Caldecote Community Primary School Feedback and Marking Policy

Mission Statement: Learning together, Achieving together

Discussed with staff and written by Y Briggs

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Policy statement

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

The **quantity** of feedback should not be confused with the **quality**. The **quality of the feedback**, however given, will be seen **in how a pupil is able to tackle subsequent work.**

We agree with Dylan Wiliam, who said, **"The only important thing about feedback is what students do with it."**

Aims

We believe that marking should serve a single purpose – to advance pupil progress and outcomes.

All work must be marked or acknowledged. Our Marking policy is based on teachers using their professional judgement when deciding on the most effective way of giving feedback to each pupil.

Principles of effective marking

Marking is a vital element of teaching, but when it is ineffective it can be demoralising and a waste of time for teachers and pupils alike.

We believe that **effective feedback** is:

- **Timely and relevant**: the more immediate the feedback the better, therefore it should be incorporated into every lesson;
- **Personal and impacting**: oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand, and what pupils need to do next. The feedback, at its best, should result in greater understanding and therefore improvement that is needed for driving pupil progress.
- **Progressive and achievable:** teachers should be clear about what they are trying to achieve and the best way of achieving it**.** Pupils are clear what they need to do next and how to improve their work; they are excited and eager to do well and their progress is visible in their work.
- **Oral and visual**: the paired discussions provide individual feedback to pupils from their teacher and partner on their written work, and by articulating their thinking, intentions and reflections, pupils are more likely to see how they can change their strategy and improve their work.
- **Boosting and thought-provoking (requires action):** The questioning strategies provide one to one feedback from teacher to pupil throughout the day.

We considered what **ineffective marking** looks like:

- It can be **disjointed** from the learning process, **failing** to help pupils improve their understanding. This can be because work is set and marked to a false timetable, and based on a policy of following a mechanistic timetable, rather than responding to pupils' needs.
- It can be **dispiriting**, for both teacher and pupil, by failing to encourage and engender motivation and resilience; **it does not require action**.

- It can be **too wordy and not easily understood** or even illegible.
- It can be making **little or no impact,** often **repetitive and 'one sided'** where children are not engaging or given time to understand its importance or do anything about it.

We agree that **three principles underpin effective marking**: it should be **meaningful, manageable and motivating.**

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

The time taken to mark does not always correlate with successful pupil outcomes and leads to wasted teacher time. Examples of disproportionate marking practice include: extensive comments which children in an early years' class are unable to read, or a written dialogue instead of a conversation. If teachers are spending more time on marking than the children are on a piece of work then the proportion is wrong and should be changed.

Feedback can take the form of spoken or written marking, peer marking and self-assessment. If the hours spent do not have the commensurate impact on pupil progress: stop it.

Motivating: marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. But there are many ways to do this without extensive marking. And too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.

Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Feedback

• The more immediate the feedback the better, therefore it should be incorporated into every lesson.

• The feedback, at its best, should result in greater understanding and therefore improvement of some kind.

• The questioning strategies provide one to one feedback from teacher to pupil throughout the day.

• The paired discussions provide individual feedback to pupils from their partner on their written work, and by articulating their thinking, intentions and reflections; pupils are more likely to see how they can change their strategy and improve their work.

• learning stops and collaborative marking enable pupils to actively improve their work by seeing excellent examples and discussing possible improvements.

'Closing the gap' principles of feedback and formative assessment - Pupils should:

• be given the learning objective at the point at which it will affect performance not to know;

• have co-constructed success criteria for the skill in hand, using them to know what should or could be included and evaluating progress against them;

• see more than one example of excellence in order to be able to apply the ingredients of excellence, without being constraint to one version only;

• articulate to peers and to teacher their understanding of the task and how it relates to the learning objective so far;

• have learning stops during which random example are analysed under the visualiser for success and 'even better ifs' and for 'magpieing' of ideas;

• be able to follow those up with self or collaborative improvement to one's own learning/product immediately, making review a constant activity.

Learning stops (examples)

1. Ask the class to read through the piece first, look at it if art work, study it if mathematics, and so on.

2. They decide, in pairs, what are the best bits, either reflecting success criteria, or if looking at narrative writing, looking beyond the success criteria. Children give their opinions about the best bits and these are underlined and analysed as to why they are so good.

3. The class is then asked if there are any parts that could be improved or made even better. This might be how the piece could continue if there are no obvious improvement places. If a sentence feels right, even though there might not be spectacular adjectives, children need to keep it intact.

4. After this modelling and possible magpieing of good ideas, words or phrases, children collaboratively, in pairs, working with one book at a time, discuss their own work in same way, identifying good bits and discussing possible improvements.

5. **Visualiser stop should be** used by teachers to address any spotted misconceptions at any point of the lesson. Relevant feedback should be given to either an individual pupil, group of pupils or whole class. Teachers should use their professional judgement when deciding on the most effective way of giving feedback which should secure immediate

improvement and evidence of such improvement should be followed up by a teacher in subsequent lessons. Teachers should use a range of most effective resources, including a visualiser for their learning stops.

6. Some feedback given to individual children or groups of children during learning stops, should be marked VS and a brief description of relevant teacher to pupil discussion should be jotted down using key words only.

Collaborative feedback discussion and improvement:

1. Both children read and discuss one of their pieces together, so only one book between them. The child whose work it is has control of the pen and ultimate say, unlike the swapping books scenario.

2. Together they decide the best bits, which they might disagree about, but reasons are given and those bits underlined.

3. Then, together, they talk about improvements that could be made and author makes them on the piece, there and then, writing the improvement, possibly in a new colour eg. green. No comments are written on the piece by either child, because this would take away precious time when the actual improvements could be made. Again, the author has the last word on the choice of improvement.

Examples:

• Lesson learning stop: http://bit.ly/1fnZB5c

• Collaborative feedback: http://bit.ly/1lZulrY

Self-assessment

Children should self-evaluate wherever possible. Children can identify their own successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning.

• Self-assessment to be marked on the task as 'S' with pencil crayon by the child.

• In Early Years learning journeys should be used to talk through with the children to consider how they feel they have been working.

Making the invisible feedback visible

Feedback at its best is much more immediate, with lots of oral interaction and cooperative peer marking. Much of the 'marking', such as ongoing improvements made during a lesson, is invisible, yet it is the most valuable form of feedback, leading to a continual quest for improvement.

There are a number of good strategies for making the 'invisible' feedback visible:

1. The use of codes to describe the type of feedback given: VS (visualiser stop) CI (collaboratively improved).

2. Using a 'polishing pen' for improvements made in a different colour.

3. Giving children space for improvements to be made, such as drop-a-line, so that improvements are not squashed in between the lines.

4. Getting learning partners to initial their names at the foot of collaboratively improved work.

Procedures Formative Feedback and Marking

- All work should be marked in green.
- Teachers use their professional judgement when deciding on the most effective way of giving feedback to each pupil.
- It is important that all references to attainment relate directly to the relevant National curriculum learning objectives, targets or individual areas of development, including gaps in their learning.
- Peer and self-assessment should be used when they are most effective in supporting pupil progress.
- Next steps should be identified in all subjects through marking and relate back, to the relevant National curriculum learning objectives, targets or individual areas of development, including gaps in their learning.
- Gap tasks should be added to a child's work when and as relevant, and should support and re-inforce pupils' understanding of either new learning or gaps in their prior knowledge, skills and understanding.
- Target met needs to be stated whenever possible using a T.
- A range of excellent and not so good examples should be discussed at the beginning of and throughout the topic in order to be able to apply ingredients of excellence without being constrained to one version only.

Organisation

• Children must be given time to reflect on their learning. Self-evaluation may be the key in the opening part or any relevant parts of the lesson.

• Time needs to be given for marked work to be read and a focused improvement task to be completed where appropriate.

• Book scrutinies should be completed with planning thus allowing curriculum leaders to cross reference learning with performance.

• Practical tasks should be referred to in the planning evaluation if evidence is not kept, such as work on individual boards. IRIS can be used to record and store such evidence.

School useful codes for marking:

VS Visualiser stop (can be used to indicate teacher's relevant verbal feedback to pupils in lessons, when children do their tasks; immediate improvement and/or evidence of improvement in subsequent lessons should be present after such a feedback)

CI Collaboratively improved

GW Guided work (to indicate **the part** of children's work supported by an adult)

IW Independent work (used in conjunction with **GW only** to indicate the part of children's work completely independently)

S Self-assessment

NS Next Steps

GAP – Gap task

T Target Achieved

TA Work marked by a teaching assistant

ST Work marked by a supply teacher

All teachers and TAs (with teacher's guidance) mark the work of the children they worked with including any work from intervention plans or extra support groups.

Early Years

In the Early Years we have focus children and class/group spontaneous plans to record evidence. We make starting point observations and look for the teachable moments. We record retrospectively the teaching and the outcomes for the children with photo evidence to support it. Phrases that the staff might use to record their teaching include the following:

- I asked/ I wondered **= the child told/showed me**
- I provided **= The child used**
- I encouraged **= The child did**
- I demonstrated/ I modelled **= The child copied/joined in/did**
- I helped/supported **= The child was able to**
- I commented **= The child was happy, the child responded**
- I explained **= The child learned, used, showed**
- I introduced/ I suggested **= The child was interested, the child had a go**
- The child could

In Nursery, Learning Journeys are used to collect evidence and these are annotated accordingly. In Reception, Class Teachers use 'Mark Making Books' to show progress in independent writing. It is here that a range of marking strategies will be seen and where we can evidence peer and self-marking/comments, and examples of where tasks have been moved on to next steps.

The appropriate evidence that we collect in the Early Years takes a range of forms. These include;

• post it notes
• photographs
• evidence of the child's work
• characteristics of effective learning
• parent comments

The shift to within-lesson quality feedback

From	To
Seeing best examples at the end	Seeing and analysing a range of excellent and not so good examples at the beginning and throughout
Hand it in after a cursory check	Constant review during the process
Written teacher feedback after the event	Teacher feedback to individual children during process Learning partners cooperatively identify success and making improvements during process
Children swapping books for peer marking	Children cooperatively discuss one piece at a time
Not knowing how to improve something	Improvement-making modelled via random work discussed at the visualiser
Focusing on secretarial features	Focusing on one or more success criteria, looking for the best bits and making improvements
In writing, focusing only on inclusion of success criteria	Acknowledge success criteria for the genre, but emphasise what makes writing engage the reader
Reading the writing in your head	Frequently reading the writing aloud, to yourself or a partner
All your own work	Magpieing ideas and words
Satisfied with first attempt	Striving for excellence
Teaches marking everything in detail	All work acknowledged, but comments only given if they can be followed up and are seen to have a positive impact
Marking seen as an accountability tool	Codes used to inform all interests of the process used (e.g. CI cooperatively improved)

References

- A marked improvement? *A review of the evidence on written marking, April 2016, Oxford University, Department of Education and Education Endowment Foundation*
- Eliminating unnecessary workload around marking *Report of the Independent Teacher Workload Review Group, March 2016*
- Caldecote Community Primary School Policy
- Learning walks and book scrutinies
- Teacher's views and feedback