Introduction

‘Feedback is one of the most powerful influences on learning and achievement’

Feedback has the power to impact both positively and negatively on pupil performance. 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 doing? (What progress is being made toward the goal?), and

Where to next? (What activities need to be undertaken to make better progress?)”

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit all pupils.

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 / or success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Aim

The aim of this policy is to ensure a clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils in order to maximise progress and support pupils in becoming successful and reflective learners.

Effective marking and feedback is integral to good teaching and the learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking:

1. Informs the pupil about what they have done well and what they need to do to improve i.e. gives feedback about the strengths and weaknesses in their work.
2. Rewards and encourages effort and progress.
4. Supports teachers’ assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
5. Identifies individual pupils and / or groups that need specific help.
6. Provides a record of progress.
7. Helps other adults / parents understand strengths and weaknesses.
8. Develops consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.
9. Can be seen to impact over time.

Processes

Four types of marking and feedback occur during teaching and learning at Waverley:

i). Teachers’ well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during 1:1 with a pupil or on a group basis. For younger pupils this can be noted down to record the feedback and response process.

ii) ‘Light’ marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils’ work.

iii) Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

iv) Self-assessment and peer assessment of the attainment and success of a piece of work and to support the editing process. (In line with the stage of development of the learner.)

Non-negotiable Procedures for Marking.

All marking is to be done in a clear legible hand.

The marking code is to be followed as appropriate to the age of the learners. (see Appendix 1)

The marking code should be accessible to all pupils in the learning environment.

All pupils’ work is to be at least ‘light’ marked by Teacher or Support Staff.

In both Maths and Literacy at least 1 piece of work per pupil should be developmentally marked in depth per week.
In developmental marking:

Focus on - 3 ‘C’s

(1) **Corrections**: spelling, capital letters and other punctuation, grammar and presentation.

(2) **Clarification**: focus on information missed out, slight misunderstandings, an element of the learning intention not met. E.g. rewrite one sentence so that it begins with a verb. Or identify any repeated word / phrase and rewrite one of them.

(3) **Challenge**: focus on extending the breadth and depth of learning. Feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking. E.g. Pick one sentence / paragraph and make it more descriptive. Or write a word question for this calculation.

When identifying specific success, the respective work in the pupils’ book (English or maths) will be **highlighted in green**.

When identifying an area for specific improvement the respective work in the pupils’ book (English or maths) will be **highlighted in pink**.

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code.

E.g. Up to 5 incorrect spellings to be highlighted in pink and denoted with Sp in the margin. Pupils will be encouraged to correct misspelt words.

Punctuation errors to be circled in pink and denoted with P in the margin. Pupils will be encouraged to suggest the correction.

Words / phrases / sentences to be ‘up levelled’ to be identified by 

Where appropriate (and in line with the stage of development of the learner) other errors will be identified by the letters **WWW?** (What’s wrong with this?) written in the margin. This will encourage the pupil to think about why a particular area has been identified and to make the appropriate correction.

Other symbols from the marking policy may be used. See Appendix 1.

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils. Well-
constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving.

Feedback should:

• be positive, specifically identifying what has been done well.

• Identify an area for specific improvement followed up with an improvement task …..

Or

• identify a specific area for deeper investigation/ extension of understanding

**Self-assessment**

If a WALT or learning intention refers to Success Criteria – for example key features of a text type or genre in literacy - then it is useful for this to be stuck into the exercise book so the child can self-assess against all aspects.  See Year 4

Pupils will be encouraged to traffic light their work.

- Green: Got it! Good to go.
- Orange: Nearly there.
- Red: I’m stuck and would like some help.

**Peer Assessment**

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. The peer assessor’s initials must be left.

**Responding to comments**

Pupil response to comments / edited work should be made in green – so that it is clear they have been completed. If in KS1 or FS this is verbal, it should be recorded at such. Response should be made as soon as reasonably possible in order to support pupils effectively.

**Rewards:**

We want to recognise good work and the following may be used: stickers, smiley faces, team points, learning points '90 squares' etc.
The Frequency of Developmental Marking

- All pupils’ work is to be at least light marked by Teacher or Support Staff. No work should go unmarked. Preparation work including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics may be collated in pupils’ books. This can be the form of photocopies of white boards and material captured electronically and reproduced as appropriately. This is important as it charts the process and progress of pupils’ learning.

- In English and Mathematics all pupils should have at least one piece of work marked developmentally by their teacher per week. This Marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made also each week. The overseeing of such a task may be carried out by another adult other than the class teacher.

- In the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils’ learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate.

Feedback should:

- be positive, specifically identifying what has been done well.
- Identify an area for specific improvement followed up with an improvement task …..

Or

- identify a specific area for deeper investigation/ extension of understanding

Examples of feedback prompts can be found in Appendix 2

When constructing feedback teachers need to consider:

1. Does feedback inform the pupil what they have done well and what they need to do to improve?

2. Relate to planned learning objectives (WALT) and success criteria?

3. Can feedback be read clearly and understood?

4. Does feedback indicate a next step/improvement in learning? This may include Learning Challenges based on previous day’s lessons.
The Frequency and Nature of Pupil Response to Feedback

Work that is marked developmentally requires a response from the pupil.

Pupils are to ‘sign’ or initial all comments made by an adult. However, developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from FS to Yr 5, and throughout the school year appropriately.

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils. E.g. COW time (Check Our Work time)

Or Feedback Five (minutes)

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this.

Likewise tasks must be effective in improving work, yet brief in execution.

Acknowledgement of response

This should be swift, in line with the marking policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher will wish to address this with the child through another medium than feedback and response.

Role of other adults supporting

Support staff may ‘light’ 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.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy.

Students in school are required to follow this policy as appropriate, however the class teacher is also required to initial marking completed by the student to ensure quality assurance.
**Responsibilities**

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils.

It is the responsibility of the HT and Governors to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

**Equality of Opportunity**

All pupils are entitled to have their work marked in accordance with this policy.

**SEN and Inclusion**

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response.

**Monitoring and Evaluation**

Monitoring of the policy will be done through work scrutiny led by the Head teacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils’ outcomes.

The SLT will also monitor the impact of developmental marking through work scrutiny in both maths and literacy as part of lesson observations to monitor the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journals.

This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.
Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision.

**Policy Review**

*This procedure has been agreed by the staff and Governors in the ...................... Term 2016 and will be reviewed in line with the school’s cycle of policy reviews, by and in the first instance no longer than ......................2018.*
Appendix 1 Marking Code/Prompts (to be displayed in classrooms)

Content prompts

√ correct

x or ? or . incorrect

CL / FS capital letter or full stop needed.

sp word highlighted spelling mistake.

finger space

L start a new line

// start a new paragraph

→ indent reminder

Keep handwriting neat and on the line

^ Insert missing word/s

S? Check your work makes sense.

Warning: Unacceptable presentation

P+ Presentation is good

P ★ Presentation is of outstanding quality

Next steps Something to think about

d+ Add more detail d- Remove some detail / too repetitive
Assessment prompts

I  independent work
T  teacher supported work
TA teaching assistant supported work
ST supply teacher
1:1 one-to-one support given

Verbal feedback
Appendix 2 Examples of feedback prompts requesting response.

(shaded statements illustrate similarity of tasks/response requests across maths and writing.)

<table>
<thead>
<tr>
<th>Writing Prompts</th>
<th>Maths Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read your work – can you add… (3 full stops, an adverbial which says where, a</td>
<td>Look back at your work – can you add…(your method, a number line)</td>
</tr>
<tr>
<td>question mark, etc)</td>
<td></td>
</tr>
<tr>
<td>Try to find the sentence which needs to be changed /doesn’t make sense and</td>
<td>Can you find where you went wrong?</td>
</tr>
<tr>
<td>improve it.</td>
<td></td>
</tr>
<tr>
<td>How could you check this?</td>
<td>How could you check this?</td>
</tr>
<tr>
<td>Now try these… (if activity writing about prompts/pictures/adding punctuation/</td>
<td>Now try these… (extension questions/Consolidation questions)</td>
</tr>
<tr>
<td>Grammar)</td>
<td></td>
</tr>
<tr>
<td>If the answer was………. What could the question be?</td>
<td></td>
</tr>
<tr>
<td>Is there another way you could write this information (highlight sentence)?</td>
<td>Is there another way you could do this?</td>
</tr>
<tr>
<td>Can you find a way you could write this in a shorter sentence?</td>
<td>Can you find a quicker way of doing this?</td>
</tr>
<tr>
<td>Finish this sentence: …..</td>
<td>Finish this sentence: ….. (Explaining work)</td>
</tr>
<tr>
<td>Fill in the blanks: …..</td>
<td>Fill in the blanks: …..</td>
</tr>
<tr>
<td>□ 2 + □ 6 = 6</td>
<td></td>
</tr>
<tr>
<td>Highlight the sentence where you have used… (adverbials, connectives, correct</td>
<td>Highlight where you have used (column method, grid method, a strategy to</td>
</tr>
<tr>
<td>punctuation, speech marks, persuasive language, etc)</td>
<td>check your answer, etc)</td>
</tr>
<tr>
<td>Improve this sentence by adding ….</td>
<td></td>
</tr>
<tr>
<td>Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.</td>
<td>Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.</td>
</tr>
<tr>
<td>Tell me … that have …?</td>
<td>Tell me … that have …?</td>
</tr>
<tr>
<td>Tell me two sentences that have adverbials.</td>
<td>Tell me two numbers that have a difference of 12.</td>
</tr>
<tr>
<td>What … would you use to…?</td>
<td>What … would you use to…?</td>
</tr>
<tr>
<td>e.g. What word would you use show me what the character is feeling?</td>
<td>e.g. What unit would you use to measure the width of the table?</td>
</tr>
<tr>
<td>What are the … of … ?</td>
<td>What are the factors of 42?</td>
</tr>
</tbody>
</table>