Marking and Feedback Policy

Pendragon Community Primary School

Lead person: Subject Lead

Reviewed: May 2022

Ratified by Governors: 17 May 2022

Next Review Due: Autumn 2023

COVID update

PPA staff, supply teachers and cover staff not in the class bubbles must maintain social distancing and therefore may not be able to follow the marking policy fully at this time. Books should not be taken out of school.

Introduction

At Pendragon Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice.

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback and marking throughout our school.

All members of staff should have high, but realistic expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required.

Rationale

In devising this policy, we are mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload.

As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that 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:

- Feedback is an integral part of the process of responsive teaching which is evident in all lessons
- The sole focus of feedback should be to further children's learning
- Evidence of feedback 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 of the child doing the hard thinking.
- 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 it 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 needs to be given where there is time and opportunity for children to respond to the feedback they have received.
- 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.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

As such, strategies can include marking, but will mainly be verbal feedback during the lesson.

Why do we give good feedback during the lesson?
By giving timely feedback, teachers demonstrate to children that their efforts are valued; this gives additional purpose to pupils' work. If children are not given constructive, specific feedback, they will not know whether their work is good/poor/indifferent, and may lose interest or not produce work of such quality in future.

Feedback and Marking in practice
Effective feedback takes place as close to the point of teaching and learning as possible. It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to adjust their teaching. The timing of feedback can be categorised into the following three stages:

1. **Immediate feedback** – which takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.

2. **Summary feedback** – which may take place at the end of a lesson or shortly after, often as part of a plenary for example. It may involve some form of self or peer assessment.

3. **Distance feedback** – takes place away from the lesson and provides feedback to the teacher about how well children have understood concepts or applied the skill. This in turn informs planning for future learning opportunities which may include written comments (marking) or the use of annotations/Post It™ notes/crib sheets/Grab and Go book, to focus on the next steps for individuals or groups.

Type	What it might look like	Evidence (for observers)
Immediate	**Takes place within lessons as part of teaching:** ☐ Includes teachers gathering feedback from verbal responses, mini-whiteboards, book work, etc. ☐ Takes place in lessons with individuals, small groups or the whole class. ☐ Is given verbally or appropriately signalled so that the impact can be immediate. ☐ May be given by teaching assistants, other adults or peers. ☐ May involve further support, challenge or a change of task. ☐ May re-direct the focus of teaching or the task. ☐ May, but does not need to be evidenced by way of highlighting/annotations or other written comments.	Classroom Observations and Learning Walks. Teachers may make notes whilst they are in the process of teaching.
Summary	**Takes place at the end of a lesson or activity:** ☐ Usually involves groups or whole classes. ☐ Provides an opportunity for evaluation of learning in the lesson. ☐ May take the form of self- or peer-assessment against an agreed set of criteria. ☐ May involve strategies such as 'exit' questions. ☐ In some cases, may guide a teacher's further use of *distance feedback*, focusing on areas of need or particular interest.	Classroom Observations and Learning Walks. Evidence of self- and peer- assessment, purple pen or pink highlighter May be evidenced in adaptations of planning/next steps or marked on crib sheets, etc.

Distance	**Takes place away from the point of teaching:** ☐ Provides teachers with opportunities for assessment of understanding. ☐ Leads to adaptation of future lessons through planning, grouping or adapting tasks – teachers may group books into different piles to identify where 'group feedback' is required in the next session. ☐ May lead to targets being set for pupils' future attention, or immediate action.	Monitoring of pupils' books, planning and through professional discussions between teachers and leaders. Work is acknowledged. Spellings, grammar and calculation errors will often be corrected. Written comments may be evident. Adaptations to teaching sequences evident within planning. Use of annotations / Post It™ notes / crib sheets to indicate future groupings or next steps.

Teachers should not be providing pupils with the answer, but expecting them to think and refine their work as a result

When do we feedback or mark?

- Ideally whilst the work is in progress
- At least at the completion of a piece of work
- As soon after the completion of the work as is possible

Practice will involve a "write, reflect, mark" sequence during lessons where the emphasis is on 'live marking' i.e. adults giving pupils formative, verbal feedback (supported by written prompts if necessary) to focus their attention on what they need to do (or amend) to achieve the objective at the point of learning.

As the feedback is in the context of the lesson, (**V** to be written in the margin at the point at which verbal feedback is given), there is an expectation that the pupil will respond to the feedback immediately. Teachers can briefly annotate to indicate verbal feedback focus.

Written feedback will only given by teachers if they have worked with that child in the lesson and they do so there and then to evaluate the impact of feedback. See Green Sticker guidance below.

Grab and go book

After the lesson, the teacher looks through the pupils' books to evaluate learning based on what went well and what still needs work.

Teachers need to consider these 3 principles before the next lesson/ unit of work
- children who didn't grasp the objective or underperformed
- those who showed solid understanding
- those who did particularly well or exceeded the objective

Children should RAG rate their work before placing in the AfL trays which are used in years 1-6. Teachers tick next to the LO to show if it has been been achieved. If a child achieves this in the lesson then the book does not need to be handed in. Where further work with a group/individual is noted in the Grab and Go book, this will be indicated in the child's book with **G+G.**

Editing children's writing

Spellings
- Spelling errors will be marked across the whole curriculum. In most cases, this is done proportionally according to the national curriculum expectation, age of the child and ability in spelling.
- The date, title and specific vocabulary being used in any lesson **MUST** be spelt correctly in any age group for any child.
- Teachers use children's errors in spelling to inform their teaching of spelling.
- For further details please see appendix
- Support for SEND children will include appropriate scaffold for their needs

Peer Improvement

Peer improvement happens when children work with their learning partner to edit and develop a piece of work. It is not when partners swap books and individually 'check' and assess the other's work. To be collaborative, both children read and discuss one of their pieces together, decide the best bits (which may not be the same) giving reasons why, then together talk about the improvements that could be made – which the 'owner' of the work makes, using their purple editing pen.It needs to be clear that work that has been collaboratively / peer improved. The child

will make the changes based on their peer feedback and the work will be indicated with the initials of the pupil involved.

Marking and feedback in Maths

Marking in maths is the process whereby a teacher looks at pupils' written work, examines it for errors, misconceptions and/or conceptual and procedural fluency, and then responds in some way, either in writing, speech or action.

Research (Black et al 2003) shows that the most effective and beneficial forms of assessment are ones which support learning (i.e. are formative) and are built-in to lesson design. In primary mathematics they require:

- well-structured classroom activities (involving conceptual and procedural variation and intelligent practice);

- regular opportunities for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding;

- interaction and dialogue (between teacher and pupils, and between pupils themselves), focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working mathematically.

The **most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.**
Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers.

Marking

- It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:
  - o For slips, it is often enough to simply indicate where each slip occurs, particularly when the teacher's/school's approach is to encourage pupils to correct them.
  - o If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils, the errors will be addressed in the next lesson.
- Evidence shows (Black and Wiliam 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.

Recording evidence

- Positive teacher ad pupil interaction will mean efficient marking strategies can be employed- see marking and feedback codes
- Summative assessment will enable a teacher to monitor pupils' progress. Where progress is secure, no further evidence is necessary. Where an individual pupil's progress is a concern, then more detailed monitoring and recording may be justified.
- It is **not** necessary to write next-steps or targets into pupils' books. The next lesson should be designed to take account of the next steps.

Modelling how to check for errors in Maths

Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. So as an alternative to providing the answers, teachers should sometimes use the visualiser to model ways of checking and then expect children to do the same, in effect 'proof reading' maths.

So for example, children might repeat a calculation in a different coloured pen and check they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should also model how children can use the inverse operation to go and check they get back to where they started.

Prompt Sheets

Where children have made mistakes, and are finding it hard to identify where they have gone wrong, a prompt sheet, shared with the class at the start of the lesson, can help. In effect, this is just a process success criteria, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed.

Find my mistake (column addition)

> ➢ Did I put each numeral in the correct place value space or 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, can your learning partner help you?
> ➢ If none of this works, ask an adult for help

It is important that the children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long term memory, which they are able to retrieve at will.

Giving children work to 'mark' from fictitious other children, which includes all the common misconceptions, is a really good way of helping them develop this.
Errors in Maths should not be rubbed out.
Dots indicate errors. Initially these may be next to the error but could progress to be at the bottom of the work, so the child has to work out which the errors are.

Feedback and Marking in the Foundation Subjects

Foundation subjects are ticked against the LO.
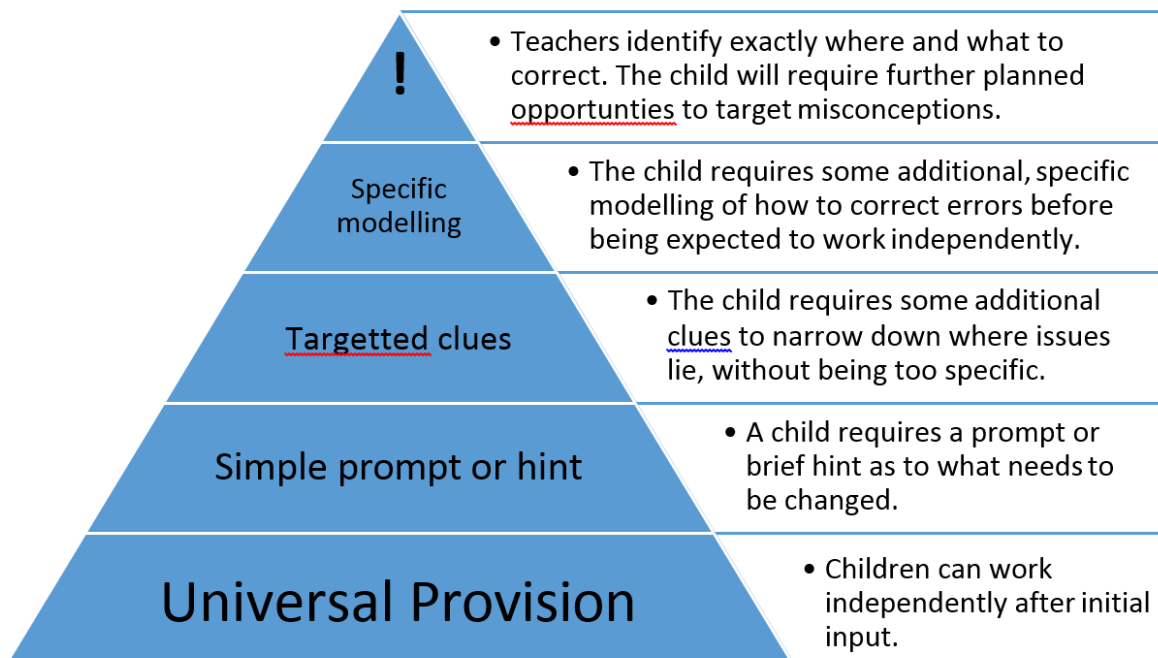In Science, one piece of work per unit is quality marked within scientific enquiry.

The role of other adults

Marking and feedback is responsibility of the teacher for all children. However, at Pendragon Primary School, Teaching
Assistants are trained to mark and provide feedback on children's work under the direction of the class teacher. They work closely with the teacher and share the outcomes from any marking

and feedback to ensure that planning is informed according to the children's needs.

The minimal marking triangle

!	• Teachers identify exactly where and what to correct. The child will require further planned opportunties to target misconceptions.
Specific modelling	• The child requires some additional, specific modelling of how to correct errors before being expected to work independently.
Targetted clues	• The child requires some additional clues to narrow down where issues lie, without being too specific.
Simple prompt or hint	• A child requires a prompt or brief hint as to what needs to be changed.
Universal Provision	• Children can work independently after initial input.

cRimE's aGainst! Wrightin?

Have you committed any writing crimes?

Proof-read your work and correct these mistakes to fix any crimes against writing!

It is a crime to forget that:

...ence starts with a capital letter.

❖ Every proper noun starts with a capital letter.

❖ We do not need random capital letters in the middle of words.

❖ All sentences must end with punctuation. **. ! ? ...**

❖ **I** is always a capital letter when alone or in a contraction asa pronoun.

❖ Questions always end with a **?**

❖ Contractions always need an apostrophe to replace the missing letter or letters. **EG:**

don't **wouldn't** **can't**

❖ You only need an apostrophe before an s if you are showing something

belongs to something else. **EG:**

The boy's coat, the horse's leg, the school's badge.

❖ We use **an** before words beginning with a vowel and **a** before words beginning with a

consonant. **EG**

❖ *I saw an elephant and a giraffe.*

❖ We use **was** when the subject is singular (one person or thing) and

were when you are writing about more than one person or thing. **EG**

Today was amazing, we were so lucky to go on that trip

Appendix 2

<u>Progression in Proof-reading and Editing at Pendragon</u>

Proof-reading involves pupils checking their work for punctuation, grammar and spelling errors only - for example, they should note whether they have used brackets and full stops correctly. All pieces of writing should be proof-read. Editing requires pupils and their peers to propose changes to vocabulary and grammar in order to make their writing more interesting to read; so, for example, a simple phrase like 'I was scared' could be exchanged for, 'I felt apprehensive – anxious that no one would find us!' At least one piece of writing from each writing unit should be edited. Editing may take place during or at the end of a learning sequence.

National curriculum requirements	Practice at Pendragon
EYFS	Read what they have written with adult support Discuss what they have written with the teacher
Year 1 • Re-read what they have written to check it makes sense • Discuss what they have written with the teacher or other pupils	Read work aloud and discuss with peer or adult Begin to correct capital letters and full stops with purple pen Begin to correct 1 or 2 spellings – Storytime Phonics tricky words, CEW words, topic words) using word mats/ learning walls, with purple pen
Year 2 *Make simple additions, revisions and corrections to their own writing by:* • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-read to check for errors in spelling, grammar and punctuation	Read work aloud and discuss with peer or adult Proof-read writing to check for errors in punctuation, spellings (CEW words, HF words, topic words corrected using word mats/ learning walls) and grammar, and correct with purple pen In addition, teacher to identify 3 other spelling errors for pupil to practise LCWC then progress to teacher highlighting 3 errors with sp in margin for pupil to correct independently with purple pen Begin to find spellings in dictionaries Teacher, in discussion with pupil, to highlight sections of text in pink highlighter and to direct pupil on how to edit to meet success criteria i.e. simple additions or revisions. Edited sections to be re-written on pink paper.
Years 3 and 4 *Evaluate and edit by:* • Assessing the effectiveness of their own and other's writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors	Proof-read own or peer's writing to check for errors in punctuation, spellings (Y3/4 spelling words, HF words, topic words corrected using word mats/ learning walls and dictionaries) and grammar and correct with purple pen Pupils/peers to identify sections of text to edit using success criteria and own assessment of effectiveness of writing i.e. additions or revisions. Begin to use thesauruses/ Descriptasaurus. Edited sections to be re-written on pink paper.
Years 5 and 6	Proof-read own writing to check for errors in punctuation, spellings (Y5/6 words, HF words, topic words corrected using

Evaluate and edit by: • Proposing changes to vocabulary and grammar, to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout the piece • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing appropriate register • Proof-read for spelling and punctuation errors	learning walls/ dictionaries) and grammar and correct with purple pen using CUPS C – Capitalisation U – Usage/ grammar e.g. subject-verb agreement P – Punctuation (see National Curriculum index for year group expectations) S - Spelling Pupils/peers to identify sections of text to edit using success criteria and own assessment of effectiveness of writing. Can use ARMS as prompt: Use thesauruses/ Descriptasaurus. Edited sections to be re-written on pink paper.

Appendix 3

Green Stickers – a guide	
Which children?	All children on the provision map • PP children • SEND children • AFA children • Vulnerable learners (low attainers)
Who fills them out?	Any staff working on additional provision with a child • Class teachers • TAs • 1:1 PP teachers
What do you put on them?	All green stickers need to record the following in red pen and the school handwriting style: • Date • Additional provision type • Initials of adult administering the intervention • **Brief** explanation may be necessary e.g. using the marking symbols: ✓ 1-5 one to one correspondence → 6+ unsure
Which activities?	Any additional provision that is separate to whole class and appears on the provision map and target card . e.g. • KIRFS • Hand therapy • Maths group • ERT A green sticker is **not necessary** for sessions not on the provision map e.g. • Music, PE, Golden mile, Assembly
How to record for multiple sessions	Any sessions where there will be multiple practice each day e.g. ERT. • One sticker for the week • Date, initials and activity • Frequency recorded and ticked/crossed. Example below If whole group working together, an activity can be photocopied with the green sticker on it.
Why?	To reduce workload and improve consistency. School needs to record any additional provision that appears on the provision map and target card
1:1 reading	1:1 reading is recorded in the child's reading record and initialled. It does not need to be recorded with a green sticker in their writing book. No green sticker is necessary in the reading record either.
• Do not cut up the stickers – we have plenty • No need to put the time on the sticker • Ideally, there should be some work or a photograph next to the sticker, but in certain circumstances that may not be the case: KIRFS, ERT, etc.	

25.02.20   JC

KIRFS Y1 6abc 1

WB: 25.02.20
ERT
                    AB
1 2 3 4 5
✓ ✓ ✓ X ✓