Stone C of E School

Marking and Feedback policy

This policy was revised: Autumn 2020

Rationale:

Effective feedback is an essential part of the education process. At its heart is an important interaction between teachers and their pupils; a way of acknowledging pupils' work, checking for understanding and making decisions about what teachers and pupils need to do next with the main aim of improving pupil progress.

However, using written comments as a means of feedback has become disproportionally valued and has contributed to significant workloads for teachers. Recent research by the DfE and Education Endowment Foundation suggests that, in reality, burdensome marking means that teachers have less time to focus on the most important aspect of their job – teaching pupils.

It is also taking time from offering high quality verbal feedback which is one of the most effective ways in which to support pupil progress so long as it is 'meaningful, manageable and motivating.' There is little evidence to support the current widespread practice of extensive written comments.

Therefore, we have reviewed traditional marking practices verses verbal feedback and as a school we have considered ways in which to improve our ongoing feedback to pupils, so that they make even better progress, as well as improving our teachers' opportunity to teach. Our focus is on spending greater time with our pupils and offering high-quality verbal feedback.

Clear Success Criteria

Research on Success Criteria (Sadler, 1989) suggests that there are certain things that students must know in order to make feedback effective: students must know what a successful end-goal looks like, how their current performance relates to the successful end-goal and what to do to close the gap between their current performance and the end-goal (Nicol and McFarlane-Dick, 2006). Therefore, the first step towards effective feedback is clear success criteria, which is shared with the children prior to starting an activity.

Examples of clear success criteria:

Maths	Writing
WALT (learning objective – We Are Learning To): add two-digit numbers using the column method. 1. Look at the numbers. 2. Estimate. 3. Create a tens column and ones column 4. Write T at the top of the tens column and O at the top of the ones 5. Write one number under the other, with digits in the correct columns. 6. Add the ones first. Write the total under the ones column. 7. Add the tens. Write the total under the tens column. 8. Check your answer.	WALT: use capital letters and full stops. 1. Put a capital letter at the start of a sentence. 2. Put a capital letter at the start of a name or place. 3. Put a full stop at the end of a sentence.

Teachers will use visuals to support children's understanding of success criteria e.g. Widgits.

Mid-lesson Learning Stops/Mini-Plenaries

Mid-lesson learning stops (also known as mini plenaries), allow pupils to review their work during the lesson rather than at the end when there is no time to edit mistakes and make improvements. For mid-lesson learning stops to be effective, the learning objective and success criteria have to be clear and challenging, yet achievable. Once the pupils have done some work, they are stopped and asked to review their work independently or with a partner and highlight where they have met the learning objective. They then have the rest of the lesson to make any changes to their work and ensure that they have met the objective.

Adult Feedback

Feedback from an adult will fall into one of three categories:

1. The pupil worked with an adult so received verbal feedback during the session. No written feedback will be completed as verbal feedback has been given, unless the class teacher writes in the book at the time. This verbal feedback may include support to achieve the objective, spelling/grammar/punctuation corrections, challenge or next steps.
VF written in book (TA written if not teacher. If supply or not usual teacher, VF and initials written).

   Please also add a word or two to outline what has been discussed during verbal feedback e.g
   VF- finger spaces
   VF- add adjectives
   VF- paragraphs

2. The pupil worked independently and has achieved the learning intention. **The WALT will be highlighted in green.**

3. The pupil worked independently and has not achieved the learning intention. **The work will be stamped with our "I need to give you more help so you will understand" stamp** and there will be a follow up activity or support from an adult to address any misconceptions. When follow up work has been completed, the stamp will be ticked and initialled by the adult)

The focus is on children producing high quality work and teachers offering progress and challenge. Teachers will no longer write lengthy comments when the pupil is not present, but will instead be spending time giving immediate verbal feedback to children that can be acted upon and have a higher impact.

Frequency of Verbal Feedback

Maths and Writing

- All children will have at least one piece of verbal feedback from an adult per week.
- Disadvantaged pupils will receive at least two pieces of verbal feedback per week in these subjects.

Reading

- All children in EYFS and KS1 will be heard reading at least once a week by an adult and children in KS2 will be heard at least once a fortnight. Feedback will be given when children are heard reading.
- Disadvantaged pupils will be heard reading twice a week and feedback given.

Other Subjects

- All children will receive at least one piece of verbal feedback per fortnight.
- Disadvantaged pupils will receive at least two pieces of verbal feedback per fortnight.

Peer and Self-Assessment

Self and peer assessment play a key role in effective marking and feedback – they empower children to take control of their own learning and encourage the learning skills of reflectiveness and responsibility.

This is also important for reasons outlined in Eliminating Unnecessary Workload Around Marking, which stated that marking should be:

• Meaningful: If pupils are able to spot and iron out minor slips and errors in advance of the teachers seeing their work, teacher feedback can be more tightly focused on how to improve their work or addressing genuine misconceptions

• Motivating: Peer and self-marking within a lesson enables pupils to receive immediate feedback on how they have done and reflect on what they need to do next. Metacognitive interventions have a positive impact on pupil progress, according to the EEF toolkit. Asking pupils to reflect on how they could do better, and to do it, helps to develop those metacognitive skills.

• Manageable: The marking burden on teachers is reduced.

Much written marking, especially in maths, involves simply checking whether an answer is correct or not. If we can develop pupils' skills to self-mark accurately, honestly and - for peer-marking - kindly, that could have a huge impact on teacher workload. It leaves the teacher with time at the end of the day to check who has understood (or not) - and then plan a meaningful follow-on task as well.

How does it work?

Use of 'The Dip'

Children are regularly encouraged to use 'The Dip' to reflect on their understanding of what has/is going to be taught. This might be at the end of a lesson, during a lesson, beginning/end of a topic etc.

Models: What a good one looks like

Pupils are given concrete examples of what a successful completed piece of work should look like so that they are clear about their end goal. This example should be analysed so that pupils understand not just the whole but also the constituent parts.

Editing pens or highlighters

The pupils use editing pens or highlighters to identify where they have met their learning objective and to show the changes they have made to their work. It is important that the pupils who have written the work have 'the power of the pen' to ensure that they are happy with the changes that are being made to it. Any editing, reviewing or redrafting should be in purple pen.

Self- and peer-assessment in Maths

In Maths, pupils are given the answers to problems within the lesson, either as sheets on a table, at a marking station elsewhere in the classroom, or displayed on a board. Where they have not grasped the

concept being taught, they receive adult or peer support. If they have made minor slips in calculations, they correct these. If they have got the majority of the work correct, they continue and then move on to an extension activity.

Self- and peer-assessment in Writing

A similar approach is possible for writing exercises where the task is fairly closed, such as teaching a specific writing skill.

For more open writing tasks, individual targets and scaffolded success criteria enable pupils to self- and peer-assess their work. This requires a lot of modelling. When peer-assessing, pupils give their feedback verbally, and the recipient of the feedback records it in their books (e.g. My friend said that I should remember to use a comma after a fronted adverbial).

Some pupils struggle to generate meaningful feedback for themselves and their peers, even with reference to the success criteria. To help them with this, they can be given a choice of three options. For example, in a Year 1 class these might be:

• 'Next time, I will remember finger spaces.'

• 'Next time, I will use capital letters for names.'

• 'Next time, I will use a noun phrase.'

These could have a simple image for each so that pupils do not have to write the whole sentence.

Whole class feedback

Where common misconceptions arise, the most effective way to address them can be through whole class feedback, often at the start of the next lesson. As the marking policy has been adapted to free up teachers' time at the end of the day, this provides opportunities for more responsive teaching, tailored to the needs of an individual class.

Keep Up, Not Catch Up

By marking work through verbal feedback or peer/self-assessment during a lesson, the teacher also receives immediate feedback about how the lesson has gone and which pupils require more support. In order to avoid children falling behind, teachers will use the information gathered in order to ensure that any children who have not achieved the learning objective receive follow-up support, either 1:1 or in small groups, either before or in the next lesson.

Meaningful Praise

Building on the work in developing pupils' positive attitudes to errors and Growth Mindset inclinations, teachers must ensure that feedback is motivational yet related directly and specifically to the learning.

For example, instead of using what may be described as a "bland and unhelpful comment" (Black, 2003, p.44-45) such as "Well done!", we should say, "Well done! You are beginning to use capital letters correctly."

Clarke (2014, pp. 22) recommends the following responses:

• Well done! You're learning to...

• Good! It's making you think.

• Your brain is growing.

• You're good at this because you spend time doing it.

• If you could already do it or it was easy then you wouldn't be learning anything.

• Your skills have really improved. Do you remember how hard it was last week?

• You kept going!

• You mean you can't do it yet!" Changing "I can't do it" into "I can't do it yet", reinforces that the learning process takes time, effort and practice (Clarke, 2014).

Harks et al (2013) suggests that teachers should always deliver feedback from a motivational point of view.

Monitoring and evaluation:

Books will be used as evidence of learning and progress. It should be possible to see through highlighted objectives, stamps and follow up activities where teachers have offered children feedback to support their learning.

Stone Quick Marking Codes

Chart for children including margin codes –you may identify the error with by circling/underlining/bubbling etc.

Display in class

WALT highlighted in green	WALT achieved
"I need to give you more help so you will understand" stamp	Follow up needed
Ticked and initialed stamp print	Follow up completed
P	Punctuation
Sp	Spelling
G	Grammar
^	Omissions
//	Paragraph
Ⓣ	Target
ⓉⒶ	Worked with TA
ⓋⒻ	Verbal Feedback given