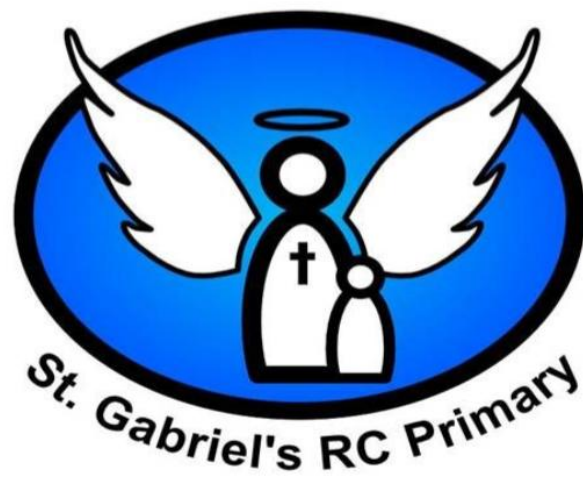




# Feedback and Marking to Improve Policy

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# **Feedback and Marking to Improve Policy**

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Feedback is an integral part of teaching, learning and assessment. It should help pupils recognise what they have achieved, understand how to improve and identify a clear next step, challenge or improvement. Feedback may be verbal, written, whole-class, peer or self-generated and should be purposeful, proportionate and responsive to the learning taking place.

This policy sets out the agreed whole-school expectations for feedback and marking. It should be read alongside the school's Assessment Development Document, Assessment 3Is Policy and Assessment Expectations Checklist. Assessment evidence comes from a range of sources, including questioning, observation, Active Monitoring, pupil work, formative and summative assessment, moderation and pupils' responses to feedback; marking is one part of this wider process.

### **Aims**

- To provide a consistent and whole-school approach to feedback and marking that supports learning.
- To ensure feedback is linked to the learning intention or success criteria and helps pupils recognise achievement and identify how to improve.
- To ensure pupils have appropriate opportunities to respond to and act on feedback.
- To use feedback and assessment information to identify misconceptions, inform responsive teaching and plan appropriate support and challenge.
- To ensure feedback is accessible, age-appropriate and responsive to individual needs.

### **Feedback Principles**

- Feedback should be linked to the learning intention, success criteria or the specific learning taking place.
- Feedback should recognise successful learning and, where appropriate, identify a clear next step, challenge or improvement.
- Feedback should address misconceptions and move learning forward rather than simply describe performance.
- Feedback should be clear and understandable to pupils, with reasonable adaptations made where needed.
- Feedback should be purposeful and proportionate. Teachers are not expected to provide detailed written feedback on every piece of work.
- Professional judgement should be used to decide when written, verbal, whole-class, peer or self-assessment will have the greatest impact.
- Pupils should have appropriate opportunities to respond to and act on feedback.

### **Forms of Feedback**

Feedback may be provided before, during or after learning. Teachers should select the form that is most appropriate to the learning and the needs of the pupils.

- Verbal feedback, including feedback given during questioning, discussion and Active Monitoring.
- Written feedback, including agreed marking codes, comments, actions and challenges.
- Whole-class feedback, including common misconceptions, strengths and next steps.
- Peer and self-assessment, using agreed success criteria and appropriate modelling and support.
- Immediate feedback during learning, enabling misconceptions to be addressed and teaching to be adapted responsively.

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## **Marking Procedures**

- Staff mark to improve work completed by pupils in pink pen.
- Staff will use the agreed abbreviated codes shared and displayed for pupils (see Appendix).
- Feedback and comments should relate to the learning intention, success criteria or the learning taking place and should provide a clear indication of what the pupil has achieved and/or what they need to do next.
- Ticks (✓✓✓) may be used as positive feedback where appropriate.
- Specific points for development may be identified in pupils' work and used to inform future teaching and planning (NS – Next Step).
- Comments must be easily read and understood by pupils.
- Marking should be positive, motivating and constructive for children.
- Good presentation is expected and may be addressed through an appropriate comment or abbreviation where this supports the agreed expectations for presentation.
- Not all pieces of work require detailed written marking. Teachers should use professional judgement to determine the most appropriate form and level of feedback.

## **Pupil Response (Read and Respond) Time**

- Pupils should be given appropriate opportunities to respond to and act on effective feedback. This may take place through planned Read and Respond (RAR) Time or within the lesson as part of responsive teaching.
- RAR Time should be used where it will help pupils correct, improve, extend or reflect on their learning; it is not required after every piece of work.
- Children will use blue pen when completing Read and Respond Time from Year 2 upwards.
- In Reception and Year 1, feedback can be written although it will mostly be given verbally to the children.

## **Spelling Corrections**

- Children should write out some spelling corrections three times at the bottom of their work, which have either been given by the teacher or identified by the child themselves. The number of spellings should be at the class teacher's discretion.

## **Quality Marking to Improve Strategies**

Marking to improve comments are utilised to move the children's learning forward and will consist of the following over a unit of work:

- 1,2, and 3 thought provoking questioning (useful to clarify thinking or stretch thinking). Two or three different thought provoking questions with appropriate challenge for the range of ability in the class are displayed. At the beginning of the next session direct the children to the question you would like them to answer and provide them with enough RAR time to complete the task. In younger year groups or with SEN children this may be done verbally.
- An action (useful where explicit improvements need to be made)
- A challenge (useful to extend learning)
- Peer marking and self-assessment – Children should be involved in marking their own work and peer marking as much as possible, whether by proof-reading their own work, checking it with a partner or reacting regularly to structured comments made on their work by their teacher. Children need to be shown how to assess their own and each other's work in relation to success criteria. They also need to have training and modelling in giving effective feedback. Sentence stems should be used to support pupils in reviewing and articulating their learning, recognising

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progress and identifying next steps. The school's progressive sentence stems for articulation of learning should be used where appropriate to support this process (See Appendix).

- Verbal responses to children's work – We should always be aware that our spoken response to children's work is a powerful form of feedback. Children need evaluative comments on the extent to which they are achieving the objectives we set them and how well they are tackling problems and tasks. (VF) – a record of verbal feedback may be noted at end of child's work responded to.
- Other useful strategies include: focused marking, gallery critique, find and fix, double tick, on the spot marking and feedback.
- In Maths, a dot is used to symbolise that corrections are needed to be made. If there are a few incorrect answers then marking to improve strategies can be implemented at the teacher's discretion.

NB: not all pieces of work can be quality marked. Teachers need to use their professional judgement to decide whether work will be simply acknowledged or given attention to detail

### **Staff Roles**

#### **Senior Leadership Team and Subject Leaders will:**

- Ensure feedback and marking expectations are understood and implemented consistently across the school.
- Ensure appropriate resources and training are available to support effective feedback and marking.
- Monitor the quality and impact of feedback and marking as part of the wider monitoring of teaching, learning and assessment.
- Consider whether feedback is purposeful, proportionate and responsive, including through work scrutiny, lesson visits and pupil voice.
- Lead a whole-school approach to feedback and marking and keep Governors and staff informed.

#### **Class Teachers will:**

- Create an atmosphere in which children are motivated to learn from mistakes, feedback and next steps.
- Challenge and support all children to do their best.
- Have a thorough and up-to-date knowledge of this policy and the agreed marking codes.
- Use feedback and assessment information to identify next steps and adapt teaching where appropriate.
- Provide pupils with appropriate opportunities to respond to feedback.
- Use professional judgement to ensure feedback is purposeful and proportionate to the learning.

#### **Teaching Assistants will:**

- Provide verbal or written feedback where appropriate and in line with the whole-school approach.
- When marking pupils' work, use the agreed marking codes and initial their marking.
- Where they provide written feedback, ensure it is clear, constructive and linked to the learning taking place.
- Use observations and assessment information to identify when pupils need support or challenge and communicate relevant information to the class teacher.

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## Inclusion and Equal Opportunities

Feedback should be accessible and appropriate to pupils' age, stage and individual needs. Reasonable adaptations should be made so that SEND, EAL and other identified pupils can understand feedback, respond to it and demonstrate what they know, understand and can do. Feedback should support increasing independence while providing appropriate scaffolding and challenge.

## Appendix 1 – What Does the Marking to Improve Mean?

|                                     |                                                                                                    |
|-------------------------------------|----------------------------------------------------------------------------------------------------|
| ✓                                   | Correct. You have completed this well                                                              |
| ✓✓                                  | This is very good!                                                                                 |
| ✓✓✓                                 | WOW – this is amazing!                                                                             |
| .                                   | Incorrect                                                                                          |
| NS                                  | Next steps                                                                                         |
| VF                                  | Verbal feedback                                                                                    |
| TA, T                               | Teaching Assistant/Teacher support                                                                 |
| CF                                  | Whole Class Feedback                                                                               |
| /                                   | There is an improvement to be made on this line such as: spelling, word choice, punctuation etc... |
| (in margin – can underline mistake) |                                                                                                    |
| *                                   | Part of work that needs editing                                                                    |
| sp                                  | Spelling mistake – please fix                                                                      |
| P                                   | Punctuation error – please fix                                                                     |
| G                                   | Grammar error – please fix                                                                         |
| Foundation and Year 1 (Autumn only) |                                                                                                    |
| S                                   | Supported work                                                                                     |
| G                                   | Guided work                                                                                        |
| I                                   | Independent work                                                                                   |
| 😊                                   | Good work – well done!                                                                             |

NB: the '/' symbol is used to develop independence in work although younger pupils, SEND pupils and those pupils who need more guidance may get clarification on the reasons why an improvement needs to be made. This will be used at the teacher's discretion.

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## Appendix 2 – Progressive Sentence Stems for Articulation of Learning

The progressive sentence stems below support pupils to review and articulate their learning, recognise progress and identify next steps. They may be used during self-assessment, peer assessment, feedback and review of learning, as appropriate to the age, stage and needs of the pupils.

|                                                                                                                                                                                                                                                                                           | Progression in Sentence Stems for Articulation of Learning                                                                  |                                           |                                                                                                                                         |                                                                                                                  |                                                                                                                                                                                                                          |                                                                                                                                                                         |                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                           | EYFS & KS1                                                                                                                  |                                           | LKS2                                                                                                                                    |                                                                                                                  | UKS2                                                                                                                                                                                                                     |                                                                                                                                                                         |                                                                                                                                                                 |
|  Articulate<br> Prior<br> Learning     | I remember learning about _____.<br>Last time, we learned _____.<br>I already know that _____.<br>This reminds me of _____. |                                           | From our last lesson, I remember _____.<br>Previously, we learned that _____.<br>This links to what we already <u>know</u> about _____. |                                                                                                                  | My prior learning tells me that _____.<br>Previously, we explored _____, which helps me understand _____.<br>This concept links to earlier learning about _____.<br>What I already know about _____ suggests that _____. |                                                                                                                                                                         |                                                                                                                                                                 |
|  Explain<br> Current<br> Understanding | <b>EYES</b><br>I think...<br>It is...                                                                                       | <b>Year 1</b><br>I think...<br>because... | <b>Year 2</b><br>I think...<br>because...<br>and also because...                                                                        | <b>Year 3</b><br>I conclude that...<br>because...<br>Because I know that... I know...<br>I believe... because... | <b>Year 4</b><br>In conclusion, I would say that...<br>Due to the fact that... I know that...<br>I think differently because...                                                                                          | <b>Year 5</b><br>I deduce/deduct...<br>I conclude...<br>In conclusion...<br>Perhaps the reason is...<br>It is my opinion that...<br>however others may/might believe... | <b>Year 6</b><br>I am convinced...<br>Having considered...<br>Based on the evidence, I can conclude...<br>After / On reflection/ It is my understanding that... |
|  Recognise<br> Progress                                                                                                 | I am better at _____.<br>I didn't know before, but now I know _____.<br>I feel more confident with _____.                   |                                           | I understand this better now because...<br>I can now explain _____.<br>My thinking has changed because _____.                           |                                                                                                                  | My understanding has developed because _____.<br>I have made progress in _____.<br>Compared to before, I am now able to _____.                                                                                           |                                                                                                                                                                         |                                                                                                                                                                 |
|  Identify<br> Next<br> Steps           | I need help with _____.<br>I need more practice with _____.<br>I will try to _____.                                         |                                           | My next step in learning is _____.<br>To improve, I need to _____.<br>I need to practise _____.                                         |                                                                                                                  | My next step is to refine my understanding of _____.<br>To deepen my learning, I need to _____.<br>I need to practise applying this skill in _____.<br>I would like to challenge myself by _____.                        |                                                                                                                                                                         |                                                                                                                                                                 |