



Osborne
Co-operative Academy Trust

Thameside Primary School



Feedback and Marking Policy 2019

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Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

This document sets out the Feedback and Marking policy for Thameside Primary School, in consultation with the pupils and staff views.

FEEDBACK AND MARKING POLICY September 2019

At Thameside Primary, we recognise the importance of feedback as an integral part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (see copy in Staff share folder) and other expert organisations. The Education Endowment Foundation research shows that **effective feedback** should:

- redirect or refocus either the teacher's or the 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 mistakes, rather than providing correct answers for them.
- provide specific guidance on how to improve and not just tell pupils when they are wrong

Key Principles

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

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to pupils according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- 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;
- children should receive feedback either within the lesson itself or by the next appropriate lesson. The 'next step' may well be the next lesson.
- Improvements made by children as a result of feedback, should be evident through the use of purple pen.
- feedback is 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.

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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 the 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 after reviewing a previous lesson.
4. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Thameside Primary, these practices can be seen in the following ways:

| Type | What it looks like | Evidence (for observers) |
|------------------|--|---|
| Immediate | <ul style="list-style-type: none">• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.• Takes place in lessons with individuals or small groups• Often given verbally to pupils for immediate action• May involve use of a teaching assistant to provide support or further challenge• May re-direct the focus of teaching or the task• May include highlighting/annotations according to the marking code. | <ul style="list-style-type: none">• Lesson observations/learning walks• Some evidence of annotations or use of marking code/highlighting |

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| | | |
|---|---|--|
| Summary | <ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need | <ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and postteaching based on assessment • Some evidence of self- and peer assessment • May be reflected in selected focus review feedback (marking) |
| Feedforward: 'the next step is the next lesson.' | <ul style="list-style-type: none"> • For writing (but not exclusively) often a part of the next lesson will be spent giving feedback to the class giving strengths and areas for development and giving time for development areas to be worked on and improved through proof-reading and editing their work. • | <ul style="list-style-type: none"> • Lesson observations/ learning walks/ drop ins. • Evidence in books of pupils editing and redrafting their work in purple pen. |
| Review | <ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action | <ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings |

All work completed by children **must** be acknowledged by class teachers before the next lesson in that subject. This may be through simple symbols such as ticks indicating that the learning objective has been achieved.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered when it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Target Setting

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning.

In English, formal targets are drawn from the school's writing assessment framework in KS1/2. For pupils in KS2, and those in younger year groups who are able to access them, targets are recorded on the target-setting sheets kept in a familiar place for pupils.

Expectations are that targets are reviewed on a weekly basis by both pupils and teachers, and updated when they are achieved. Where targets remain for a long period, these should be reviewed to take account of a child's needs and progress. Pupils' self-assessment of progress towards targets is indicated in purple pen.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of symbol codes. The core of this code is set out in Appendix 1, although some additional age-appropriate elements may be included in some phases of the school.

We do not specify the use of a particular colour pen for marking except that it should not be the same colour as that used by the pupils. Teachers ensure that any written feedback is a model for pupils in terms of handwriting and presentation.

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Appendix 1

Marking Code

These codes are used across the school

- ✓✓ Good element found in work i.e. use of vocabulary, full stops, correct method
- LO✓ Learning objective achieved
- T✓ Target met
- P Indicates missing punctuation including full stops
- Sp Indicates spelling error with the incorrect word underlined (as appropriate)
- ↑ Indicates finger spaces needed
- ? Ambiguity about meaning
- / New paragraph needed
- ^ Omission

Maths

Errors are marked with a dot.

Spelling Errors

The expectation is that, if a child has been taught a spelling rule or sound, they should attempt to spell the word correctly. Where this has not been done, the spelling error should be indicated and the child should correct it.

In all writing, spelling errors should be addressed depending on the age and ability of the child.

The following systems should be used when marking spellings:

Where a spelling is attempted, the correct sounds / elements are ticked

The incorrect spelling is underlined and / or correct spelling written as appropriate. The spelling should then be practised and written correctly into the child's book.

Where Sp is written in the margin – the child should look up the correct spelling. The part of the spelling that needs attention should be underlined e.g. practikel

Presentation

All children to use 'DUMTUMS' in all books

Maths to use short date

All other subjects to use long date

Appendix 2

Guidance for Teachers

Proof reading and editing in writing lessons

Most writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching about to help 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 and use these in the lesson as a teaching point.

The editing lesson will be divided into two sections

- ▶ proof-reading

Changing punctuation, spelling, handwriting and grammar mistakes.

- ▶ editing

Improving their work to improve the composition.

The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

The teacher will share extracts from pupils' work, using either the visualiser 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, for example, the teacher might show a different couple of 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 good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. 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 purple pen to help the teacher see what changes the child has made.

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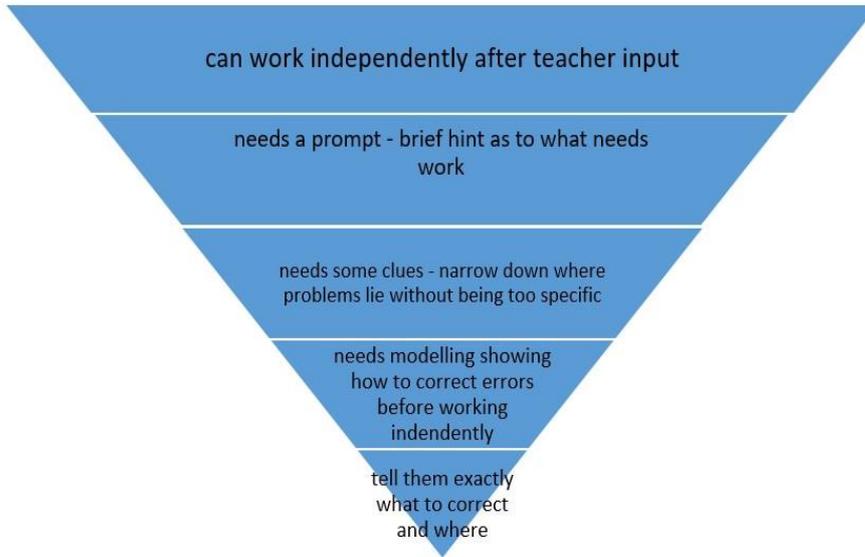
Intervening when children find editing hard

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 alerting them that there are some missing full stops, without telling them how many or where. 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 draw a yellow box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence structure over-used. Or they 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 for some EYFS children, symbols can be used to prompt children to look for certain mistakes e.g. finger spaces.

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. But 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.

The strategical minimal marking triangle



Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work; not you.

Sometimes it is children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an even better piece of writing might look like.

- Set group or individual challenges, "before you've finished editing, you need to have..."
- Use their work in modelling and then expect them to do the same.

Feedback in maths

Where children have made mistakes and are finding it hard to identify where they have gone wrong, a prompt sheet, shared with the class at the start of the lesson, can help. In effect, this is just a process success criteria, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed.

Find my mistake (column addition)

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help

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- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Find my mistake (identifying fractions of shapes)

- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator → down)
- Did I count how many parts were shaded in?
- Did I write that number on top of the vinculum (remember numerator → on top)
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

It is important that the children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long term memory, which they are able to retrieve at will. Giving children work to 'mark' from fictitious other children, which includes all the common misconceptions, is a really good way of helping them develop this.

