The Blue Kite
Academy Trust

Marking and Feedback Policy

2018 - 2019

The Blue Kite
Academy Trust
Ferndale Primary and Nursery School is
part of The Blue Kite Academy Trust

Impact

'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 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 and is the result of a multi-school working party across the Blue Kite Trust.

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.

Aims

Marking and Feedback should:
- 🌍 Give children clear strategies on how they can improve their learning.
- 🌍 Encourage dialogue between children and adults regarding progress, success and areas to improve.
- 🌍 Relate to learning objectives, remember to…(Success Criteria) and/or targets taught during the lesson.
- 🌍 Give children recognition and appropriate praise for the success of their work.
- 🌍 Encourage children, by demonstrating the value of their learning.
- 🌍 Be accessible to children.
- 🌍 Use consistent codes throughout the school.
- 🌍 Measure progress against targets, school or national expectations.
- 🌍 Provide a tool for teacher assessment – diagnostic, formative or summative.
- 🌍 Help the teacher to evaluate teaching and inform future planning.

Purposes of feedback

For children

To raise attainment and help each individual reach their full potential.

- 🌍 Provides a personal response.
- 🌍 Acknowledges achievements.
- 🌍 Encourages children to reflect upon their efforts to persevere and strive for excellence.
- 🌍 Allows children to interact with the adult giving feedback.
- 🌍 Teaches children that feedback on areas to develop or targets is a normal, positive step in learning new skills.
- 🌍 Teaches children that feedback on their work is an essential element of the learning process designed to support positively and **not to criticise destructively.**
- 🌍 To practise the skills taught and to correct/improve their learning.

For teachers

- Demonstrates children's knowledge and skills achieved.
- Indicates where revision or repetition is needed.
- Indicates the next step for learning.
- Sets the context in which the work was undertaken e.g. "you have worked well with your partner".
- Can sensitively indicate pupil's personal circumstances which may have a bearing upon work quality.
- Helps determine groups for learning.
- Provides a sense of achievement e.g. self-assessment of success in meeting teaching objectives.
- Indicates levels of achievement.
- Informs future planning.
- Informs changes in medium or short term planning.
- Provides a review of the range of achievement.
- Establishes a teacher / pupil dialogue about learning.

For parents and other audiences

- Indicates points for individual development and progress.
- Shows what the school values in children's work.
- Demonstrates expectations.
- Shows how the teacher has worked with and acknowledged the efforts of their child.
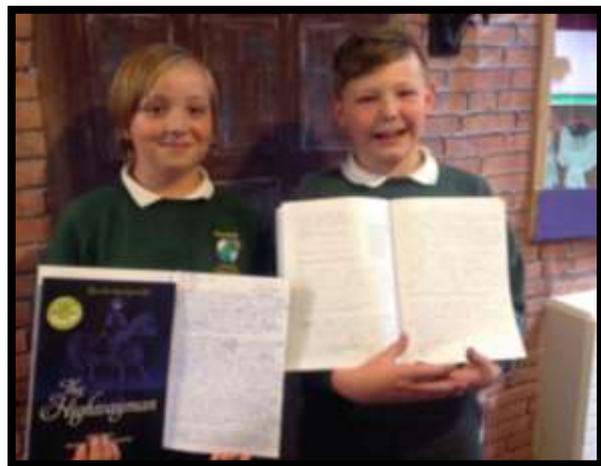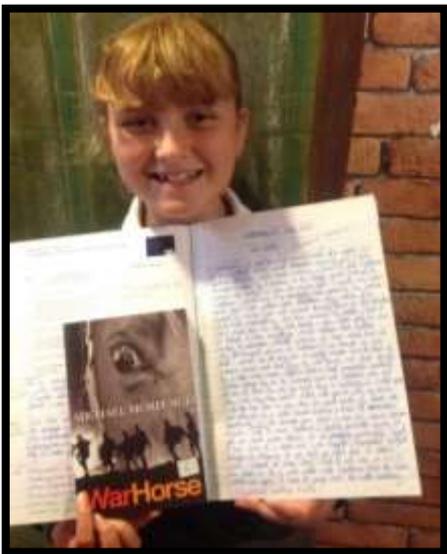
Learning in children's books will reflect a wide range of marking:

🌐 Children's self-assessment through smiley faces
🌐 Peer Marking
🌐 Teacher's marking and general teacher marks
  ➢ Margin marking, positive formative comments and next steps marking
  ➢ Corrections, scaffolding and ideas for improvement
  ➢ notes for teacher's own use

All children's learning will be marked in one of the above ways and all children will experience a range of marking types reflecting professional judgement.

Marking will be completed in the following colours:

Teacher – **purple**
Teaching assistant – **pink**
Child – **green**
Supply teacher – **black**

The main form of marking will be in the form of live marking.

Live Marking

Live marking reduces your marking workload outside of lesson hours.
Diagnostic feedback closes in on specific areas to improve and offers instant feedback for the pupil.
https://www.teachertoolkit.co.uk/2017/11/19/live-marking/

How it works:
Set pupils to work and whilst they are working mark their books. Most of this marking is contained in the margin and follows the marking code but it also includes ideas and directions. If after live marking a selection of books the same error is noticed it allows you to stop the class and address the misconception allowing for immediate impact. With this approach progress will be shown and further learning will take part within that lesson relevant to each pupil who has received live marking in that lesson. It is not expected that each child will receive live marking in each lesson; it is expected that over a week each child will receive live marking at least once. Live marking can be done by any adult.
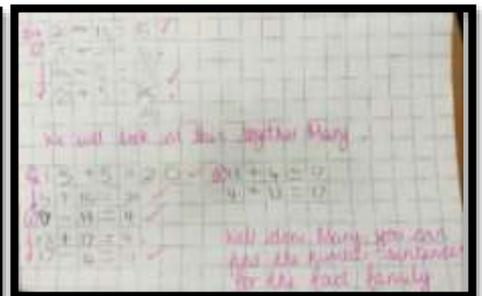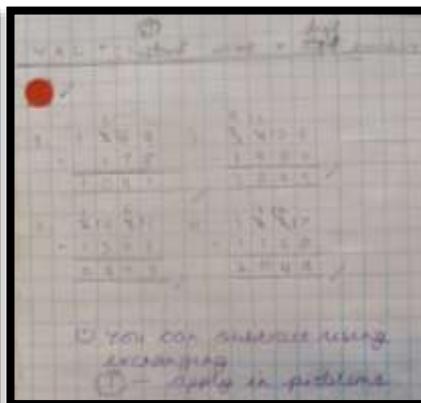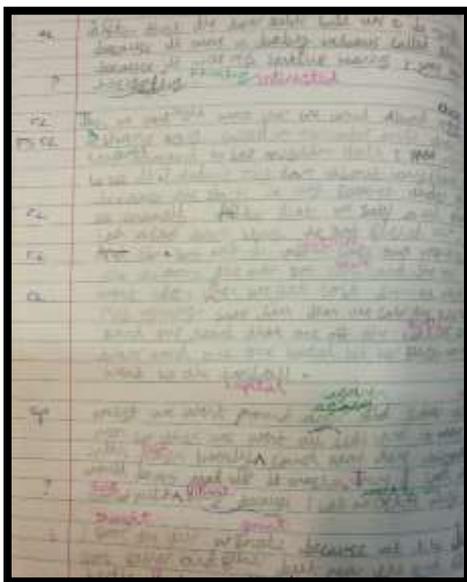
Pupil's Self-Assessment

Pupils should be trained to review their own work as they go along and check and edit as they finish. If children make a mistake within their learning, they will use one single line to cross through the error and continue their learning thereon. Children will edit etc using a green pen.

At the end or at appropriate point in any lesson pupils are expected to self-assess their progress and understanding of the main lesson objective by drawing a smiley, straight or sad face next to the WALT.

Peer-Marking

Throughout the school, children are encouraged to work with their learning partner in order to support and further each other's learning and achievement through guidance and collaboration.
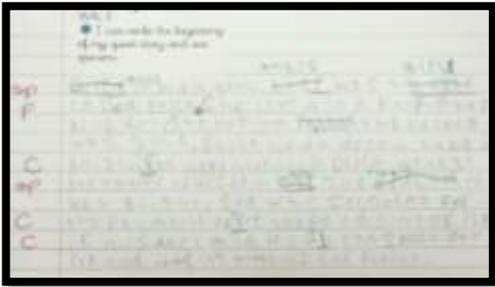

Margin marking, positive formative comments and next steps marking

As mentioned above, teachers will give children various types of written feedback. One particularly important way will be positive formative comments. These comments will be used to inform the children of their next step within learning, their guidance for learning in the future and a 'where to next' linked to either their targets or a gap in their knowledge. This will take place on a regular basis but where possible through live marking in lessons. Most correction marking will be in the margin aligned to the appropriate section of work and will follow the marking code.

Marking for independent writing

The marking code used when live marking will be used but it will be marked after the piece is finished. To support marking and the work load of marking such pieces, a success criteria sheet will be stuck in the child's book at the start of their piece of work. At the bottom of this sheet a box will be included for 'Your next step is…'

For the younger classes or lower ability children, this success criteria can be put onto a label for the children and the adult to tick against. These labels and sheets can be edited to fit the piece and the need of the child, for example a column might be added for peer marking.
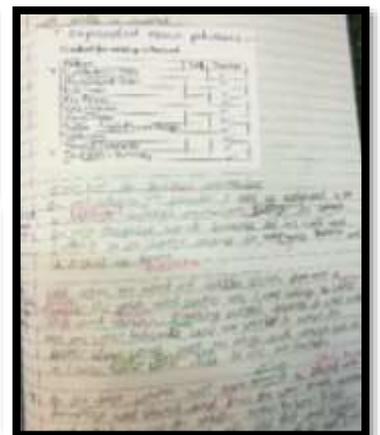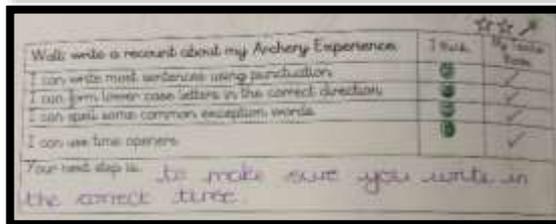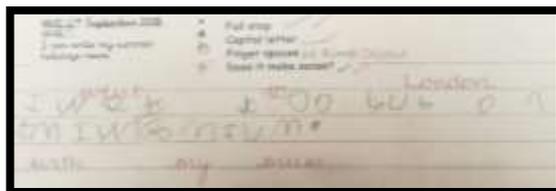
Marking in maths

Live marking can be used in maths to support the learning within the lesson. Children will always use pencil in their maths books therefore any corrections needed will be marked by the adult as a 'c'. When an error is made a dot will be placed by that error. Errors should not be rubbed out.

If modelling is needed by an adult a pair of eyes will be drawn at the start of that modelling to show the children they need to look at the exampled modelled.
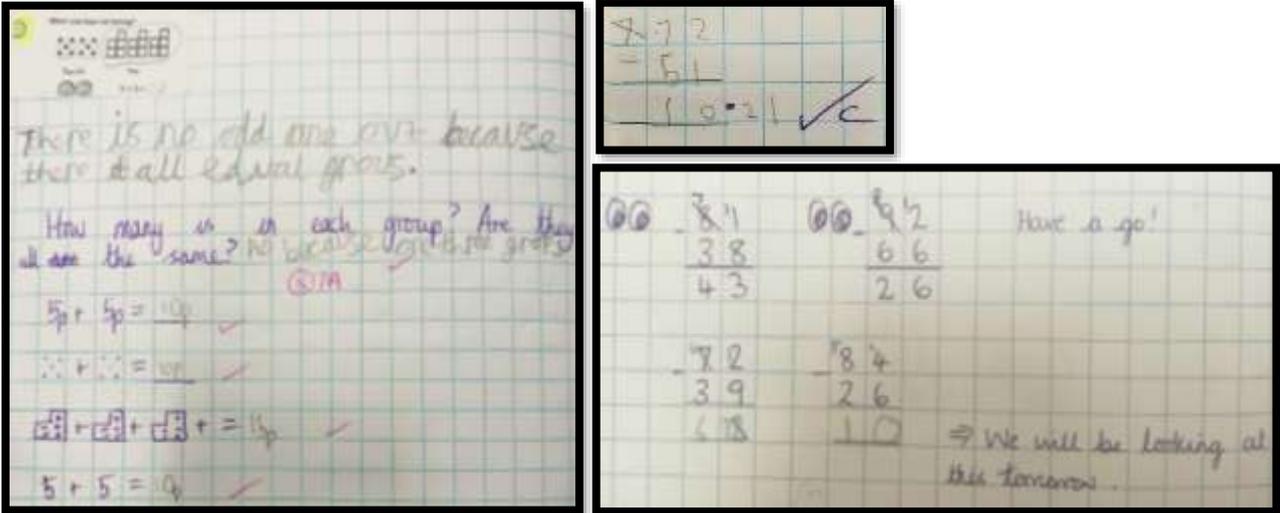
Spelling
It is important that children see that spellings matter in all work and marking should reflect this in all subject areas.

Feedback for intelligibility:
In Key Stage 1/FS or in a small number of cases in Key Stage 2, teachers may need to correct spellings to make work intelligible for audiences other than the child.

Feedback for improvement
When feeding back for improvement a small amount of spellings should be identified for the child to practise. These should be either:

🌐 appropriately challenging for the child or
🌐 frequent words that should be known

These should be identified with 'sp' in the margin on the same line as the incorrect spelling. Where needed the 'sp' can be written above or by the actual misspelt word. The words should then be written at the bottom of the piece by the adult with 'sp x3 ' and the child should then copy the word out correctly three times.

A small number of other spelling errors may be corrected by the teacher within the text but these should be limited in number so as not to inhibit the child in future and appropriate to the age and ability of the child.

Marking code

The marking code should be used to reflect on the success criteria and learning objective. It should be accessible to the children. The code should be frequently discussed with children and explained or defined to parents so it is not misinterpreted.

The following codes in the margin may be used:

Literacy

p	Punctuation error in that line
sp	Spelling error to be looked up and corrected
?	This doesn't make sense
CL	Capital letter needed or in the wrong place
.	Full stop needed
^	An omission
//	New paragraph or New Line
g	Grammar error
⌂	Finger space needed

Numeracy

| √	Correct
●	Incorrect, try again
● √c	A completed correction
Res	Resources were used

'I' can be used to signify an independent piece of work. This does not have to be written at the top of the piece of work every time. It can be used to show independent work for SEN children or after where a child had initially received support.

'TS' (Teacher supported) or 'TAS' (Teaching assistant supported) should be recorded at the top of any piece of work that has received support.

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.

Volunteers should not be marking and/or commenting in a child's book.
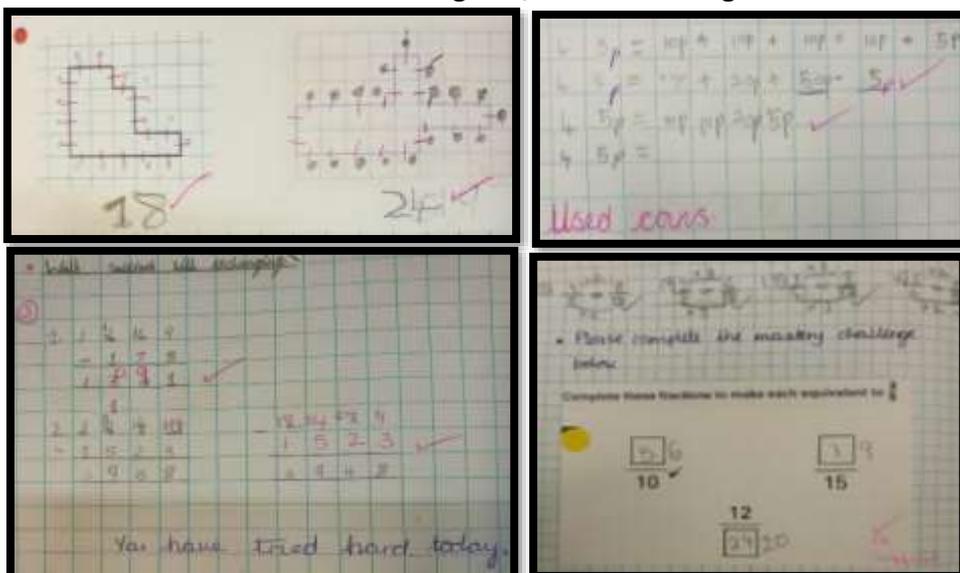
Expectation of presentation in books

A high expectation of presentation will always be expected.

The date will be written in long form in the children's topic books and in short form in children's maths books (this can be typed on labels where needed). The date will be written starting on the left hand side of the page. The objective of the lesson will always be called the WALT. This will be recorded underneath the date and will start on the left hand side. SEN children can leave a line between the date and WALT if needed.

Any adult writing will model to the children high expectations and will be written in the school handwriting font.

Any digit written in maths will be written in its own box.

Any lines drawn should be done so using a ruler.

If the work before is not connected it should be underlined with a ruler before starting a new piece.

All children will evaluate their lesson by recording a small and neat face by the lesson's WALT.

Whether the piece of work is a key skill, securing skill or mastery the correct colour to show the stage of the skill being learnt will be recorded as a circle besides the start of that piece of work using the correct colour:

Key skill – **red**
Securing skill – **blue**
Mastery – **yellow**

If the WALT has been achieved, the adult will put a tick against the coloured circle.

All children regardless of their ability should be challenged, this can be done in many ways. If an extra challenge is given to the child it should be marked with the word challenge at the start of it.

If an adult is marking books from a different class they must initial that marking.

Stickers and stamps to praise positive work can be used where appropriate.

Absent pupils

Children who are absent for any lesson will have written in their book by the WALT that they are absent.
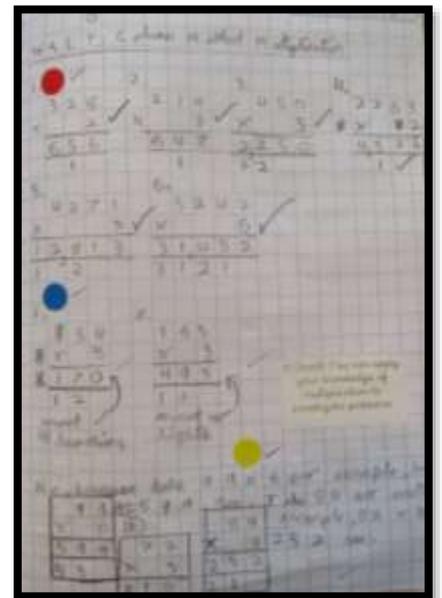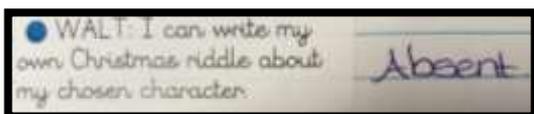
Research:

Published in April 2016, a research paper by the University of Oxford and Education Endowment Foundation, consisting of a panel of 1,382 practising teachers from 1,012 schools in the maintained sector in England completed the survey. The executive summary said:

🌍 The quality of existing evidence focused specifically on written marking is low.
🌍 School leaders and teachers should aim to create an effective, sustainable and time-efficient marking policy.

The research highlights that faster feedback is more valuable *is consistent with* studies of verbal feedback that indicate that learners find it easier to improve if their mistakes are corrected quickly. However, the lack of studies in schools suggests that this is an area where more research would be valuable.

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.

Benefits of Live Marking:

🌍 Pupils engage in the feedback there and then
🌍 The feedback is relevant and immediate
🌍 The feedback is given at the point it is usually needed most – when the pupil is working
🌍 The feedback is personal
🌍 The feedback includes examples and I can model, if necessary
🌍 The feedback can be used to develop the whole class
🌍 The feedback is appropriately matched to each pupils
🌍 Train children – independence/impact editing process
🌍 More visual – easier to understand
🌍 Feedback is communicated and understood by children instantly
🌍 Need good quality modelling to compliment live marking
🌍 Constantly informs teaching/next steps
🌍 Gives children more guidance and focus to expectation
🌍 Fosters a risk taking approach to learning and further challenges
🌍 Objectives achieved recognised
🌍 Every child gets teacher focus – all children get live marking weekly
🌍 Improves teacher knowledge and encourages mini plenaries to address misconceptions

This also means that:

🌍 Teachers must still ensure that they have a good overview of individual and collective pupil's work and progress to inform future planning and value their work
🌍 Pupils should not spend time queueing to see the teacher or waiting by a desk. Staff should move to the children and circulate around or sit with a group
🌍 Where the pupils have been given a task e.g. a correction and improvement or a challenge they must be given time to complete it. This can take place during the lesson with the teacher or during dedicated follow up time

'Growth mindset' language

- 'Well done. You are learning to…'
- 'I'm really pleased you tried that. Look what you achieved.'
- 'I like the way you…'
- 'Don't give up.'
- 'What are you most proud of?'
- 'How are you more successful than before?'
- 'Good learner' instead of clever
- 'Be brave'
- 'Have a go – have another go'
- Now try these

Corrections, scaffolding and ideas for improvement, notes for teacher's own use

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Specifying attainment	Identifying specific aspects of success
Specifying improvement	Identifying mistakes and how work can be improved
Reminder prompt	Most suitable for fast stream or more able children, it simply reminds the child of what could be improved
Scaffold prompt	Most suitable for children who need more structure than a simple reminder as it provides more support i.e. **Question** *Can you describe how this person is a good person?* **Directive** *describe something that happened which showed you the character was a good friend?* **Unfinished sentence** *he showed me he was a good friend when…*
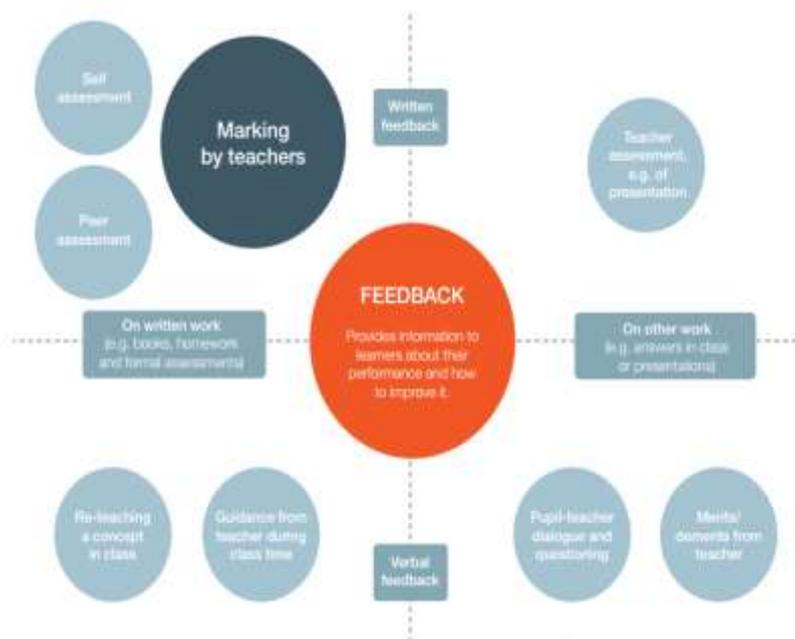
Figure 1. Examples of different forms of feedback.

Equal Opportunities

Every child in the Blue Kite Academy Trust is entitled to have their efforts and achievements recognised regardless of gender, ability, race or cultural background. The appropriate method of feedback and the strategies used to help children understand and respond to it ensures this occurs.