Dosthill Primary Academy

Feedback and Marking Policy

Aims and Values

Our core moral purpose is encapsulated in the vision statement for the school: Striving for excellence in an inspirational climate where learning is nurtured and secured. Our core values permeate our every breath at Dosthill Primary Academy where everyone is selflessly committed to:

◦ Promising Academic Achievement.

◦ Crafting Character Skills for Life.

◦ Ensuring Excellence for All.

◦ Inspiring Each other/Achieving Together.

Our aim is that everyone in our Dosthill Family grows in confidence to achieve their ambitions and dreams with courage and kindness. We promise to provide a caring ethos where all children have the confidence to explore, dream and discover so that every valuable second of the day is a learning adventure.

Rights Respecting School

In 2011 Dosthill School registered to obtain the Rights Respecting Schools Award (RRSA). This award recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all of the relationships: between teachers/adults and learners, between adults and between learners.

This Policy relates most directly to the following article from the 'UN Convention on the Rights of the Child':

Article 3: *The best interests of the child must be the top priority in all actions concerning children.*

Article 12: *Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.*

Article 28: *Every child has the right to an education.*

Article 29: *Education must develop every child's personality, talents and abilities to the full.*

Purposes - reasons for marking/feedback

- To recognise, encourage and reward learner's effort and achievement.
- To celebrate success and progress.
- To provide a dialogue between teacher and learner and clear, appropriate feedback about strengths and areas for development.
- To improve a learner's confidence in reviewing their own work and setting future targets, by indicating the 'next steps' in learning.
- To indicate how a piece of work could be improved against success criteria.
- To provide extra challenge or to model misconceptions and provide further challenges in order that learners' can address these, in order to deepen and improve learner progress.

- To assist learners in developing an awareness of the standards they need to reach in order to achieve particular expectations of the National Curriculum.
- To identify learners who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved.
- To involve parents in reviewing their child's progress and to assist in reporting to parents.
- To aid curriculum planning.

Marking should be positive, clear and appropriate in its purpose - <u>it needs to offer benefits to staff and learners and the outcomes need to be fed back into the planning.</u>

Principles

If learners are to develop as independent learners with an awareness of their own strengths as well as areas for development, it is essential that:

- They are made aware of the learning intentions of tasks/lessons and of the co-constructed success criteria against which their work will be marked/assessed. *'This is what you are going to do and this is how I will be marking it.'*
- The learning needs of individual learners are understood and work is matched and marked appropriately.
- Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted.
- Where appropriate marking/feedback is linked directly to learning targets.
- Marking and feedback within the lesson is more meaningful – teachers and TAs should work effectively to provide on-going feedback in order to make adjustments to the learning journey.
- Time should be spent on adapting resources and the learning journey for the next day rather than spending excessive time marking in books.
- Misconceptions and errors should always be identified and targeted either through catch up sessions in the afternoon or through a morning challenge.

A whole school approach to feedback

Marking methods should be:
- Consistent across year groups (written feedback in green pen)
- Developmental across the age-range
- Consistently applied by all those working with learners in school, including supply teachers and support staff

<u>*Comments:*</u>
- Should refer to the learning intention of the task and the success criteria.
- May form the basis of a discussion between the teacher and learner.
- May be oral or written, formal or informal.
- May be given on a group or individual basis.

(Note: Research has shown that immediate feedback is the most effective and is therefore more likely to be oral than written. Teachers and Teaching Assistants are encouraged to mark learning with the children in order to identify understanding/gaps or next steps. A double arrow is to be used to signal intervention with another adult within a lesson)

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Oral feedback …

… is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions. Written reflections can pull down the quality of articulation of the learning. The quality of the thinking can be higher if it is oral.

… is usually interactive and developmental. It may give reassurance or a quick check on progress. The effect of teacher comments will be seen in a learner's response in moving on to the next learning step.

… may be in the form of a learning conference or review.

Written feedback should be:
- Legible and clear in meaning written in cursive writing (dyslexia friendly).
- Developmental, i.e. learners find out how they are getting on and what the next learning step will be.

It is a wasted effort if learners aren't informed by written feedback and cannot progress as a result of it.

Marking at a distance (i.e. away from the learner)

Care must be taken to ensure that learners are able to:

- **Read** written comments.
- **Understand** comments.
- Have **time** to read marking.

Dosthill Primary School Marking methods/practice

The following is expected of all staff and is practice exhibited in the school (i.e. is evident on a daily/weekly basis)[1]:

- **Wherever possible, marking takes place with the learner in all lessons**, e.g. when staff are working with a focus group. It offers guidance as to the extent to which learning intentions have been met and suggests the next steps learners might take in their learning.

- **When written feedback is provided, time is built into lessons/activity sessions for learners to reflect on marking and to respond to it.** This may be an interactive/questioning session.

- Learners should use their purple editing pens to reply to feedback and address any revisions, questions or next steps.

- **Sharing learning challenges (intentions) and developing success criteria with learners** are an embedded part of our practice.

- Teachers always **mark the aspects of a learner's work which relate to the planned learning intention/challenge** and success criteria. Success criteria prompts to be concise and easily understood by the children, where necessary including picture prompts and are best co-constructed together.

- Marking is direct, readable and achievable. (Next steps include direct imperative verbs).

- **Sensitivity** is always shown towards learner's work and their feelings about it – <u>comments are positive</u>. Developmental comments are followed by a suggestion or reminder for improvement in the next piece of work.

- **We appreciate that use of a learner's name** in a comment personalises it.

- **Sharing work with the whole class or with a focus group** is regularly employed as a feedback strategy.

- We believe that **self-marking/evaluation and peer-assessment** against shared learning intentions/agreed success criteria empower a learner to realise his/her own learning needs and to have control over future areas for improvement. **Self- and peer-assessment** are a **regular** (i.e. a daily) **feature of feedback**. Children can neatly underline evidence of Success Criteria in green pencil crayon only.

- **Feedback does not focus on presentation** unless this is part of the success criteria. (High standards of presentation are part of our expectations in all areas of learning.)

- Comments are **learner-friendly**.

- **Simply ticking a learner's work** is <u>not</u> quality feedback and is <u>not</u> part of our practice.

- **Care is taken not to 'spoil' pupil work** by writing over it.

- **Grading pieces of work** e.g. by giving a mark (15/20) or a letter (A-E) is <u>not</u> a feature of our practice. <u>Our focus is on comment-only marking</u>. However, marks are given for spelling tests and for mental arithmetic tests in line with national test procedures.

- Any **purple pen fixes** must be **checked for accuracy/initialled** and extra support provided if misconceptions remain and evidence of this should be apparent in books. (Errors with grammar and spelling must also be identified for children to correct).

- **Learners are trained to mark their own and each other's work** using ground rules as a guide and the success criteria for the learning episode.

- The following differentiated success criteria and feedback model is the standardised approach used which supports self, peer and teacher feedback approaches. It also supports quicker and efficient marking as it is clear to the learner what the pink/green elements are without a teacher having to re-write these. The success criteria can include picture prompts, reminder prompts or steps to success. The prompts form part of a menu of success criteria from which teachers choose. The success criteria prompt can be teacher generated, child generated or a mix of both. In some instances, just the learning challenge is shared/provided with steps to success developed verbally throughout a lesson and reflected upon within progress pit-stops. Planners and teachers judiciously select the success criteria needed based on learners' prior experience and what the learning most effectively requires.

<table>
<tr><td><strong style="color:green">Building Block:</td><td colspan="3"><strong style="color:magenta">We are learning to:
* Write an evaluative letter using a range of sentence clauses;

<strong style="color:red">BLP Focus: Distilling</td></tr>
<tr><td colspan="2">Success Criteria/Remember to:</td><td>Self or peer check</td><td>Teacher check</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

Success criteria choices include:
*typed and completed by a teacher:
*Mix of written and blank for children to add to.

*Blank for learners to co-generate.

*Include pictures, learning prompts or diagrams.

-

Building Block:	**We are learning to:** * spell words with sion and tion; ***BLP Focus: Distilling**

- Children should place their book within a tray system to show their level of confidence/understanding. All learning is then ready to be viewed by the teacher so that misconceptions can be identified and the next lesson adapted in response to learner progress . *Pink and green highlighting against the success criteria and where necessary within the learning will show that learning has been responded to and allow learners to make greater progress. Not all learning will need a written comment if the pink and green highlighting allows learners to know their strengths and where revisions are needed/next steps. Across a week there should be a balance of highlighted with no written comment and highlighted with written comment.*

- No written feedback is provided after a lesson on a Wednesday so that time can be used to review learning from the week and amend planning/next steps to ensure improved progression and responsiveness to learners. Children may self and peer assess; teachers and TAs should also continue to intervene and make notes/mark in books during a lesson in response to learner need. No written feedback after a lesson is an approach taken so that there is greater amount of time for year groups to meet in order to plan the next two days of the learning journey based on the formative assessment from the first three days of teaching. (Books will need to be looked through to decide on next steps and techniques such as SOS cards, 'Out of the door'/Exit tickets may be useful to quickly see and assess understanding in order to identify focus children and identify any misconceptions to address further.

- Over a week, a child should have a mix of highlighted and written pink for think feedback; teachers should judiciously identify when a written pink to think is needed especially if the success criteria is fully achieved or more detail is needed to ensure a gap is closed.
 Green is great: signal strength(s) within the piece of learning/success criteria.
 Pink to Think: An area to improve linked to the learning challenge/success criteria.
- Pink/green highlighter line to be used within the learning and on success criteria to indicate success/next steps.
- Pink to think can be signaled on the success criteria and in the margin or underlined in the learning; a written prompt should be used if extra challenges, explanations/scaffold prompts are needed.
- When written feedback is provided precise/imperative verbs should be used in child-friendly language (symbols for younger children).

<div align="center">Eg:</div>

 Precise verbs

 Vary your fronted adverbials (use your vocab prompt)

- Care should be taken not to spoil children's learning as learner conferencing has identified that children dislike this. A small pink, green mark should be used in the margin or next to the maths learning. Anything that is to be identified in the learning should be achieved with a small neat pink/green mark or neatly underlined with a ruler. Gold underlining should be used for an exemplary aspect of learning.

- Self-assessment/peer assessment against success criteria should take place throughout each lesson. The column on the success criteria grid to be completed by the children. (Success criteria should not be left blank).
- Written self/peer assessment using green is great/pink to think can be used once a week in each subject but feedback to be checked by the teacher and written comments added to if necessary.
- *Purple pen feedback should be checked and marked – Teacher/TA focus if gap remains so that progress can be achieved and learning annotated to signal this.* (Subsequent recording in book should show how the gap has been addressed to demonstrate clear progress).

English / Foundation Subjects Marking:

- Staff provide written feedback with green pen. Pupils mark and respond to any feedback using a **purple pen.**

- Positive elements can be recorded in the margin using the English code by the teacher or child/peer. (See attached code).

- Teachers will use the cursive style of writing (Dyslexia Friendly).

- The teacher will identify **green for great**/positive elements and pink for think next steps within the margin and learning

- When pupils have an area to correct the teacher will put a small block of pink highlighter (Pink to Think) and neatly underline the word/ sentence that needs correcting. (As children mature/need less scaffolding the pink will be indicated in the margin rather than underlining – age/ability specific).

- When written feedback is provided, this should be in child-friendly language, precise and to the point using imperative verbs.

- Age related word bank expectations are self-corrected by pupils sp should be written in the margin to indicate that there is a familiar word for them to self-correct within that sentence. Children should use word banks/dictionaries to check. (If the spelling/s are not corrected – indicate with a post-it note for peer, teacher or TA support so that the child can re-read and identify the spelling error).

- Three tricky words/challenging mis-spelt words should be identified in pink underlining and the correct spelling placed at the bottom of the piece of learning to practice three times and for the child to re-write above the mis-spelt word in purple pen.

- Letters written in the wrong position on a line should be modelled at the bottom of the page as a reminder prompt.

- Punctuation errors to be identified with a P in the margin for children to find within the sentence so as not to over scaffold. If this isn't identified by the child – the incorrect or missing punctuation should be underlined in pink and the gap identified with a post-it note to re-look at the next day.

Maths Marking:

- Reversal of numbers or letters is identified in pink and the symbol written out by the teacher; the pupil then practices by writing out the number or letter correctly three times.

- Answers are marked with ticks, dots or a question mark as appropriate (see symbols sheet).

- When an answer has been marked as incorrect, then corrected by the child this should be re-checked and a tick is given next to the new answer. (Positive points may also be awarded)

- If the child's second attempt at an answer is still incorrect the teacher corrects and discusses this with the pupil. Any verbal feedback is evidenced in the books.

- Teachers will use the cursive style of writing (Dyslexia Friendly). When pupils have an area to correct the teacher will put a small block of pink highlighter (Pink to Think) and highlight the element that needs correcting.

- A deepening (pink to Think) challenge or question could be provided to apply the skill if there are no corrections/misconceptions to address within the maths learning.

- Pupils mark and respond to any feedback using a **purple pen.**

Assessment:

- Children are also encouraged to peer-assess and self-assess x 1 a week and will use **purple pen** to show pupil marking.
- Children complete reflective marking at the beginning of each lesson i.e. read the teacher's marking and make a comment/sign in acknowledgement.

Rewards:
- Stickers, positive points, or golden underlining (for significantly impressive elements of a piece of learning) should be used to reward.

Corrections:
- Corrections are completed before the next piece of work is begun (purple pen fix-it time).
- Teachers and TAs should check and mark this during the fix-it time or after the lesson. If gaps/errors remain these should be addressed through further teacher focus time/TA intervention – feedback should signal what the next steps are so that progress is seen rather than a gap being left unaddressed.

MARKING SYMBOLS

<table>
<tr>
<th colspan="3">LITERACY
(and all writing in other curriculum areas)</th>
</tr>
<tr>
<th>In margin</th>
<th>In text</th>
<th>Meaning</th>
</tr>
<tr>
<td></td>
<td>Green underlining in text

____ Comment at bottom of   learning</td>
<td>Good point/expression correct.</td>
</tr>
<tr>
<td></td>
<td>Pink underlining in text

_____Comment at bottom of learning</td>
<td>Read and revise.</td>
</tr>
<tr>
<td></td>
<td>Gold underlining in text</td>
<td>Celebrate exemplary learning.</td>
</tr>
<tr>
<td>?</td>
<td>are
we <u>am</u> going</td>
<td>Incorrect/sense.
Meaning not clear/clumsy expression</td>
</tr>
<tr>
<td></td>
<td>//</td>
<td>New paragraph.</td>
</tr>
<tr>
<td>sp</td>
<td>error in text underlined in pink
<u>thes</u></td>
<td>Sp in margin
Unfamiliar word identified in text (pink underlining) with correct spelling at the bottom of the page for children to copy 3x and write above the mis-spelt words.</td>
</tr>
<tr>
<td>sp</td>
<td>Not underlined for the child to identify and correct.</td>
<td>Sp in margin but not underlined.
Independent sp – children to find and correct the known word themselves.</td>
</tr>
<tr>
<td>p</td>
<td></td>
<td>Punctuation error</td>
</tr>
<tr>
<td>CL</td>
<td></td>
<td>Capital letter error within the sentence to correct.</td>
</tr>
</table>

MATHEMATICS	
(and all mathematical work in other curriculum areas)	
In text	**Meaning**
	Green mark next to success criteria being met.
	Pink mark to identify where the error is.
✓	Correct answer
•	Incorrect, but the teacher thinks that the child should be able to check it through and correct it (possibly with help).
Join TFG	Completely wrong and child clearly does not understand.

LC: Learning Challenge	SC: Success criteria
SA: Self Assessed	PA: Peer Assessed
TFG: Teacher Focus Group	TAG: TA Focus Group
LR: Learner Reflection	ST: Supply Teacher
IL: Independent	PL: Paired learning
PKA: Prior knowledge Assessment	PLA: Post learning assessment

Roles and expectations

The role of leaders (SLT/WLT) in the context of this policy is to:
- Implement change and support effective practice.
- Lead by example and motivate staff.
- Recognise the role of feedback in raising learners' expectations and attainment.
- Monitor and evaluate the effectiveness of this policy.
- Provide feedback and support to staff.
- Provide examples of effective marking and feedback.
- Model effective marking through support or coaching model.

The role of Governors in the context of this policy is to:
- Agree and review the Feedback Policy on a regular basis.
- Question the Headteacher and others to ensure that the Policy is implemented and impacts positively on learning and progress.

The role of subject leaders in the context of this policy is to:
- Ensure this policy is adapted and applied within the context of their subject. *Over time, all subject Polices will be updated to include a section on 'Feedback'/Marking.*
- Ensure good practice in 'Feedback' is promoted and discussed.
- Monitor and evaluate the impact of 'Feedback' on learner progress in their subject .

The role of teachers in the context of this policy is to:

- Implement the Methods/Practice outlined in the policy and use the code consistently.
- Promote a classroom ethos that values the views of learners.
- Use effective marking and feedback.
- Act on developmental feedback from leaders to improve marking and feedback.
- Frame clear learning intentions which are accessible to all pupils.
- Share learning intentions and co-construct the criteria for successful learning.
- Utilise and continue to develop peer- and self-assessment strategies.
- Involve learners at all stages in their learning and give them opportunity to take responsibility.
- Find out what learners already know before starting a new topic and make links between prior learning and the new learning.
- Explain, model or engage pupils in conversation about what makes good quality work.
- Encourage pupils to identify aspects of their work that they find easy or difficult.
- Recognise that mistakes are an important part of learning and an opportunity to take learning further.
- Share practice with others and be prepared to trial new ideas and implement changes which are in the spirit of this policy.
- Support learners in meeting the requirements of their role detailed below.

The Teacher Standards introduced from September 2012 include the following:
A teacher must - Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- Adapt the planned sequence of learning in line with misconception, errors or next steps so that learners have the opportunity to build on and make progress against wishes/next steps identified by the teacher.
- Track feedback, adapt the planned teaching sequence to personalise learning, address weaknesses and avoid the repetition of wishes/feedback.

The role of learners (age-appropriate and at a suitable level) in the context of this policy is to:

- Know **what** they are learning, **why** they are learning it and **how** they are expected to do the learning.
- Be able to explain what they are learning and talk about what a successful outcome will look like.
- Identify aspects of their work which they find easy or difficult.
- Contribute to developing success criteria.
- Identify successes, personal targets and next steps in their own work and that of their peers.
- Use feedback from a teacher or peer to make improvements in their own work.
- Monitor their own work against success criteria and know that they are making progress.
- Identify an aspect of their work that could become a personal learning target making links to their Building Block assessment grids which are in the front of their books.

- Discuss their learning and the progress that they are making.
- Strive to address pink for think feedback and seek further support to ensure learning improves.
- Respond to extra challenges/revisions etc in purple pen with effort and depth.

Equal opportunities and inclusion

The school is committed to working towards equality of opportunity in all aspects of school life. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual learners or groups of learners. In the context of this Policy, this is achieved through:

- utilising a range of approaches to feedback;
- adapting approaches and methods to meet the individual needs of learners or groups of learners;
- remaining sensitive to the views of all learners; seeking their individual and collective opinions on what and how we feed back to them so their needs are met;

  and,

- by continually reviewing what we do through monitoring and evaluating how successful we are being at promoting racial and gender equality together with including learners with disabilities or special educational needs.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Monitoring and review

'Feedback' and its impact on learning forms part of the school's regular review of practice. The following monitoring strategies are employed as part of an annual cycle:

- Lesson observations/learning walks.
- Book reviews
- Planning reviews.
- Half termly/LA reviews
- Pupil conferencing/discussions.
- Data analysis and evaluation.

These activities are carried out by Leaders; a report is then compiled indicating good practice and areas for development. This is shared with Governors and staff. Any areas for development form part of the School Development Plan.

Dissemination and review

This Policy was originally developed following extensive consultation with staff and learner conferencing (July 2017/October 2017).

A copy of the latest version of the Policy is stored on teams for staff and governors.

- *Consistent approaches to marking and feedback* document (Summary of the policy).
- Learner version of the above.