

Byfleet Primary School

Marking Policy

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| Governors' Committee Responsible: Full Governing Board | Governor Lead: Janet Stainer | Nominated Lead Member of Staff: Pauline Crowley |
| Date Reviewed: Autumn 2019 | Status & Review Cycle: Under LA guidance | Next Review Due: Under LA guidance |

'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.

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 Byfleet 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 affective 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 Byfleet Primary School

- i). **Verbal feedback** 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. Verbal Feedback to be marked by VF in green in a circle.
- ii) **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work. Give housepoints for effort.
- iii) **Deep 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. Marking should relate to LO and feedback should be responded to.
- 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 Byfleet.

3. Non-negotiable Procedures for Marking.

Live marking to be part of each lesson.

Marking is to be carried out in green or pink or feedback stamp.

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 and Learning slip completed.

In both Maths and English at least 1 piece of work per pupil should be developmentally marked in depth per week.

A stamp says :

I spoke to my teacher and.....then the child responds.

In developmental marking:

When identifying specific success, the respective work in the pupils' book (English and maths) will be identified by green marking comment.

When identifying an area for specific improvement, the respective work in the pupils' book (English and maths) will be identified by pink marking comment.

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.

Self-assessment

Pupils will traffic light their work against their learning objective accordingly

Sad face: 'I find this difficult'

Straight line: 'I can do this but need more help to feel confident'

Smiley face: 'I can understand and do this and this shows in my work'

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

Peer Assessment

In age appropriate terms peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This is done in purple and the peer assessor must sign it.

Responding to comments

Pupil response to comments should be made in pen or pencil. 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.

Rewards: as adults in school we want to recognise good work not limited to using stickers, house points, certificates, stamps, smiley faces etc. Effort should be rewarded on Behaviour Ladder. Outstanding work should be shown to deputy and head for their own awards.

3a) Procedures in greater detail:

3ai) The Frequency of Developmental Marking

- **All pupils' work is to be at least light marked by Teacher or Support Staff.** No work should go unmarked. Preparation work including photos, text maps, plans and drafts in English and jottings, working out and exploration in mathematics should be collated in pupils' books. This may be the form of photocopies of white boards and material captured electronically and reproduced as appropriately. However, free writing is not marked. **This is important as it charts the process and progress of pupils' learning.**
- **In English and Mathematics all pupils should have at least one piece of work marked developmentally by their teacher per week.** 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 the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down.** This will be recorded in pupils' learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate.
- Additional Developmental Marking may also be used as a strategy to support pupils who are in need of acceleration.

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 hone 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 / Pupil self-assessment made by traffic light (also tick the learning slip). e.g. LO: I can write questions Feedback: Super Q to ask the wolf!

Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved. E.g. how can you improve this sentence/consider paragraphs, what other ways can you.....

Specific Extension feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking. E.g. next steps, can you add....., could you use.....

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:

Be positive, specifically identifying what has been done well (green comment)

Identify an area for specific improvement followed up with an improvement task (pink comment)

Identify an area for deeper investigation/extension of understanding (pink comment)

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
- 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

Examples of feedback prompts can be found in Appendix 2 pages 9-10

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. 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.

For pupils in KS1 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.

4 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 long term supply teachers as part of the Staff Handbook (welcome pack) on arrival in the school. A copy of this policy can also be found in the staffroom.

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. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the Assessment Leader (DHT) to liaise with the Subject 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.

6. Equality of Opportunity

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

7. SEN 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.

8. Monitoring and Evaluation

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

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

Work looks will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work look 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 SEN provision and impact of the Pupil Premium Grant.

9. Policy Review

This procedure has been agreed by the staff and Governors in the Autumn 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.

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

(will be printed in handwriting script)

Content prompts

✓ correct

? incorrect **CL** capital letter

FS full stop

Word underlined **SP** spelling mistake

Grammatical error/doesn't make sense so read again

FSP : finger space

L start a new line

// start a new paragraph

➔ indent reminder

Assessment prompts

LO Learning Objective

I independent work

S supported work

- T target met
- VF verbal feedback
- JC initials for reviewer (person who is marking)
- ST supply teacher

Appendix 2 Examples of feedback prompts requesting response.

(shaded statements illustrate similarity of tasks/response requests across maths and writing.)

| <i>Writing Prompts</i> | <i>Maths Prompts</i> |
|--|--|
| <i>Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)</i> | <i>Look back at your work – can you add...(your method, a number line)</i> |
| <i>Try to find the sentence which needs to be changed /doesn't make sense and improve it.</i> | <i>Can you find where you went wrong?</i> |
| <i>How could you check this?</i> | <i>How could you check this?</i> |
| <i>Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)</i> | <i>Now try these... (extension questions/Consolidation questions)</i> |
| | <i>If the answer was What could the question be?</i> |
| <i>Is there another way you could write this information (highlight sentence)?</i> | <i>Is there another way you could do this?</i> |
| <i>Can you find a way you could write this in a shorter sentence?</i> | <i>Can you find a quicker way of doing this?</i> |
| <i>Finish this sentence:</i> | <i>Finish this sentence: (Explaining work)</i> |
| <i>Fill in the blanks:</i> | <i>Fill in the blanks: 2 + 6 = 6</i> |

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! Point for this work.

Tell me 1/2/3 reasons why I should give you
a Wow! Point for this work.

Tell me ... that have ...?

Tell me ... that have ...?

Tell me two sentences that have adverbials.

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?

Show 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?

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?*

(after David Hibbert 2013)

References:

The Power of Feedback John Hattie and Helen Timperley *REVIEW
OF EDUCATIONAL RESEARCH* 2007 77: 81

[mailto:http://education.qld.gov.au/staff/development/performance/re
sources/readings/power-feedback.pdf](mailto:http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf)