



The Linden Academy

Feedback and Marking Guidance

Aims:

- To ensure a **positive approach** to feedback on children's work and to **praise and value the** children's achievements.
- To use the feedback about children's work to **identify areas for development** and learning and set future **targets**.
- To ensure feedback methods are **accessible to the children** and that they are involved in the process.
- To **raise attainment** in school as pupils become better learners. When teacher and pupils are clear about the objectives of a particular piece of work, marking/feedback can then advise the pupil how well they have done and what they need to do to improve.
- To provide **ongoing** assessment, feedback to learners and record keeping for teachers.
- To have a **greater consistency** in the way that children's work is marked.

Marking should be:

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 practise 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.

Motivating – marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive – sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Ofsted requirements

Ofsted do not expect to see a particular frequency or quantity of work in pupils' books or folders. They do expect to see marking and feedback consistent across the school. They will consider how written and oral feedback is used to promote learning.

Effective feedback specifies attainment and specifies improvement (where mistakes lie)

- The learner must know the purpose of the task (**clear learning objective** at the beginning of each task)
- They must understand how far this has been achieved
- They must be given help to know how to move closer towards the goal (**what improvement** could take place)
- **Time** must be given for feedback to take place or to be understood (feedback must be **relayed effectively**)
- Improvements should be made based on feedback (**time should be allocated to act on feedback**)



The best practice in marking will be closely linked to clear objectives, however, teachers should look out for opportunities to **recognise and celebrate unexpected learning**. As an academy, we value verbal and written feedback equally in moving learning forwards.

Evidence of feedback and marking is incidental to the process – **don't provide additional evidence for external verification**

Feedback delivered closest to the point of action is most effective – feedback delivered in lessons is more effective than comments provided at a later date

When could it happen?

Immediate (seen in lesson observations, learning walks)

In lessons with individuals or small groups

Given verbally to pupils for immediate action

Can involve use of TA to provide further support or challenge

Redirect the focus teaching or the task

Include highlighting/annotations

Summary (seen in lesson observations, learning walks, self & peer assessment)

At the end of the lesson

Involve whole groups or classes

Provide opportunity for evaluation of learning in the lesson

Self or peer assessment against set of criteria (set of criteria does not have to be in books, teacher to decide which is more appropriate for learning)

Review (written comments and appropriate responses, adaptations to teaching sequences/planning)

Takes place away from point of learning

May involve written comments/annotations for pupils to read/respond to

Leads to adaptation of future lessons through planning, grouping or adaptation of tasks

Targets may be set for pupil's future attention/immediate action

Types of feedback

Hidden Feedback should not be underestimated

Have another look at ...

Are you telling me or asking me ...

Is there a better word you could use?...



..every time you tap a dictionary or point to an error or even raise an eyebrow!

Verbal Feedback

This means discussion about the learning with the child. It is the most valuable form of feedback for **all** children (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers.

It may take place during focused group work, in a learning/reading conference or review, and be either spontaneous or planned for.

Written Feedback

All written comments, corrections or check marks should be in GREEN, other than highlighting, as detailed below.

All recorded work, including homework, will at least be **checked** against the learning objective. This is important as it sends a message to the child and the wider community that we value every piece of learning undertaken by our children. The teacher will demonstrate the fact that they have acknowledged the work by using ticks and using the symbols listed below or shorthand feedback. (Stamps or stickers may also be used to indicate work has been checked – at the teacher's discretion)

Quality Marking

All children should have their work quality marked **at least twice a week for English and maths, once for science and creative curriculum per week as appropriate.**

These written comments must be **formative** in nature and intended to move learning forwards.

They will:

- be positive and celebrate effort and achievement
- relate to learning objectives/success criteria
- indicate next steps for improvement
- be supported with time and opportunities to reflect upon and engage with



How we mark children's work:

Summative feedback/marking

The following agreed procedures for marking /feedback on children's work will be implemented by all staff. When providing feedback or marking:

- Ensure that you include some positive feedback even if objective not achieved when completing a quality mark- the positive comment should not just repeat the LO, it should reflect positives and improvements
- Some marking will be 'general' – acknowledging and recognising attainment, progress, success and completion of pupils' work and some will be developmental where incisive feedback is given and response from pupils is required in order to accelerate and deepen learning
- General marking would be the work checked for spelling and grammatical errors and marked with a tick at the end of a piece of work. In maths, all problems to be checked and marked with either a tick or a dot.

- **When quality marking teachers should use:**

- **'Pink highlighter' for positive comments relating to the LO/success criteria or to recognise something that really stands out. To be used when appropriate and to highlight a significant improvement.**

- **'Green highlighter' for areas of improvement/development/challenge relating to the LO/success criteria.**

This highlighting should be done on a regular basis, as and when the task lends itself to being marked in this way. The minimum should be at least twice a week.

- Where appropriate comments should be individual and differentiated. Effective feedback is feedback which causes thinking to take place.
- Feedback may also be given by a teaching assistant, or through peer review, which should be annotated accordingly.
- Feedback is also provided through mini plenaries, plenaries and in group sessions.
- Teachers should aim to promote pupil's self-assessment by linking marking and feedback into a wider process of engaging the pupil in their own learning. This includes sharing the learning objective and the success criteria for the task, right from the outset.
- Peer assessment should be used wherever possible, this will enable work to be edited and proof read. Use self and peer assessment– no more than twice a week in English and maths in order to be purposeful and useful.
- All annotation on pupils work by teachers/TA is in green
- Pupils response to marking is in **black pen** (having written in blue pen)
- The marking of children's work can be **verbal or written**
- Children's work should be marked before the next lesson and, whenever possible, with the child.
- Marking directed at the child must be **clear and concise in a teacher's own style.**



- In other subject areas comments should be made in relation to identified learning objectives.
- Follow up time is particularly important to allow the child to absorb the teacher comments and to address the areas identified for future work. Pupils may require additional support, in order to read and respond appropriately.
- **Acknowledge the child's response** to marking with a tick.
- A **PSM** (standing for please see me), enclosed in a circle, means the teacher will work with the child at an appropriate time to move learning forward.
- A **T**, enclosed in a circle, will identify work that has been achieved with support from class teacher and a **TA**, enclosed in a circle, will identify that work has been achieved with support from a TA (EYFS).
- A **PA**, enclosed in a circle, will identify that the work has been peer-assessed, child to put their initials as well.
- An **SA**, enclosed in a circle, will identify that the work has been self-assessed.
- A **HP**, enclosed in a circle, will identify that a housepoint has been awarded for the piece of work/effort.
- For incorrect spellings (common exception words for your year group) **sp** enclosed in a circle above/next to the word
- Maximum of three spellings per piece of work, every piece of written work should have spellings and grammar checked and addressed as necessary
- Dependent on the child, the correct spelling should either be written at the end of their work for them to practise or children should look up spelling in dictionary (self-correct)
- **Keywords** in the margin indicate a verbal discussion has taken place focusing on a specific area
- Use **peer assessment** at an effective point in lesson linked to success criteria
- The use of smiley faces, stamps and other rewards is **at the teacher's discretion**.
- **Positive public feedback** to children concerning work which is of relative high achievement will be given in the class and also in Good work assembly. Children may also show their work to the Head of school or another teacher in order to acknowledge special effort. The Head of School may present a Headteacher's Award Sticker.
- **CHECK THAT THE NEXT STEP HAS NOT BEEN STATED SEVERAL TIMES ALREADY AGAINST EARLIER WORK**

Next Steps/targets must be specific, appropriate to age/ability and manageable in 5 minutes so will therefore look different across year groups/abilities

Up level work - Extensions (if all work accurate)

Consolidate - Invite response to open question/challenge – learning questions (see Blooms taxonomy)

Reinforce strategy/concept - Provide 1 or 2 examples (maths) – model calculation



Examples:-

- A reminder prompt – What else could you say here?
- A scaffolded prompt – What was the dog's tail doing? Describe the expression on the dog's face
- An example prompt – Choose one of these....
- Write a sentence you would like the child to punctuate
- Underline a word that you would like uplevelled.
- Rewrite the underlined sentence so that it makes sense.
- Add an arrow where a conjunction could be used to join
- Give reminders about grammar – tense, subject, verb etc – asterix/squiggle in work where needed
- Rewrite this sentence so it makes sense...
- Can you reorder the underlined sentence so it begins with the connective to open...

Monitoring and review

It is the responsibility of the class teachers to ensure that this policy is carried out. We ensure that our marking policy is implemented fairly and effectively regardless of gender, ethnicity and special educational needs. Each subject leader has got the responsibility for checking that the policy/regular feedback is being carried out in their particular subject area through **book scrutinies and learning walks/talks** with pupils – regularly ask if pupils know what their next steps are. The desired outcomes of this policy are improvement in children's learning and the raising of standards across the curriculum.

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