

Marking & Feedback Policy

Policy name Marking and Feedback

Lead Author Senior Leadership

Date November 2022

Updated

Updated July 2024

1. 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)

In Hattie's research 1999 comparing 500 meta-analysis of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socioeconomic factors.

However, feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective... feedback must answer three major questions asked by a teacher and/or by a pupil:

- **Where am I going? (What are the goals?),**
- **How am I going? (What progress is being made toward the goal?), and**
- **Where to next? (What activities need to be undertaken to make better progress?) ” (ibid p86)**

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils.

This toolkit highlights oral and instant feedback as the most effective way of improving a pupil's ability. Roath Park Primary School believe in this and focus much of its marking and feedback time on the oral instant feedback in front of the pupil.

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 intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. At Roath Park Primary School this important stage of the teaching and learning process is also called 'Developmental Marking' .

2. Aims

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.
- Consistency of marking across the school.

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 contribute 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.

3. Processes

Four types of marking and feedback occur during teaching and learning at Roath Park:

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.

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. This should be completed using a T bar to alert the pupil to their comment/question.

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 Roath Park Primary School.

4. Non-negotiable Procedures for Marking.

- All marking is to be carried out in **red** pen by the class teacher; **green** pen by a teaching assistant; **green** pen by a student teacher or supply teacher and **purple** pen by pupils.
- Success criteria is always marked against.
- All marking is to be done in a clear legible hand aligned to the school handwriting script.
- 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
- All pupils' work is to be at least 'light' marked by Teacher or Support Staff – SC ticked.
- In both Maths and Literacy at least 1 piece of work per pupil should be developmentally marked in depth per week.

In developmental marking at least 1 piece of Literacy per week:

Pink = ticked pink (good); Green = green for growth (target area)

When identifying specific success, the respective work in the pupils' book (literacy or maths) will be identified in pink highlighter. The corresponding comment will also be highlighted pink.

When identifying an area for specific improvement the respective work in the pupils' book (literacy or maths) will be identified in green highlighter. The corresponding comment will also be highlighted green

or When identifying an area for specific extension the respective work in the pupils' book (literacy or maths) will be identified in green highlighter.

There will be a maximum of 2 identified specific areas for both pink and green highlighting for each piece of work.

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.

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.

5. Success Criteria and Marking

At the start of every task there should be success criteria. In the lower part of the school this could be the skill that is stuck into the book.

Success criteria can be differentiated (e.g. you may ask your MAT pupils to show more than a LA pupil)

In the upper part of Progression Step 2 and throughout Progression Step 3 pupils should construct success criteria in list form with a small circle next to each one. The success criteria should be short

and tight, e.g. what you are exactly looking for in the work. For example, in a newspaper report you might have the following success criteria:

Headline Sub headline columns 5
W's (who, what, why, when, where)
quote

When you are assessing the pupils progress close consideration should be given to the success criteria. The marking code (appendix 1) should be used.

The success criteria is marked and examples within the work are marked. For example:

Headline ✓✓

Sub headline ✓

columns -

The headline in the work should also be double ticked. Instantly the pupil will know that they have achieved the headline skill, partially met the sub headline skill and not achieved the columns skill. In this example the pupil should be left with a challenge to write their next newspaper report in columns.

7. Verbal Feedback

The most effective feedback is the instant verbal feedback. If a member of staff notices (a) a pupil is finding a skill difficult or (b) a pupil is finding a skill too easy then instant verbal feedback should be given to (a) support or (b) challenge.

A member of staff should write (V) in a pupil's book where any verbal intervention/feedback was given. No comment is needed. It should become clear that an intervention/feedback was given as pupils should (a) improve on the skill or (b) the skill develops.

8. Self-assessment

Pupils will traffic light their work:

- Progression Step One pupils – at the end when asked “how did you find this work”
- Progression Step Two and Three pupils - against each success criteria (include older PS1 pupils who are ready for this form of self-assessment)
using,
 - Red: 'I find this difficult'
 - Amber: 'I can do this but need more help to feel confident'
 - Green 'I can understand and do this and this shows in my work'

If trained, pupils can also mark their own work against the success criteria using the same marking scheme as the teacher.

9. Peer Assessment Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This should be completed in purple and the peer assessor's initials must be also left.

If trained, pupils can also mark their own work against the success criteria using the same marking scheme as the teacher.

10. Responding to comments Pupil response to comments should be made in purple – so that it is clear they have been completed. If in FP this is verbal, it should be recorded at such. Response should be made as soon as reasonably possible in order to support pupils effectively.

11. Rewards As adults in school we want to recognise good work with stickers, class dojo's, smiley faces etc. However empty praise is as ineffective as empty criticism, therefore specific praise is preferred whenever possible to boost the confidence and self-esteem of our young learners.

12. The Frequency and Nature of Pupil Response to Feedback Work that is marked developmentally requires a response from the pupil.

Pupils are to initial all comments made by an adult. However, 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 Progression Step One through to Progression Step Three, 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 pupils in Progression Step One and where developmentally appropriate as designated by SEN Support Plans, communication of the feedback will be augmented by adults, until developmentally pupils are able to access this independently

Acknowledgement of response This should be swift, in line with the marking policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher will wish to address this with the child through another medium than feedback and response.

13. Role of other adults supporting Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the Staff Handbook (welcome pack) on arrival in the school.

Students in school are required to follow this policy as appropriate, however the class teacher is also required to initial marking completed by the student to ensure quality assurance. Teachers will use professional judgment in discussion with the Headteacher or Deputy Headteacher to ascertain whether the marking of all pupils' work is monitored or a sample.

14. 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 ALOE leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise, the ALNCo has responsibility to ensure the policy is appropriately adapted and implemented for ALN pupils. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the Assessment Leader (DHT) to liaise with the ALOE Leaders and to feed back to the Headteacher 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 Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

15. Equality of Opportunity All pupils are entitled to have their work marked in accordance with this policy.

16. ALN and Inclusion 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. Such requirements should be identified in a pupil's Support Agreement as required.

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

The Headteacher, Deputy Headteacher and Progression Step leaders 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 Progression Step One 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. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of ALN provision and impact of the Pupil Development Grant.

18. Policy Review This procedure has been agreed by the staff and Governors in the Spring Term 2019 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than Autumn 2020.

Marking Policy Codes

✓✓ Skill completely achieved ✓ Some of the skill achieved - Skill not achieved

VF Verbal feedback

Word underlined Spelling mistake

Wiggly line This doesn't make sense

L Start a new line // Start a new paragraph →
Indent reminder

C Capital letter

T Target

Green Target to improve Pink A strength

S Support given to complete task I Task completed independently

Su Supply teacher

Appendix 2:

Examples of feedback prompts requesting response. (shaded 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 (highlight sentence)?

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: e.g ... $2\Box + 6\Box = 6\Box$ 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 Dojo point for this work.

Tell me 1/2/3 reasons why I should give you a Dojo point for this work. Tell me ... that have ...?

Tell me two sentences that have adverbials.

Tell me ... that have ...?

Tell me two numbers that have a difference of 12. What ... would you use to...? e.g.

What word would you use show me what the character is feeling?

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? Please write another ...

connective/sentence that shows me how the caterpillar moved.

What is another ... method that might have worked?

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

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.

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

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

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

Writing prompts Maths prompts What would happen if...? What would happen if...?

e.g. What would happen if you started with 52? What new words today? What do they mean?

What 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. Short sentences, complex sentences, The adjectives for sight and sound?

What if you could only use ...? e.g. Multiples of 5, 3 digit numbers, numbers less than 0? What if you could not use...? What if you could only use...? Short sentences, simple sentences, the adjectives for sight?

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

Appendix 3 – marking to the success criteria

All work should be marked to the success criteria. In lower Progression Step One this could be the direct skill stuck into the book. This will help the adult to focus on what they are looking for.

In Progression Two and Progression Step Three the success criteria should be short and to the point. It could be planned by the teacher, however, as the pupils move through the school they should be involved in setting their own success criteria.

The success criteria show the staff and pupil what they have achieved and what they need to develop. It can be used to generate targets for the pupils.

For example, when designing a graph:

Success Criteria Title y axis label x axis label accurate scale accurate data
MAT pupils could also be given... evaluation of data

Success Criteria Title ✓✓ y axis label - T x axis label ✓✓ accurate scale ✓✓ accurate data ✓✓

T – can you add a suitable y axis label? Number of people ✓✓

ROATH PARK PRIMARY SCHOOL MARKING & FEEDBACK POLICY 1.1 Page 10 of 10

T

✓✓

You may decide to give SEN/LA pupils less points to meet. E.g. you may give them the scale so this wouldn't feature in their success criteria.

✓✓

✓✓

✓✓