



*Inspire Education Trust*

Together we achieve, individually we grow

# Feedback & Marking Policy

# FEEDBACK & MARKING POLICY

## RATIONALE

In the Inspire Education Trust our focus is our children's learning.

We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children.

Our expectations of every child are high and we expect them to make the best possible progress whatever their background or circumstance.

The critical purpose of feedback and marking is equally clear; it is about:

### **Moving learning forwards**

This has the key elements of:

- Celebrating success;
- Supporting improvement;
- Encouraging independence;
- Identifying next steps in learning.

This rationale must be clearly understood and applied for feedback and marking to be truly effective. Feedback and marking is not about justifying oneself professionally, or the school, to parents, governors or Ofsted with copious and technical comments.

## PRINCIPLES

Marking should serve a single purpose to advance pupil progress and outcomes. In our Trust, our three main principles are that marking should be:

- Meaningful;
- Manageable;
- 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.

### **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. 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: sometimes short, challenging comments or oral feedback are more effective. An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress.

## **AIMS & OBJECTIVES**

Effective verbal and written feedback should:

- recognise, encourage and reward children's effort and achievement and celebrate success over time;
- provide appropriate feedback about the strengths of their work and areas for development;
- improve children's self confidence in self-assessment;
- give children a clear picture of how well they have met learning objectives;
- identify children who need additional support/challenge;
- inform future planning.

## **PRACTICE**

As a Trust, we value verbal and written feedback equally in moving learning forwards. Effective marking is an essential part of the learning 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.

### **Verbal Feedback**

Within our Trust, we view verbal feedback as the most valuable form of feedback for all children as it is immediate, focused and personal. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers. It allows children to take immediate action and move their learning forward.

#### **When could verbal feedback take place?**

- During independent work
- After the lesson
- Small group work
- Mini plenaries

### What could verbal feedback look like?

- Reviewing a child's work so far
- Discussion on how to edit or improve their work
- Suggestions for next steps
- Addressing misconceptions

### How could you evidence verbal feedback?

Where possible, it is useful to record when verbal feedback has been given, using the agreed notation in the attached Appendix 1. A 'Verbal Feedback' stamp could be used to mark a point of intervention in a child's book to notify the point at which an adult has supported learning during the written work. A key word could be recorded next to the verbal feedback stamp as an indication of what was discussed.

### Written Feedback

There are two types of marking which need to be used when providing children with written feedback: **Acknowledgement Marking** and **Developmental Marking**.

#### Acknowledgement Marking

All work needs to be at least acknowledgement marked. If appropriate, this could take place during the lesson to provide immediate feedback alongside verbal feedback.

#### Process:

1. Using a different coloured pen from the children's work, mark using ticks, crosses etc. as appropriate.
2. Assess against the learning objective:
  - If achieved, circle the LO in the title
  - If exceeded, circle the LO in the title and add a +
  - If not achieved, circle the LO in the title and add a - (LO- LO LO+ could be presented on a sticker - please see appendix 3)
  - Reward effort and achievement with stamps/stickers/house points as appropriate and when required.
3. There is **no need for a written comment** (e.g. 'Well done for using...') to accompany acknowledgement marking as assessment against the learning objective, as explained in point 2, has already taken place.
4. If any high frequency or key spellings are incorrect, correct a maximum of three by identifying the errors using 'sp'. Children should write out the correct spelling three times. **Refer to 'Marking for independence'**.
5. Identify any basic skills errors (capital letters/full stops etc) as appropriate - no more than three per piece of work. **Refer to 'Marking for independence'**.
6. If children have been supported by a class teacher or TA, record 'TA' or 'CT' in a circle next to the learning objective.

## Developmental Marking

Developmental marking **is not** expected for every piece of work - only as needed or when appropriate, but at least once a week, for example for an extended piece of writing.

### **Process:**

#### **1. Celebrating success:**

Identify up to three things that the child has done well. This could be done in a number of ways using pink pen/highlighter. This could include:

- pink underlining of well-chosen words or punctuation;
- circling a good example of a calculation strategy being used;
- a purposeful written comment which could relate to BLP/Learning to Learn initiatives rather than repeating the learning objective or success criteria;
- reward stickers and house points.

#### **2. Next steps:**

Using green pen/highlighter, identify and comment on something that the child could do in order to make progress. This could be:

- an edit and improve
- a spot and correct the error
- a next step challenge
- a model or example to address misconceptions
- a reminder about presentation, for example 1 digit per square

**Wherever success and improvement comments are shared, either after or during the lesson, learning time should also be given for children to reflect, act or respond to them - this is crucial to actually moving learning forwards over time. If you have written any 'green pen' feedback, remember to go back and check that the child has answered it appropriately.**

When using a success criteria tick sheet, ensure that they are age appropriate and are concise. Please see examples in appendix 3

## Marking stickers

Marking stickers can be used within either developmental or acknowledgement marking.

Stickers can be used to show the learning objective and resources used within a lesson. These can be used across the school and for all areas of the curriculum.

Marking stickers should be differentiated and could include LO-, LO and LO+ as a quick way for teachers to assess progress against the learning objective. They can also include comments which should be specific to skills set out in the learning objective and allow children to extend and develop these skills further.

### **Marking as a teaching tool**

This form of marking clearly directs the child to their errors, misconceptions or areas for improvement. The marking should show/explain exactly where in their work the child needs to take action and how, for example circling exactly where full stops have been missed. For more examples see appendix 3.

### **Marking to encourage independence**

This form of marking gives more responsibility to the child in finding and correcting/improving their work. The marking should indicate that there is an error or room for improvement somewhere in their work but does not give direct instruction of how or where to make changes, for example 'You have missed some full stops out. Please go back and add them in.' This should be an ongoing process and children will need to be taught how to use this effectively to improve their work. Teachers should use their knowledge of the child to know when this is appropriate.

### **Peer - and Self-Assessment**

**When appropriate, children are encouraged to self-evaluate their own learning.** There should be some evidence in books of purposeful peer - and self-assessment.

Self-assessment is completed using a coloured pencil crayon and peer assessment is completed using a pencil.

Examples of peer - and self-assessment include:

- columns in success criteria grids;
- underlining good examples;
- circling accurate work/calculations;
- handwritten comments;
- smiley face etc. next to LO;
- traffic lights next to LO;

### **Marking by other staff**

#### **Teaching Assistants**

If TA has worked with a small group of children, they can acknowledge mark their work and ensure that it is evidenced if extra support has been given. They should also reference in children's books when they have supported a child or group of children with their work by writing or using a stamp that says 'TA assisted work' or similar next to the LO.

#### **Supply Teachers**

It is the teacher's responsibility to make expectations for marking clear to a supply teacher. They should be referred to the 'Marking Code' and given any stamps or stickers that may be needed. Supply teachers also need to write 'ST' next to the LO so it is clear which pieces of work they have marked.

### **Student Teachers**

Teachers should work alongside student teachers to guide them and model good marking practice. As they continue further into their placement, they should become more confident to mark independently in accordance with the marking policy. Student teachers should also write their initials next to the LO so it is clear which pieces of work they have marked.

### **Monitoring**

This is an agreed, Inspire Education Trust policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

The application and impact of the Feedback and Marking Policy will be reviewed within lesson observations and as part of explicit book scrutinies conducted by the school's Senior Leadership Team (SLT) - and supported within phase groups across the school.

Outcomes will be shared to enhance best practice and will also form part of judgements made for professional Performance Appraisal.

### **REVIEW**

This policy will be reviewed annually by staff and governors.

Next review date:

Autumn Term 2017

Approved by Local Governing Body

Autumn Term 2016

Signed:

## Appendix 1: Marking Code

LO	Learning Objective achieved
LO+	Learning Objective exceeded
LO-	Learning Objective not achieved
sp	Spelling mistake (Your teacher will underline the word with the incorrect spelling)
O	You have missed out punctuation/capital letters
O	A digit has been reversed or written incorrectly
//	A new paragraph should begin here
	Can you spot where you have gone wrong?
	Great job! This part of your work is spot on.
<b>Green pen question</b>	Anything your teacher writes in green you need to respond to

1 HP	House point given
↑	Moving on point

## Appendix 2: Top tips

- The **quantity** of feedback should not be confused with the **quality**.
- Use positive phrasing e.g. "remember to..." and "make sure...", rather than "don't..." or "you haven't..."
- Avoid using closed questions e.g. 'Can you...?' (children tend to answer with yes or no!)
- Avoid using repetition e.g. ticking something in a success criteria and then writing the same comment.
- Marking stickers do not have to be produced for every piece of work in theme.
- If a word has been corrected in a previous piece of work, make sure you respond if it is spelt incorrectly again.
- Not all work or every mistake should be corrected. To correct everything with a secretarial approach is usually counter-productive.
- Get children to stick in their own success criteria tick sheets/LO stickers.
- If you don't have a pink or green pen to hand, DON'T PANIC! Use a different coloured pen instead.
- Make sure that if you ask for corrections to be made in maths, children don't rub out the incorrect answer, instead write it on the right of the cross.

## Appendix 3: Examples

See Key Stage One or Key Stage Two document of examples