



Greatworth Primary School

## Greatworth School Feedback and Marking Policy

Statutory Policy	Yes/No	
Published on Website	Yes/No	
Policy Ownership	Head Teacher	Yes
	Finance & Premises Committee	Yes/No
	Quality & Standards Committee	Yes
	Full Governing Board	Yes
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Review Period	2 years	
Planned Review Date	May 2024	

# 1. Teacher feedback and marking

## Verbal feedback in lessons

Teachers provide verbal feedback to individuals, groups or the whole class during lessons through direct questioning, modelling and demonstration, or by asking higher order questions which require pupils to justify their responses. This should be done as soon as possible to the point of learning.

## Live Marking

Teachers make use of class time to assess pupils' immediate learning. This can be done by 'live' or 'over-the-shoulder' marking during lessons. Feedback may be verbal or may include tick marking, use of editing codes and mini-plenaries.

## Work in books

Work does not need to be recorded in books daily. Instead, the following can be planned:

- whiteboard work
- group and sorting activities strategies from the AFL Toolkit
- record assessment information on marking crib sheet, rubrics and SC checklist

## Our approach to assessment for learning is FERME!

FERME	What it is	Why it matters for every learner
Feedback	Provide objective, descriptive information about children's performance related to the learning objective and success criteria.	'Wise feedback' combines honest, direct feedback linked to standards alongside assurances that the student is capable and can improve performance.
Investigation	Examine children's thinking in daily diagnostic questions and discussions.	A range of AfL strategies and ask children to explain their thinking so that teachers understand children's thought processes. Once we understand, we can help them to correct their errors.
Re-teach, Re-group, Re-engage	Use a different strategy to help children who need another opportunity to master a learning objective.	Children learn at different pace and in different ways. Teacher use a wide repertoire of strategies to make the best match for individual students.
Move-on	A legitimate step after the previous step when most, even if not all, children have achieved proficiency.	All children have access to a rigorous curriculum so the curriculum does not grind to a halt for one or two learners. However, if some learners have not mastered a concept or skill, it is important to have a plan for how they will do so.
Extension	Provide additional or alternative challenges to students who master learning objectives before the others.	Extension ensures that all children are continually learning and stretching.

## Expectations

It is expected that in Reading, Maths and English, work is recorded at least 3 times per week and 'quick-check' marking and feedback strategies are utilised. More in-depth teacher feedback should be provided twice per half-term in every subject.

### **Written Marking requiring learner's self-reflection and response**

Children should have a regular opportunity (once per week in Writing and Maths/ minimum of twice per half-term for other subjects) to deepen their learning by reflecting and responding to adults' written feedback. Teachers should identify an appropriate opportunity where written feedback would accelerate a pupil's progress, either through scaffolding or questioning and prompting. In-depth written feedback marking should always be followed by planned time to respond (TTR). This provides children with the opportunity to summarise feedback in their own words; verbalising learning secures it.

### **Teacher 'quick-check' Written Marking**

Teacher written marking should regularly take the form of a 'quick analysis'. This might mean a quick look after the lesson and creating 'piles of books'; 'dot' marking; E1, E2, E3 marking codes or using the Writing Rainbow icons in the form of a checklist or rubrics. A 'quick check' may lead to face-to-face verbal feedback informally or in the form of a '3 minute conference'.

### **Dot Marking**

Teachers 'dot' children's work (eg 1,2,3 dots) which relates to a response to marking task set out by the teacher usually at the start of a lesson.

### **Whole Class Mark Sheet**

Teachers may use a whole class mark sheet to record feedback to individuals, groups and the whole class in the next lesson. This might include: unfinished work, regular spelling mistakes and misconceptions.

### **Green box**

Teachers 'green box' areas that identify misconceptions and require correction, redrafting or elicit self-reflection to deepen learning. This can be used during 'live marking' or after the lesson.

### **Show me**

Teachers design 'hinge questions' to investigate how well the class are learning a concept. They may appear at any point in a lesson and can be 'answered' using the body, whiteboards or fingers. This provides teachers with immediate feedback on *who* has understood and needs to move on and those who may need additional practice.

### **Other 'hinge' strategies to diagnose children's misconceptions include:**

- quick-quizzes, exit tickets and exit tasks
- 3 minute conference (ie. Self-assessment, 3 minute face-to-face conference with a teacher followed by the learner summarising the next-step outcomes)
- Self-reflection sentence stems
- Interviews with individuals or groups to find out confidence, which skills need to be consolidated
- Observations of children working- this will provide information to identify children's barriers, approaches and methods.

### **Presentation**

To embed the focus on Kinetic Letters in school, teacher mark handwriting and presentation within their written work. Comment marking may mention handwriting and re-doing poorly presented work, however the primary focus of marking should remain the learning objective.

## **Spelling**

Following the marking of spellings in a piece of writing, children copy each spelling 3 times. If the writing is leading into a presentation piece, more spelling mistakes may be highlighted for checking.

## **2. Self Assessment**

By teaching children how to be reflective in their self and peer-assessment, children will become more independent learners with a strong growth mind-set. Teachers do this by modelling and spending time teaching children how to create high-quality responses. Teachers should provide pupils with weekly opportunities to assess their own learning against the success criteria. This should give children the opportunity to evaluate and reflect on how they have applied a skill successfully, targeted their audience or improved their learning.

Teachers can provide rubrics, checklists, green boxes, models and exemplar for children to assess their learning achievements against. The Success Criteria may be given for a lesson or across several lessons. There will be times when it is appropriate for some or all of the children to create their own success criteria for a lesson or piece of work.

## **Time to Respond and Time to Reflect**

Teachers regularly plan lesson time to allow children to respond to marking. For deeper marking, more time is planned and teachers model how to respond. In writing, children are given the time (TTR) and encouraged to reflect on the reasons for their choices, why they are proud of their work and even reflect on the impact they had on their audience. At the time of writing, children are taught to reflect on their choice of vocabulary and the impact they intend (negative or positive) to have on their reader. They may reflect on to the extent they have achieved the purpose of their writing (in every subject) and what they intend to change further to have even more of an impact on their reader.

In maths, this might be creating the procedural success criteria for their methods or reflecting on what part of the problem they made errors.

## **Honesty Sheet**

Pupils should have the opportunity to independently check their fluency and identify their own misconceptions and explain their errors. This could be an answer sheet, calculator, or a word list. In writing, teachers should alert children of possible errors in spelling or punctuation by using E1.

## **How well have I achieved the objective?**

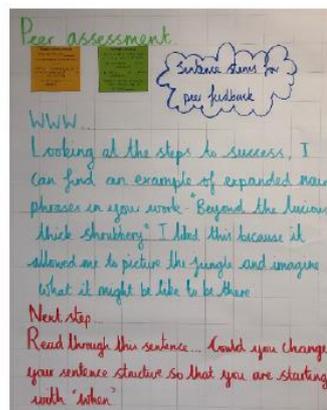
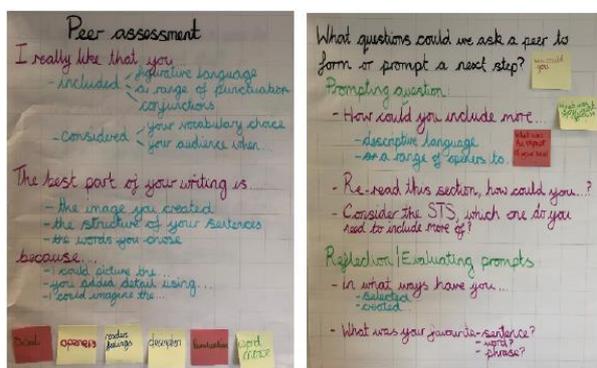
Children 'triangle' their progress either using their fingers or next to their objectives. Teachers should triangle alongside.

## **Confidence level**

Children should be regularly asked how confident they are with the learning in the lesson. This may be 'give me 5' (shown on fingers) or written as a number in a circle next to the objective.

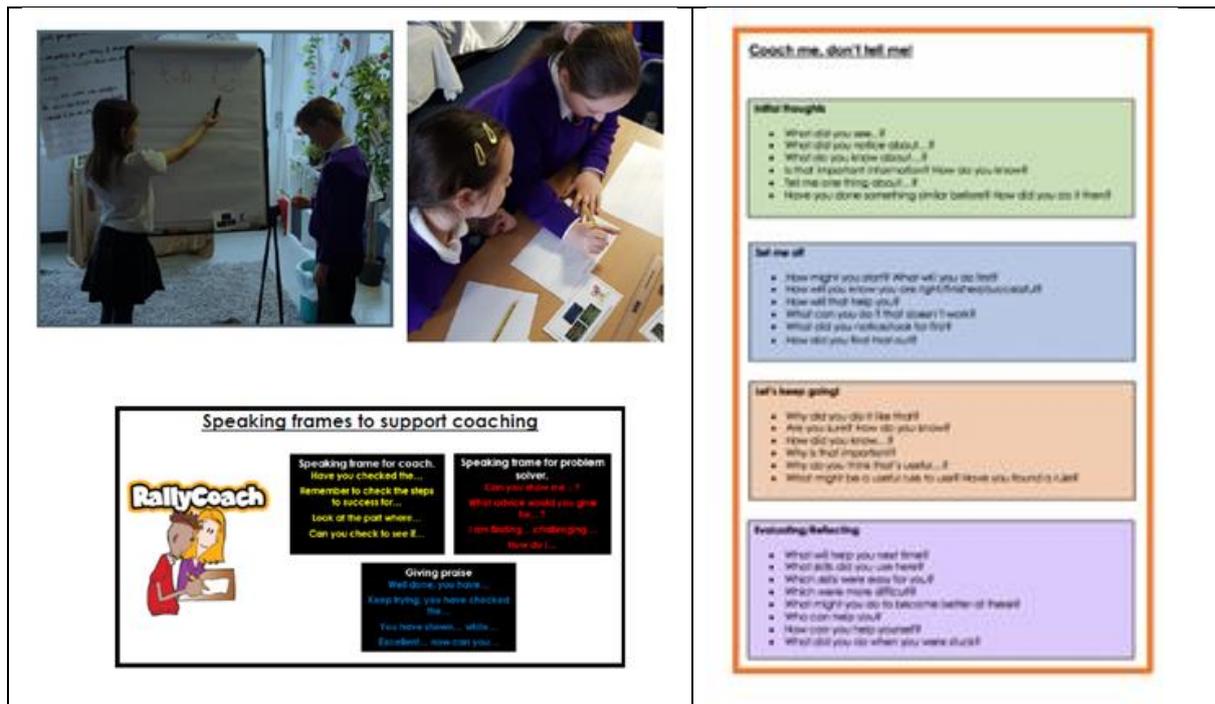
### 3. Peer-assessment

One of the most valuable ways for children to receive feedback is from one another. Pupils should have a weekly opportunity to assess their peer's learning against the steps to success. Quality peer-assessment is achieved through explicit modelling and regular collaboration. By providing speaking/writing frames and suitable language, teachers can teach children how to become masters of feedback. The children assess each other's writing against the steps to success. They offer praise, 'What Went Well' and development points. Strategies might include 2 stars and a wish or ticks against a rubrics. It might also include the sentence stems to support written and verbal feedback.



### 4. Peer-Coaching

Children are provided with coaching stems in order to give effective feedback to one another. Children are able to independently access these during the lessons, in order to help them effectively coach other pupils and also articulate the process they went through to help another child to achieve their learning intention.



## Appendix 1: Peer Assessment Guidelines

### Reception

- Teachers model how to positively feedback to peers
- Children should, by the end of reception, be giving feedback to another child using the Learning Objective.

### Year 1

- Teachers model how to positively feedback to peer and introduce an improvement
- Children should by the end of Year 1 be giving feedback to another child using the Learning Objectives and Success Criteria and give an improvement
- Children should start to use the Purple (self) and pink/pencil (peer) to show positive work in relation to the learning objective and success criteria.

### Year 2 and above

1. Put the book in the middle where you can both see it.
2. CE- common exception word.
3. Read your work aloud to a partner, making any changes you need to as you go eg if you've left words out or spelt something wrong.
4. Make only positive comments about each other's work.
5. Agree 3 places where the writer has used the success criteria and put a tick.
6. Find a place where the writer could have used the success criteria and put an arrow there
7. The listener should make a comment based on the Learning Objective and Success Criteria and make a suggestion linked to the success criteria

Well done for ....

Now try to ...

The children will need a lot of training and structure in order to peer assess. However, written peer assessment can be done from Year 1 upwards.

## **Appendix 2: Year 2 Marking Guidance**

Children will be encouraged to feedback initially on their successes in familiar contexts, such as Kinetic letters where children are very secure about what is expected and what it looks like. From here they are encouraged to find things they have done successfully in their own work in that of their peers. Following teacher's model, children will be encouraged to make simple EBI verbal comments.

### **Peer assessment**

Step 1- modelling by teacher, using one element from SC as a focus

Step 2- whiteboard work- read to peer, peer verbally feedback

something you liked about it, then using suggested focus, one area to improve EBI type vocabulary.

Step 3- In books, using pink pencil to mark one place where SC has been achieved-again narrow focus.

Step 4-gradually increasing to up to three areas, dependent on reading ability and independence of the pupil. (pink tick)

Step 5-Teacher to guide children as to which element of peers SC needs including but children to locate a place for it. Teach how to draw the indicating arrow.

Step 6- as 5 but with children beginning to independently locate where one element could be included.

Step 7-continued modelling of vocab of "improvement" as per point 6 above.

### **Self evaluation/ response to marking**

Step 1- narrow focus, taken from LO for assessing own work, all children looking for same thing eg find three places where you have used a connective. Choose one of your connectives to improve. (purple pen, self evaluation)

Step 1 ctd-one area only of personal marking to respond to- limited focus, related to LO, types of responses modelled regularly.

Step 2- using differentiated checklists with guidance to locate features used and with class guidance to look for how elements can be included or improved on. (purple pen)

Step 3- dependent on reading ability and level of independence, a maximum of three areas to respond to in purple pen. TA/T to model and guide children at start of each "response to marking" session so children are very clear what is expected.

Step 4-Additional sessions per week where individual children respond to marking with 1:1 support from T/TA.

### Appendix 3: Editing Marking symbols and colours

Teachers green
Self- assessment purple (KS1 pencil)
Peer assessment pink/pencil or post-it notes
Highlighter pencils for identifying SC

#### Marking Codes

#### Editing for Writing KS2

E1 Check your Capital letters, punctuation and spelling

E2 Please reread and make your corrections

E3 Your writing needs more detail here.

Absent 13.11.20 to record missed class work

CE – common exception word

^ Letter/letters missing or word/words missing

// Start a new line or paragraph at this point

Sp Spelling mistake



O or . Drawn round a mistake like a missed or incorrect capital letter, a forgotten full stop or a calculation error

? Written in the margin means that the meaning is not clear or does not make sense

△ ^ or / You have worked successfully- level to which objective achieved

• - try this one again



Correct or improve this

NS. Written target for next piece of work

WWW What Went Well

EBI Even Better If...

I - Independent work

S- Support given

VF or D – Verbal feedback/discussed

SC- Self-corrected