Roman Road Primary School

Marking and Feedback Policy

Written September 2016
Reviewed September 2017
Next Review September 2020
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<u>**Roman Road Marking and Feedback Policy**</u>

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)
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 objectives and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. At Roman Road, this important stage of the teaching and learning process is also called 'Developmental Marking'.

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 effective learners.

Effective marking and feedback is 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 aims 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.

2. Processes

Four types of marking and feedback occur during teaching and learning at Roman Road:

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 but also correcting basic skills e.g. spellings, grammar, letter/number formation. In mathematics all are calculations to be marked. Teachers need to traffic light against the LO using their initials.

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.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and feedback at Roman Road.

3. Non-negotiable procedures for marking.

All marking is to be carried out in green pen.

No pupils to mark any books.

All marking is to be completed in a clear legible handwriting style aligned to the school handwriting script and age appropriate. Ticks neatly formed.

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.

Date and LO to be copied correctly from the IWB (capital T for 'To be able to …..)

No comments are written in the margin by the teacher or pupil and pupils must have space to respond to the marking.

All pupils' work is to be at least 'light' marked by the Teacher. In maths all calculations need to be marked. Support Staff can mark maths calculations for the group they are working with.

In developmental marking feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils every Monday instead of the starter activity.

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given. (Examples of developmental marking are attached to this policy).

Self-assessment

Pupils will neatly traffic light their work against their learning objective accordingly.

- Red: 'I don't understand. I need more work on this'
- Orange: 'I'm almost there. I need extra help or practice'
- Green: 'I can do this! I'm ready to move on'

In year 1 Pupils will self-assess at the end of the lesson by showing a:

- 'Thumbs down' for the red traffic light. 'I don't understand. I need more work on this'
- 'Thumbs sideways' for the orange traffic light. 'I'm almost there. I need extra help or practice'
- 'Thumbs up' for the green traffic light. 'I can do this! I'm ready to move on'

(See Appendix 2)

(If a Learning Objective refers to Success Criteria – for example key features of a text type or genre in literacy - then it is useful for this to be stuck into the exercise book so the child can self-assess against all aspects)

Peer Assessment

Where peer assessment has been appropriately introduced (years 5 & 6), pupils will edit each other's work and suggest ways for their peer to improve their work. This has to be completed in a blue colouring pencil and the peer assessor's name must be also left.

Responding to comments

Pupil response to comments should be made in pencil (pen if license has been issued). If in KS1 or FS this is verbal, it should be recorded at such. Response should be made as soon as reasonably possible in order to support pupils effectively.

3a) Procedures in greater detail:

3ai) The Frequency of Developmental Marking

All pupils' work is to be at least light marked by the Teacher. Preparation work including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics can be evidenced in the following ways: learning wall, photographs or paired work in books.

In **Literacy and Mathematics** all pupils should have at least 1 in every 3 pieces of work marked developmentally by their teacher. This marking will demand an effective response from the pupil and

time should be allocated by the teacher for an appropriate and meaningful response to be made also each week. The overseeing of such a task may be carried out by another adult other than the class teacher.

In **Extended writing books** every piece of work needs to be lightly marked, Ros Wilson criteria to be completed and written indication of what the pupils' next target is.

In **Science, History and Geography** every other piece of work needs to be marked developmentally by the teacher per week and the other piece marked lightly for subject specific concerns.

All other books – **RE/PSHCE, Art/DT, grammar, handwriting and guided reading** should be marked 'lightly' daily for subject specific concerns. For **RE/PSHCE** and **Art/DT** one piece of work per half term needs to be developmentally marked.

In the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded (this must include pupil voice). These records should be dated and area/s of learning highlighted. This will be recorded in pupils' learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate.

Developmental Marking should also be used as a strategy to support pupils who are in need of acceleration. This may be particularly pertinent to pupils who are receiving interventions and be an agent to close gaps in achievement.

3ib) Giving effective feedback to pupils.

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve.

It also forms part of formative assessment which is essential for teachers to refine and improve planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

Effective feedback comes under three main headings;

Specific Achievement feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective and the Pupil self-assessment made by the traffic light.

Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.

Specific Extension feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.
When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:
- Refine a teaching point to consolidate or reinforce understanding

- Extend understanding to deepen learning or raise to a higher level of thinking (including mastery)
- 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, letter/number formation.

Examples of feedback prompts can be found in Appendix 3

When constructing feedback teachers need to consider:
1. Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Does feedback relate to planned learning objectives and success criteria?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement in learning?

3ic) The Frequency and Nature of Pupil Response to Feedback

Work that is marked developmentally requires a response from the pupil.

Developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from FS to Yr6 and throughout the school year appropriately.

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different

developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this.

Likewise tasks must be effective in improving work, yet brief in execution.

For some pupils in KS1 and where developmentally appropriate communication of the feedback will be increased by adults, until developmentally pupils are able to access this independently.

4 Role of other adults supporting

Support staff when working with groups of pupils will write their comments on a post it note and leave it in the child's book for the teacher to use to mark the work. Support staff should indicate if the work produced was independent or supported on the post it note.

Supply teachers/PPA teachers who carry out work in the school are expected to 'lightly' mark all work as a minimum and in accordance with this policy. A condensed version will be given to all new supply teachers as part of the Staff Handbook (welcome pack) on arrival in the school.

5. Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils.

It is the responsibility of the Assessment Leader (DHT), Teaching and Learning Assistant Head Teachers to liaise with the Subject Leaders and to feed back to the Head teacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Head teacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

6. Equality of Opportunity

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

7. SEN and Inclusion

At Roman Road Primary School we have a duty to provide reasonable adjustments for disabled pupils since 2002 (originally under the Disability Discrimination Act 1995 (the DDA) and, from October 2010, under the Equality Act 2010). Many of the reasonable adjustments that schools Roman Road School can make for disabled pupils undoubtedly include the use of some auxiliary aids, such as

coloured layovers for dyslexic pupils, pen grips, adapted PE equipment, adapted keyboards and computer software.

Make reasonable adjustments for disabled pupils so that they are fully able to participate in our school life and are not discouraged from playing a full part in the life of our school.

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. For some SEN pupils adults may need to scribe for pupils or they may need to use a computer for all stages of the writing process.

8. Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the SLT and subject leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

SLT will also monitor the impact of developmental marking through work scrutiny in both maths and literacy as part of lesson observations to monitor the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. Books will be monitored frequently and feedback will be given to individual teachers.

9. Policy Review

This policy was agreed and adopted at the meeting of the Governing Body of Roman Road Primary School.

Signed _____

Date _____

Name

_____

Chair of Governing Body

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

Code	Meaning
✔	Correct
●	Incorrect answer in mathematics
?	Incorrect / doesn't make sense
CL	Capital letter
FS	Full stop
SP	Spelling error
	Sound out word
	Finger space
↓ ———	Write on the line
8	One digit per square
//	Start a new paragraph
^	Insert missing word/text
word underlined	Spelling mistake
Correct spelling x3	Copy the correct spelling out 3 times

Codes

IW   independent work

SW   supported work

VF   verbal feedback

JC   initials for reviewer (person who is marking)

ST   supply teacher

<u>Appendix 2</u>

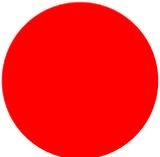# SELF ASSESS YOUR PROGRESS
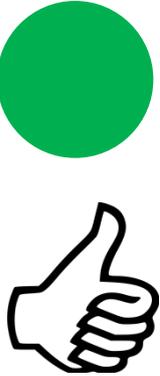
I can do this!

I'm ready to move on.

I'm almost there.

I need extra help or practice.

I don't understand.

I need more work on this.

Appendix 3 Examples of feedback prompts requesting response.

(Statements illustrate similarity of tasks/response requests across maths and writing)

Writing Prompts	Maths Prompts
Read your work – can you add… (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add…(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these… (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these… (extension questions/Consolidation questions)
	If the answer was ….. What could the question be?
Is there another way you could write this information?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence: …..	Finish this sentence: ….. (Explaining work)
Fill in the blanks: …..	Fill in the blanks: …. 2 + 6 = 6
Highlight the sentence where you have used… (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding ….	
Tell me 1/2/3 reasons why I should give you a Wow!	Tell me 1/2/3 reasons why I should give you a Wow!

Tell me … that have …?

Tell me two sentences that have adverbials.

What … would you use to…?
e.g. What word would you use show me what the character is feeling?

Please write another … connective/sentence that shows me how the caterpillar moved.

Show me how you think this sentence would work with …adverbials/connectives/ adjectives.

Verbal: Please talk me through what you have done so far.

Show me how you could write it with … adverbials, connectives, punctuation?

What would happen if…?

What are the new words today? What do they mean?

What if you could only use…?
e.g. Short sentences, complex sentences, The adjectives for sight and sound?

What if you could not use…?
What if you could only use…?
Short sentences, simple sentences, the adjectives for sight?

Tell me … that have …?

Tell me two numbers that have a difference of 12.

What … would you use to…?
e.g. What unit would you use to measure the width of the table?

What are the … of … ?
What are the factors of 42?

What is another … method that might have worked?

Show me how you think this will work with …other numbers/3 digit numbers?

Verbal: Please talk me through what you have done so far.

Show me how you could do it with … simpler numbers … fewer numbers … using a number line?

What would happen if…?
e.g. What would happen if you started with 52?

What are the new words today? What do they mean? What maths words also mean…?

Would it work with different numbers?

What if you could only use …?
e.g. Multiples of 5, 3 digit numbers, numbers less than 0?

What if you could not use…?
Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?