Nurturing   Excellence

FEEDBACK AND MARKING POLICY

1   Philosophy

We believe that verbal and written feedback in the form of constructive marking helps raise standards. These strategies are the most useful and powerful continuous ongoing diagnostic record of achievement. Feedback and marking makes tracking of learning objectives and outcomes for individual learners on a day-to-day basis manageable and feeds into the next cycle of planning for teaching. **It is also an extremely effective medium for ensuring that the learners are aware of their own progress and how they can improve.**

2   Aim

Within our school we believe this Feedback and Marking policy, which is shared with both adults and learners will;

- Create a dialogue between learner and teacher/Teaching Assistant or other supporting adults;
- Ensure continuity for the learner as s/he moves through the school;
- Signal areas of achievement/areas for development to adults and learners to inform future planning;
- Aim to raise the achievement and self esteem of learners by providing them with prompt, regular and diagnostic feedback about their work which will enable them to make progress.

3   Shared Principles of Feedback and Marking

At Hyde Heath teachers will endeavour to provide feedback to the learner as immediately as possible and where appropriate with the child. Some time will be spent marking and assessing pupils' work. This time will be spent most effectively when the following principles are applied:

- Feedback and Marking provides an opportunity to celebrate and acknowledge achievement, progress, success and effort;
- It provides opportunities for prompt and regular spoken or written dialogue with the pupil;
- Teachers/Teaching Assistants and learners are clear about the learning objectives of the task and the criteria for success and that the marking is directly related to the learning objectives and individual targets as appropriate.
- Teachers/Teaching Assistants provide constructive suggestions about ways in which the learner might improve his/her work;
- Teachers/Teaching Assistants and learners agree the next steps;
- Teachers and learners follow up agreed targets to see how far they have been achieved.

4 Practices of Feedback and Marking

Pupil Centred Practices

- Learners are encouraged to consider/comment on the work themselves before handing it in or discussing it with the teacher;
- Learners are given the opportunity to self-assess in pairs, or in groups or as a whole class;
- Pupils are given time to act upon the feedback given, eg at the beginning of the next lesson, in focused catch up sessions or in busy time at the beginning of the day;
- Pupils whose work has been focus marked might become the focus group in the next lesson. Only one group of pupils might be focus marked by the teacher - often the independent group/s.

Teacher Centred Practices

- Teachers/Teaching Assistants are selective in the aspects about which they choose to comment;
- Teachers/Teaching Assistants comment on positive aspects of the work and on areas for development;
- Teachers/Teaching Assistants recognise effort as well as quality;
- Teachers/Teaching Assistants use the information gained together with other information, to adjust future teaching and learning strategies;
- Teachers/Teaching Assistants differentiate feedback while ensuring that all learners know how they can move forward. This is achieved by modifying the comments to suit the age and ability of the learners (if appropriate using codes or pictures).

School Centred Practices

- School practice is consistent and in line with the overall policy on Assessment, Recording and Reporting throughout the school, which includes age appropriate practice for children working within the EYFS;
- The Feedback and Marking Policy is linked with the Teaching and Learning Policy;
- The Feedback and Marking Policy is discussed whenever necessary to ensure that it is understood by all new members of staff (including student teachers) and that practice continues to reflect school policy;
- All work returned to learners must be marked or given verbal feedback with the exception of early attempts at writing in Reception:
- We recognise that marking early attempts at writing can be detrimental and prevent children from seeing themselves as writers. The Reception teacher will make decisions as to when to start marking as children learn and begin to apply grapheme/phoneme correspondence;
- Mark making in books is recognised and children will be asked to read their work. Where meaning is given by the child on mark making, verbal feedback will be given and a comment written in their book
- The principles of feedback and marking should be shared with parents via curriculum meetings and newsletters.
- Feedback and marking must be manageable;
- Feedback and marked work should be returned to the learner as quickly as possible.

5   **Purposes**

Research has recognised that giving levels or grades, whether or not they are accompanied by a comment, is not the most effective way of raising standards. Developmental comments alone are more likely to raise standards as they help pupils to understand the main purposes of their learning and thereby grasp what they need to learn. Effective feedback and marking therefore must:

- Be appropriate to the age of pupil(s) involved i.e. completed alongside the learner and predominantly verbal wherever possible but to include a tick, initials, smiley face, star or longer comment as appropriate;
- Focus on the task/learning objective(s)/success criteria

- Be given promptly and regularly;
- Provide the teacher/ Teaching Assistant with an evaluation of learning;
- Confirm that the learner is on the right track and suggest areas for improvement; the suggestions for improvement will then act as 'scaffolding';
- Provide learners with opportunities to assess their own and others' work and give feedback;
- Encourage pupils to review and/or comment on the work themselves before handing it in – the traffic light/smiley face system can be used for this;
- Provide alternative solutions if a pupil continues to fail in the given task;
- Give pupils time to act upon the verbal feedback given by the teacher/Teaching Assistant or another pupil;
- Help set the next piece of work with other information to adjust future teaching plans;
- Provide a record of a pupil's progress;
- Help set curriculum targets;
- Help set homework;
- Help parents understand strengths and areas for improvement in their child's work.

6   Types of Feedback and Marking

At Hyde Heath we believe that developmental feedback (verbal wherever possible for maximum impact) shared with the pupils helps the pupils to understand their learning and grasp what they need to do to improve. This ultimately raises standards and is in line with the research published by King's College, London.

Feedback and Marking for Learning (formative)

When Feedback and Marking for Learning is used:

- A diagnostic or developmental comment is given;
- Feedback is given as an integral part of classroom practice;
- It informs the short term planning cycle;
- It informs teachers/teaching assistants about the progress of learners;
- It provides information for other adults.

Feedback and Marking of Learning (summative)

When Feedback and Marking of Learning is used (during half-termly Assessment Weeks) summative pieces are levelled and feedback relates to this. ie pieces of work are levelled against National Curriculum Criteria. This information is used to track pupil progress, to inform parents at the parent/teacher consultation evenings, for end of year and end of Key Stage 1 summative assessments and for report writing.

7   Involving Learners in Feedback (Interactive learning)

All work is marked. However, it is the feedback that is all important to our young pupils, who may be unable to independently read or understand written comments. We therefore use a range of strategies to mark work and to ensure that learners are part of the assessment process such as:

- Verbal feedback – teacher/teaching assistant and learner. The work is then marked with a V and initialled by the teacher or the teaching assistant, and could be annotated with a smiley face or star if the work is of a good standard for the pupil.
- 'Critical Friend' feedback – learner and learner – often verbal
- Peer marking in KS1
- Planned opportunities for discussion either as a whole class or in groups
- Self assessment
- Quality / focused written marking with time for follow-up – directly related to the learning objective or individual pupil target.

A full list of strategies used is outlined in Appendix A.

8   Key for Feedback and Marking (may be used for formative or summative marking)
- to be displayed on classroom wall for use by teachers / Teaching Assistants, supply teachers, learners and for sharing with parents.

Key to marking:

V + initials   =   verbal feedback and work seen

⊙✓   =   target achieved + ☺ stamps

Ⓣ   =   Worked with the Teacher

(TA)   =   Worked with the Teaching Assistant

Ⓘ   =   Independent work

△C   =   Capital letter needed

△.   =   Full Stop needed

(LOA)   =   Learning objective achieved

(LO)   =   Learning objective

Plus – different stamps, stickers or smiley faces to provide instant feedback.

9   Motivating Learners Through Feedback and Marking

We use a mix of strategies to motivate and encourage learners' enthusiasm to learn through:

- Careful setting of individual targets;
- Suggesting alternative ways in which they can improve their work;
- Positive acknowledgement of correct/good or improved work through stars, marbles, stickers, stamps, smiley faces and/or Achievement Awards;
- Encouraging comments on areas which need to be developed

10 Planning

Planning for marking should include:

- Clear learning objectives and outcomes that indicate the pupils have achieved the objectives which may be displayed on the 'By the end of the lesson …' boards;
- How different ability groups of pupils' work will be marked according to the differentiated activities and adult support;
- Awareness of individual pupil targets, including Support Plans and the needs of Pupil Premium children.

11. Differentiation

We employ differentiation of feedback in a manageable way and at the same time ensure that pupils know how they can move forward. This can be achieved by modifying the comments to suit the age and ability of the pupils (if appropriate using codes or pictures as described earlier) and verbal.

12. Colour of Marking Ink

The colour of ink used to mark work has to be appropriate to the age of the pupils and fit for purpose. At Hyde Heath we mark most work in red ink because it is easily noted by our young pupils. However, there are occasions when we would want the marking to be less obtrusive e.g. when helping to edit an extended piece of writing, when we would mark in black ink or pencil. Blue ink is used for extra practice required if a concept needs revisiting. The Year 2 pupils edit their own work in green.

13. Monitoring and Evaluation

The Assessment Co-ordinator and Subject Co-ordinators are responsible for the monitoring of the policy:
- Subject Co-ordinators organise the work sampling in their subject to take place at a staff meeting with the whole staff;
- The Assessment Co-ordinator oversees the above process and ensures any necessary action is undertaken.

14. Useful links

- **The Buckinghamshire Assessment website -
  www.bucksgfl.org.uk/assessment**
- **Association for Achievement and Improvement through
  Assessment –http:/www.aaia.org.uk**

15. Policy Review

- This policy is reviewed at least every three years
- All new members of staff must understand and implement the
  agreed policy.

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Next Review: Autumn 2020

Possible Strategies – Appendix A

These strategies have been successfully used at Hyde Heath Infant School:

Detailed Focus Feedback and Marking

Feedback to young children (marking orally)
- Read piece of work together with child;
- Link praise and development point to the learning objective or success criteria and not the activity;
- Ask child how piece of work could be improved e.g. If you did this part differently what might….
- Feedback according to the learner's ability e.g. I like the way you….

Quality feedback through marking
- Mark against learning objectives, success criteria, and /or individual targets;
- Link success and improvement to learning objective, success criteria and/or individual targets;
- Mark according to the learner's ability;
- Time must be given to allow older learners to read through comments and act upon them;
- This should be an on-going process throughout the lesson and the use of the visualiser enables pupils' work to be modelled.

NB: <u>Not all work needs to be focus marked!</u>

Peer and self assessment/feedback
- Use of thumbs, smiley faces or traffic lights (stamps) to indicate understanding;
- Learners to develop their own success criteria with which to self-assess or to mark their own and/or their peers' work;

Targets
- Targets written on bookmarks that can be transferred to different pieces of work across a range of subjects;

- Writing Targets stuck in the front of their Writing book
- Individual targets handwritten in the front of books when needed and referred to in marking with this symbol.

Guidance on Evaluating the Quality of Learning

	Satisfactory	Good	Outstanding
Progress	Learning is planned so that appropriate tasks are identified to meet the learning needs of individual pupils	Teaching is flexible and responsive to a large majority of pupils' learning needs and the progress they are making	Differentiation allows almost all pupils to make good progress
	The majority of pupils make satisfactory progress with a minority of pupils making good progress in relation to the learning objective	A large majority of pupils make good progress in relation to the learning objective/success criteria	Most pupils make good progress, in relation to the learning objective/success criteria
	Progress, in relation to the learning objectives, is reviewed with the class e.g. during the plenary	Progress is regularly reviewed, during the lesson, with pupils e.g. prior to the next stage of the task	Most pupils independently identify and take their next steps in learning to make good progress
Planning	Tasks are qualitatively different rather than merely longer	Lesson plans make reference to personalised tasks for different groups of learners	A minority of pupils are involved in planning based on an understanding of their own learning needs
Conditions for learning **Ethos** **Attitudes** **Learning** **Environment** **Routines & behaviours**	Displays exemplify a positive attitude to learning	Displays reflect the learning process as well as the content and the expectations for pupils' learning and pupils use them to support their learning	Displays are interactive and developmental, in that pupils are required to respond and react to them
	There is an expectation on the part of teachers that all pupils will take an active part in learning	Teaching uses a range of approaches that ensure all pupils take an active part in their learning	Although skills taught are determined by the teacher, pupils take the leading role in deciding the context
	The learning process is valued by pupils	There is a supportive atmosphere that allows pupils to make and learn from mistakes	There is an emphasis on shared learning, analysis and discussion within the classroom
Prior learning	The teacher explains and the majority of pupils recognise the context of what is being learned and how it links to past and future learning (big picture)	Most pupils can relate their learning to past and present experiences and can relate this learning to other subjects	Most pupils understand how the learning relates to key concepts and skills they are developing
Learning objectives and success criteria	Most pupils know what they have to do and some have an understanding of what they are trying to learn	Most pupils have a clear understanding of what they are trying to learn	Most pupils are confidently able to discuss their learning using appropriate terminology
	Learning objectives and outcomes are clear and appropriately challenging and teaching is well focused	The teacher explains the learning objectives and success criteria and checks pupils' understanding	The teacher provides opportunities for pupils to explore and create the objectives and success criteria
	Success criteria are focused on learning and shared with all pupils	Teachers evaluate and refine their own success criteria with most pupils	Most pupils are involved in designing success criteria and encouraged to self/peer assess according to these
Talk for learning	Teachers use specific strategies to provide opportunities for discussions related to learning (whole class, group or paired). There is an appropriate balance between teacher and pupil talk	Teachers use skilful questioning, appropriate resources and engaging activities to ensure that in paired or group discussions most pupils contribute & learn from each other. Pupils have time to think about their answers	A minority of pupils initiate and lead whole class discussions; group discussions are self determined and governed
	In whole class discussions, almost all pupils listen to others. The majority are confident to contribute and talk about their work	The majority of pupils talk as part of their learning and about their learning	The majority of pupils independently talk and reflect on their learning
Questioning	Teachers make regular use of open and closed questioning, in all parts of the lesson to check pupils' progress, achievement and understanding	Pupils' responses to key questions are used to inform further discussions	Pupils ask their own questions as well as valuing and listening to each others comments

	Satisfactory	**Good**	**Outstanding**
Working together, engagement, application and concentration	Most pupils can work together, are engaged in learning and not easily distracted. Staff and pupils treat each other with respect	In whole class, group or paired discussions most pupils develop their thinking and learn from each other. They are eager to learn and work well	A minority of pupils are confident to take risks by sharing partially formed thinking or constructively challenging others
Support for learning	All pupils know what support is available to them and make use of it	Most pupils have strategies that enable them to independently access support from a variety of sources	A minority of pupils are pro-active in taking responsibility for their own learning
	Extra adults are used to gather evidence of pupils' learning	Extra adults in the classroom are used to monitor and evaluate pupils' learning to inform future planning	Extra adults are acutely aware of pupils' capabilities, prior learning and understanding; they plan very effectively to build on these
Feedback	Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning	Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning	Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning
	All pupils are informed about their progress and how to improve through marking and dialogue with adults	All pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress	All pupils understand in detail how to improve their work and are consistently supported in doing so, e.g. through the use of success criteria
	Learning is effectively reviewed in the plenary	Insights gained from day-to-day strategies inform planning and teaching *within* a learning activity or lesson, for the next lesson and the next phase of learning	There is *planned* time for teachers and peers to review progress against success criteria and provide oral feedback to pupils, who then act upon it
Targets	Teachers differentiate targets for different groups and all pupils know their curricular targets	All pupils are supported to understand the steps towards the curricular target through teacher feedback, both oral and written	Almost all pupils are able to articulate their success against their curricular targets
	Teachers review progress against targets and let pupils know how they are doing	Teachers and pupils review progress against targets	Teachers and pupils use evidence to evaluate progress together and to define the next steps

A lesson is inadequate if one of more of the following is present:
- Most pupils, or a significant specific minority of pupils, make less than satisfactory progress, whether this is due to unsatisfactory progress, whether this is due to unsatisfactory teaching or the impact of bad behaviour
- Pupils' overall behaviour or attitudes are unsatisfactory, and the tone of the lesson does not support the development of pupils' personal qualities
- The health or safety of the pupil is endangered
- The teaching is unsatisfactory. This will cause the pupils' progress to be unsatisfactory, but occasionally progress will be satisfactory in spite of the teaching due to the good attitudes of the pupils
- Unsatisfactory teaching is likely to have one or more of the following:
    o Weak knowledge of the curriculum leading to inaccurate teaching and low demands on pupils
    o Work badly matched to the pupils' starting points
    o Ineffective classroom management of behaviour
    o Too many pupils fail to work effectively unless closely directed by an adult and give up easily
    o Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks across a range of subjects
    o Methods which are poorly geared to the learning objectives or fail to gain the interest and commitment of the pupils
    o Inadequate use of resources, including assistants and the time available
    o Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve