

# Upton Westlea Primary School

## Marking and Feedback Policy



Approved by staff: March 2020

Signed: K Carruthers

Approved by Governors: March 2020

Signed: N Buckley

Review Date: March 2023

At Upton Westlea, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are also mindful of the research surrounding effective feedback and the workload implications of written marking as well as research from cognitive science regarding the fragility of new learning. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's/learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes rather than providing correct answers for them
- Alert the teacher to misconceptions so that the teacher can address these in subsequent lessons

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

### Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher or when it is more appropriate to provide challenge for a child using a written comment
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is delivered at the beginning of the next lesson or forms the next lesson itself, this can be written or verbal
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons allowing them to make good progress
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

### Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

These practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support of further challenge</li> <li>• May re-direct the focus of teaching or the task</li> </ul>	Lesson observations/learning walks
Summary	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson of activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self or peer- assessment against an agreed set of criteria</li> <li>• May take the form of a quiz, test or score on a game</li> <li>• May guide a teacher’s further use of review feedback, focusing on areas of need</li> </ul>	Lesson observations/learning walks  Some evidence of self/peer assessment  Quiz and test results may be recorded in books or logged separately by the teacher
Feedforward  ‘the next step is addressed as part of or is the next lesson’	<ul style="list-style-type: none"> <li>• For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development and giving time for development areas to be worked on and improved through proof reading and editing their work</li> </ul>	Lesson observations/learning walks  Evidence in books of pupils editing and redrafting their work in blue RAR pen or Red editing pen
Summative	<ul style="list-style-type: none"> <li>• End of unit or term tests or quizzes</li> </ul>	Quiz/test results

## **Guidance for teachers**

### **Proof reading and editing in writing lessons**

Most writing lessons will be followed up with an editing session where children receive whole class feedback about strengths and areas for development and direct teaching helping them identify and address their own weaknesses.

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, s/he will make a note, using the feedback recording sheet, and use this in the lesson as a teaching point.

The editing will include:

- proofreading

Changing punctuation, spelling, handwriting and grammar mistakes.

- editing

Changing their work to improve the composition.

The teacher may share extracts from pupils' work using either the mirror function on their iPad or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work. For example, within the proof reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. Then s/he might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof read their work, checking for similar errors and putting them right. Children sit in mixed ability pairs and support each other in the identification and correction of mistakes.

### **Within the editing section of the lesson**

The teacher might show a couple of different pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less successful example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then in their pairs they read together each other's work and suggest improvements, alterations and refinements which the author of the piece then adds – in blue pen to help the teacher see what changes the child has made.

## Intervening when children find editing hard

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need more support as they learn to become more independent although many young children are quite able to edit and proof read independently after teacher modelling.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children may need a **gentle prompt** to narrow down their focus when looking for mistakes, for example a written comment or verbal comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer – ‘description’ perhaps or ‘ambiguous pronouns’ or ‘figurative language’ or ‘and then’ with a red cross through it. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson. Others might need even more support and need to be provided with **clues** to help them. For example, the teacher might need to write a comment at the end saying there are 8 run-on sentences or 5 instances of non-standard English. In KS1 (and a few cases in KS2), the teacher may prompt a child to look for certain mistakes, this may include writing the correct spelling at the bottom of the page, asking the children to copy it out three times and then correct it in their work independently (LKS2). From Year 1 onwards the children are encouraged to use word mats to check and identify spellings that are spelt incorrectly that appear on the Common Exception Word list – Year 1 and Year 2, Year 3 and Year 4, Year 5 and Year 6 lists. Year 1 are also encouraged to use their Phonics wall to support their spelling. Within English, the children have clear focuses on the writing unit they are doing, these are called Gateway Keys and are displayed on the working walls in the classroom. Children can use the working walls to help them with the Gateway Keys.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work **modelling** how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs; however, what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

## Feedback in maths

In terms of day to day maths learning, in KS2, teachers should have the answers to problems available, and after doing 4 or 5 calculations, adults within the class will check children's answers as they are working and be able to identify and support children who need it within the lesson. Another benefit is that less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level. Each member of staff is encouraged to 'live mark' as the children are working. As a result, children are given instant feedback. During some lessons, the children will mark their own work under the direction of an adult.

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt. When you think deeply about something, it is much more likely to get stored in your long term memory, available to be recalled at will. So as an alternative to providing the answers, teachers should sometimes use the iPad/interactive whiteboard to model ways of checking and then expect children to do the same, in effect '**proof reading**' maths. So for example, children might repeat a calculation in a different coloured pen and check they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should model how children can use the inverse operation to go and check they get back to where they started.

With 2 or 3 part word problems, a classic error is to give the answer as the first part of the problem and forget about following through to the second (or third) part of the question. Often, word problems are written with each instruction on a different line, a bit like success criteria. Again, using a the iPad/interactive whiteboard, teachers should show children how to check work as we go, returning to the question and ticking off each line –writing each answer alongside, being really clear we are answering the final question, having done all of the previous steps.

15 ✓ Adult cinema tickets cost £7.25 × 3 = £21.75  
✓ Children's cinema tickets cost £5 × 6 = £30  
✓ A family buys 3 adult tickets and 6 children's tickets = £51.75  
✓ They split the cost equally between the 3 adults. £17.25

? How much does each adult spend on cinema tickets?

Show your working

$$\begin{array}{r} £7.25 \times 3 = £21 + 75p = £21.75 \\ £5 \times 6 = £30 \\ \hline £21.75 \\ £30.00 \\ \hline £51.75 \end{array}$$
$$\begin{array}{r} 17.25 \\ 3 \overline{) 51.75} \end{array}$$

£17.25

## Science and Foundation Subjects (KS1/2)

- Verbal comments are given during lessons for immediate feedback
- Written comments may be used to extend children’s learning
- Work may be ticked or dotted where appropriate
- A fuller, constructive written or verbal comment - when appropriate addressing misconceptions.
- Spellings to be pointed out only as appropriate

See Appendix 1 for more information for each Key Stage.

### Appendix 1

Key Stage/Class	Feedback and Marking Approach
Foundation Stage	<p>Within Reception work books the class teacher will:</p> <ul style="list-style-type: none"> <li>• Use coloured stampers to indicate the level of support on completing the work, e.g. adult supported or independent.</li> <li>• Write teacher comments on a class list with colour coding of green/yellow/red. These are stored in planning file including next steps for learning.</li> <li>• Annotate in black pen to make it clear what the child has written.</li> <li>• Date work at the top of the page.</li> <li>• When required, write a narrative about the work completed.</li> <li>• Stickers/dojos and other rewards are given for effort and attainment.</li> </ul>
KS1	<p>Within Year One and Year Two the class teachers will:</p> <ul style="list-style-type: none"> <li>• In Maths books work is marked with ticks and dots in green pen. <ul style="list-style-type: none"> <li>○ Children will be given RAR tasks (completed in blue pen) which may include: Corrections, Challenge question, Consolidation question when a child is able to access this.</li> <li>○ The books have an LO stuck in their books with the level of support given in the lesson identified on them – Independent, TA Support, Teacher Support.</li> <li>○ Number formation and transposing is identified with the teacher modelling the number the correct way. The teacher may get the child to copy the number out three times to practice.</li> <li>○ The teacher may also write a praise comment.</li> <li>○ In Year 2 the Class teacher uses the Marking and Feedback book. Year 1 will introduce the Marking and Feedback book when appropriate.</li> <li>○ Live marking is carried out in lessons to enable instant feedback and support when needed.</li> </ul> </li> <li>• In English books the teacher always marks in green pen. <ul style="list-style-type: none"> <li>○ When marking Writing in Year 1, the teacher may identify non-negotiables such as full stops, capital letters, finger spaces. The teacher may underline a spelling which needs correcting.</li> <li>○ When marking Writing in Year 2, the teacher may identify at the bottom of the page for a child to check full stops, Capital letters or finger spaces. The teacher uses the Marking and</li> </ul> </li> </ul>

	<p>Feedback book to identify next steps for groups/individuals/whole class. The teacher also uses the book to identify any misconceptions or implications for the next lesson including focus children identified from that lesson.</p> <ul style="list-style-type: none"> <li>○ The books have an LO stuck in their books with the level of support given in the lesson identified on them – Independent, TA Support, Teacher Support.</li> <li>○ Some children need support to edit spellings – the teacher may use ‘sp’ at the start of the line.</li> <li>○ In Year 1, when children are ready ‘sp’ is written above the word to identify a mistake. As the year goes on and children are getting ready for transition the Y2 approach is adopted when appropriate.</li> <li>○ The teacher may also write a praise comment.</li> <li>● In Foundation Subjects books, the class teacher will: <ul style="list-style-type: none"> <li>○ Use ticks in green pen</li> <li>○ Make written comments to address identified misconceptions</li> <li>○ Make a written comment to extend learning</li> <li>○ Write a praise comment</li> </ul> </li> <li>● Within all books the teacher may reward good work with a dojo – 1dj.</li> </ul>
LKS2	<p>Within Year Three and Year Four the class teachers will:</p> <ul style="list-style-type: none"> <li>● In Maths books the work is always marked in green pen using ticks and dots. <ul style="list-style-type: none"> <li>○ Teachers use the Marking and Feedback book to identify next steps for groups/individuals/whole class. The teacher also uses the book to identify any misconceptions or implications for the next lesson including focus children identified from that lesson.</li> <li>○ Children will be given RAR tasks (completed in blue pen) when required which may include: Corrections, Challenge question, Consolidation question.</li> <li>○ The teacher may also write a praise comment.</li> <li>○ Level of support is indicated at the top of the piece of work – Independent, TA Support, Teacher Support.</li> <li>○ Live marking is carried out in lessons to enable instant feedback and support when needed.</li> </ul> </li> <li>● In English books the teacher always marks in green pen. <ul style="list-style-type: none"> <li>○ The teacher uses the Marking and Feedback book to identify next steps for groups/individuals/whole class. The teacher also uses the book to identify any misconceptions or implications for the next lesson including focus children identified from that lesson.</li> <li>○ The teacher may write a written comment if a child has not understood the task</li> <li>○ Some children need support to edit spellings – the teacher may use sp in the margin to guide the child.</li> <li>○ Other spellings maybe identified by the teacher writing the correct spelling at the bottom of the page, asking the children to copy it out three times and then correct it in their work independently.</li> <li>○ The teacher may also write a praise comment.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Teachers award a dojo to encourage the use of relevant vocabulary including Word of the day.</li> <li>○ If a child is redrafting a whole paragraph, then this will be done on a piece of paper and stuck in so both pieces can be seen.</li> <li>● In Foundation Subjects books, the class teacher will: <ul style="list-style-type: none"> <li>○ Use ticks in green pen</li> <li>○ Make written comments to address identified misconceptions</li> <li>○ Make a written comment to extend learning</li> <li>○ Write a praise comment</li> </ul> </li> <li>● Within all books the teacher may reward good work with a dojo – 1dj.</li> </ul>
UKS2	<p>With Year Five and Year Six the class teachers will:</p> <ul style="list-style-type: none"> <li>● In Maths books the teacher always marks in green pen using ticks and dots. <ul style="list-style-type: none"> <li>○ Teachers use the Marking and Feedback book to identify next steps for groups/individuals/whole class. The teacher also uses the book to identify any misconceptions or implications for the next lesson including focus children identified from that lesson.</li> <li>○ Children will be given RAR tasks (completed in blue pen) which may include: Corrections, Challenge question, Consolidation question.</li> <li>○ RARs may be completed on whiteboards.</li> <li>○ The teacher may also write a praise comment.</li> <li>○ Level of support is indicated at the top if the child has had support - TA Support, Teacher Support. All work without this indicated is automatically assumed as independent.</li> <li>○ Live marking is carried out in lessons to enable instant feedback and support when needed.</li> </ul> </li> <li>● In English books the teacher always marks in green pen. <ul style="list-style-type: none"> <li>○ The teacher uses the Marking and Feedback book to identify next steps for groups/individuals/whole class. The teacher also uses the book to identify any misconceptions or implications for the next lesson including focus children identified from that lesson.</li> <li>○ RARs are completed during the next lesson. If it is editing, the children complete in red pen, if it is a different piece of work, it is completed in blue pen.</li> <li>○ The teacher may also write a praise comment.</li> <li>○ Teachers award a dojo to encourage the use of relevant vocabulary including Word of the day.</li> <li>○ If a child is redrafting a whole paragraph, then this will be done on a piece of paper and stuck in so both pieces can be seen.</li> </ul> </li> <li>● In Foundation Subjects books, the class teacher will: <ul style="list-style-type: none"> <li>○ Use ticks in green pen</li> <li>○ Make written comments to address identified misconceptions</li> <li>○ Make a written comment to extend learning when appropriate</li> <li>○ Write a praise comment</li> </ul> </li> <li>● Within all books the teacher may reward good work with a dojo – 1dj.</li> </ul>

Eden	<p>Within Eden the Marking and Feedback is very individualised to the learners to support their learning. Within books, the comments are for the teaching staff not the pupils and include next steps. Most Feedback and Marking carried out within Eden is Immediate and Summary Feedback as this supports the children. The teacher uses Individual Learning Intentions and next steps for all children. Verbal prompts and questioning are used and directed at individual children when appropriate to their individual learning needs. Strategies used within Assessment for Learning include Quiet Hands and Hinge Questions.</p> <p>We use codes in the learning intentions:</p> <ul style="list-style-type: none"> <li>• S - Support</li> <li>• I – Independent</li> </ul> <p>These codes help the adults to highlight the level of support given. Adults use green pen to write comments.</p>
------	--

## Appendix 2

### Assessment for Learning

We use assessment for learning across the school using a number of strategies. These strategies aim to assist the children with their learning and help teachers identify where each child is on a regular basis and to inform marking and planning.



Strategies include:

**No hand up** – children’s names are written on lolly sticks and the teacher can then use these to ask question to children which are appropriate to them. Throughout a session the teacher can track who has been questioned more accurately and how their learning is developing. ‘ClassDojo’s’ randomiser tool can also be used to select children at random.

**Voting cards** – ABCDE cards are used for children to choose a multiple choice answer. Questions can then be raised as to why that answer was chosen and misconception can be dealt with.

**Hinge questions** – these are asked at intervals throughout the lesson. The questions help the teacher decide more accurately how learning is progressing.

**Whiteboards** – these are used to help all children give an answer at the same time and teachers use responses to guide their teaching.

**Traffic lights** – help the children to let the teacher know if they are struggling.

**Exit passes** – help the teacher identify which children have achieved the objective and which ones need more support. This allows the teacher to focus their marking and adapt their planning for the next session.