledged by teachers using a green tick on the Learning Objective/title.

Detailed marking will take place at specific points in the learning cycle. These are:

1. English/ Writing:

Independent writing will be marked according to the success criteria (SC). We use the Write Stuff approach and mark accordingly.

Where the child has met the success criteria we will highlight in green one success for each SC expected. Where the child has not met the SC we will identify errors by using yellow highlighter. The yellow highlighter will guide the improvement needed. In year EYFS and 1 the teacher will scaffold the improvement for the child to correct. They may use some of the codes in E1. In years 2- 6 we will use the editing codes:

E1 Edit: The Revise

Edit Type 1: These are often "little" adjustments or changes and tend to fall into one of these categories.

Spelling

Missed or additional words

Punctuation

E2 Edit: The Rewrite


Edit Type 2: This is crucial and particularly for primary age pupils' thinking needs to be attached to sentence rewrites. A rewrite would be appropriate if a sentence doesn't make sense, could be restructured or generally improved.

E3 Edit: The Reimagine

Edit Type 3: This is when a writer wants to add more sentences to develop an idea further. Pupils are often resistant about adding more as it presents the problem of where to fit additional sentences. This is an ideal opportunity to train pupils to use 'editing flaps'.

Editing flaps are extra pieces of paper that stick onto their writing and show the additional sentences added into their work.

E1 codes to be used are:

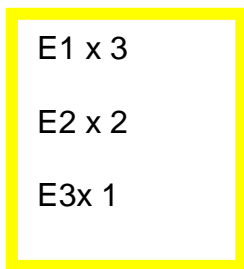
E1 P	Punctuation including capital letters
E1 	Finger Spaces
E1 S	Spelling
E1 W + E1 W -	Word/s needs adding or removed
E1 G	Grammatical error

All E1 improvements are made by pupils in purple pen.

E2 improvements are made using purple pen.

E3 improvements are written using black pen using editing flaps.

As the children mature and are ready for the editing process teacher marking may be recorded as:



The yellow highlighter may draw a child's attention to where the improvement can be made and as the child matures they will be able to identify their own improvements. The frequency of yellow highlighter on a child's work will reduce in books throughout the school as children become more independent at editing.

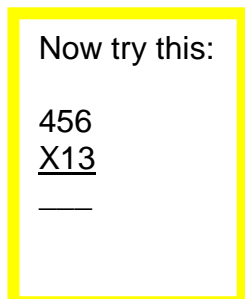
2. Maths

Units of work start with an Assessment for learning (AfL). The teacher marks these using green highlighter for correct answers and yellow highlighter for wrong answers.

Throughout the unit of learning children are expected to self-mark using a small purple tick (correct) or dot (wrong). Corrections should be made using purple pen. Children will be given the answers to their questions. After 4-5 calculations pupils check their own answers and alert teacher if they have got them all wrong. If they have one or two errors, they will use the prompts to self-correct using purple pen.

Work is produced at 3 levels of challenge. Pupils chose the appropriate challenge and move up and down the challenge depending on the first answers.

Teachers will identify areas for improvements by using a yellow highlighter or box to provide extra challenge. This may also look like a yellow box:



Pupils will complete this challenge using normal pencil.

At the end of a unit of learning children complete an Assessment of Learning (AoL). The teacher marks this using green pen for correct answers and yellow highlighter for incorrect.

3. Foundations including Science

Children self-mark using purple pen.

Quizzes are used at the start and end of the units. These should be marked by the children using purple ticks or dots. The teacher should also acknowledge this work by using green ticks on the LO/ title.

Longer pieces of writing or independent work may be marked as per the English guidance using E1, E2 and/or E3. This should be used in a subject specific manner e.g. key vocabulary is spelt incorrectly (E1 S), unclear conclusion (E2) or additional detail needs adding (E 3)

Appendix 3: Modelling and Scaffolding

Modelling and scaffolding forms an integral part of the learning process for children. We inform our practise using Rosenshine's principles:

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

4 Provide models



8 Provide scaffolds for difficult tasks



Scaffolding is needed to develop expertise – a form of mastery coaching, where cognitive supports are given – such as how to structure extended writing – but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building – but eventually they need to come off.

At the start of lessons samples of children's work will be shared in class using the visualiser or a few typed lines/ showing good examples of previous learning (use a child's work if possible if not have one prepared). Mistakes will be shared by using an example (anon or fictional) for the children to suggest how it may be improved. Teachers will model how to do this to start with. Children will spend a maximum of 10 minutes with a partner correcting the error and finally, in pairs they read each other's work together and suggest improvements, alterations and refinements which the author of the piece then adds – in purple pen.

Good examples of learning are displayed in classrooms and form part of the classroom working walls.