

St. Andrew's Primary School

Feedback, marking and expectation in books policy.
April 2019



Feedback, marking and expectations for books policy.

Introduction

"The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback'"

Professor John Hattie (Influences on Student Learning)

Definition of feedback: information which produces improvement in learning.

Definition of marking: a mark or set of marks

Education research provides conclusive evidence that the quality of feedback in learning plays a pivotal role in ensuring pupils make good progress and learn well. However, feedback in itself is not enough to trigger modifications in learning unless it is actionable, specific and given in a helpful way. The recent work of Ron Berger, John Hattie and Carol Dweck identifies that creating a school wide culture of giving, receiving and acting upon feedback promotes resilience, builds confidence and enables pupils to develop a "growth mindset". Staff have considered the research provided in the documents, "Eliminating unnecessary workload around marking" (www.gov.uk) "A marked improvement," (educationendowmentfoundation) and "Building Learning Through Expansive Feedback - A Primary Perspective," (Rob Carpenter) all of which conclude that time consuming marking by teachers has less impact than quality verbal feedback during and at the end of lessons.

This policy is designed to offer practical advice for teachers at St. Andrew's Primary School in creating a positive assessment for learning culture at our school and outline the expectations of staff to ensure marking and feedback is highly effective, yet manageable.

It looks at the high expectations required from staff and pupils and the necessity for consistency across the school, giving clear guidance for feedback, marking and presentation in books.

The purpose of marking/feedback is to inform children how well they are performing and to offer guidance on how they can improve.

At St. Andrew's Primary School we will:

- Recognise the child's achievements and focus targets towards improvement
- Ensure that the child has a clear understanding of what they need to do to improve
- Provide feedback/marking to ensure that every child is able to meet his/her full potential
- Create a culture of quality feedback between staff and pupils and their peers

The basic principles of marking/feedback at St Andrew's Primary School are to:

- Ensure that teachers acknowledge all work and that marking/feedback is linked to clear objectives and high expectations
- Involve the child in marking and feedback and give high quality verbal feedback on a regular basis
- Ensure that marking/feedback is fair, consistent, upto date and manageable.

Quality Feedback

Research shows that quality verbal feedback, given to pupils mid-lesson, has a significant impact on improvement. Teachers should place feedback at the heart of teaching and learning practices.

When considering the quality of their feedback, teachers must consider these four levels;

Basic	Written feedback is provided in core subjects weekly. Books provide evidence of pupil responses. Mini plenaries, talk for learning and opportunities for reflection are planned for some questioning is used to evaluate learning.
Developing	Assessment and feedback is effective in reading, writing or maths and supports pupils in knowing what they need to do in order to make progress. Lessons contain opportunities for reflection, discussion and learning review. Mini plenaries are planned for to support evaluation of learning. Some pupils are clear about next learning steps and can share these when asked.
Enhanced	Pupils respond well to regular written feedback with evidence this is enhancing learning. Feedback enables most pupils to develop basic skills, leading to good progress. Most pupils can identify next

	learning steps and are clear about how feedback supports future learning. Systems for enabling pupils to evaluate learning are embedded and applied consistently.
Outstanding	Pupils benefit from consistently high quality assessment and constructive feedback: much of which is exceptionally good and leads to excellent progress in lessons. Checking understanding is an embedded feature of learning. Pupils are fully involved in evaluating their own and each other's learning and use a common language for AFL to excellent effect.

Quality Questioning

During lessons and in written feedback, where necessary, teachers should consider the quality of questioning. Teachers must refer to Blooms Taxonomy and achieve a consistent balance of questions that retrieve facts and knowledge to those that deepen thinking, analyse, evaluate and aid creativity. This approach should be consistent across the school.

Blooms Taxonomy



Teachers should try to use higher order categories of questioning to model and develop progressively more complex thinking, promoting links with other learning and across subjects, developing judgement focused thinking. These questions require much more 'brain power' and increase the expectation for more extensive and elaborate answers. They also promote a form of thinking that will address more complex ideas

consistent with examination questions. Teachers should use Bloom's Taxonomy to help them plan learning experiences, pre-planning suitable questions and lessons in the language that shifts the focus to higher levels.

Language of Learning

Building a culture of quality feedback must be embedded from an early age and staff must be consistent when using particular language for learning to ensure this. Children should be praised and recognised for resilience, courage, hard work and effort rather than for retrieving facts and knowledge. Feedback should be related to progress and improvement, rather than attainment. This approach will enable pupils to feel empowered, whatever their ability - all children can be encouraged to work hard, take risks and achieve their best, not all children are going to be high attainers.

In lessons, teachers should model the language of quality feedback so that pupils can use the same phrases when giving peers feedback.

Pupil/Peer Feedback

Teachers cannot give 100% of pupils quality feedback in each lesson of every day. Pupils should see themselves as educators of their own learning and so a climate of pupil/peer feedback should be encouraged. Planning time into lessons for pupils to engage in dialogue with each other about their learning leads pupils to become more reflective about their work. Pupils must be taught how to give feedback related to objectives and to identify next steps for their peers.

Writing books have clear opportunities for peers to give numerical feedback on success criteria and this strategy can be used in other subjects along with quality peer discussions about progress and areas for improvement. This can be done throughout a lesson or at the end.

Creating a learning environment

The learning environment is critical to the success of enabling quality feedback. This takes on many forms, including:

- *Success criteria should be visible throughout the lesson or made verbally clear to younger pupils*
- *Classrooms should have working walls which are kept current and up to date, showing the process of learning and steps to success for the focus being taught that week*
- *Pupils must have access to learning tools that they can choose to use independently such as: dictionaries, thesaurus, 100 grids, numberlines etc*
- *Examples of children's work that display hard work, resilience and improvement.*

Marking

Marking plays a central role in teachers' work as it can provide important feedback to pupils and help teachers identify pupil misunderstanding. Teachers must mark pupil's books daily in order to inform future lessons or the necessity for immediate intervention. However, marking must be manageable for teachers and not impinge on the time it takes for teachers to plan and resource high quality lessons.

Teachers are given the flexibility to plan each lesson on a daily basis, when appropriate, in order for them to formatively assess the classes work during the marking process and then plan lessons to include the next steps in learning for the class, groups of children or individuals the next day.

Marking should not merely acknowledge that pupils have completed some work but give them indication on how well they have achieved the objective, how they have presented their work and how much effort/hard work they have put into the task given. St. Andrew's Primary School uses "shape marking" to enable teachers to recognise and give simple feedback to pupils in every lesson but in a manageable way. Additional comments such; "Well done, you can" "Your work could be neater," or "You have worked hard" are not necessary as the 1-5 numerical code in each shape caters for this.

Shape Marking

St. Andrew's Primary school have adopted a marking tool called "Shape Marking" in order to eliminate unnecessary workload for teachers but also give clear and meaningful feedback to pupils for progress in achieving the objective, presentation of work and overall effort in the lesson; all of which are key to raising standards in learning.

- All work to be dated and date underlined (shortened date in margin for numeracy and science, longer "word" date for literacy)
- Children should be given opportunities to be first markers - self assessment, using    (known as shape marking) for progress towards objective, presentation and effort.
- A written comment should only be made by the teacher if the comment can move the learning on or if it is to formatively assess the child's prior understanding of the next steps. **It is not expected that teachers do this daily or for every lesson but that teachers use their own professional judgement to gauge whether a comment would be helpful towards the child's learning.** It is essential that children can understand or read the feedback that has been written. Teacher's handwriting **MUST** be legible and if children are expected to be joining their handwriting then teachers must also be modelling this in their marking. Pupils who cannot read yet must always be given verbal feedback, (indicated by VF) Note: comments about a child's progress or misconceptions made must be written on teachers planning evaluations and not in the child's book.

- Children need time to read comments, make improvements and corrections as soon after the lesson as possible. They need to reflect or respond and make changes in green pen/pencil. Time should be allocated first thing each morning for pupils to do this so that time is not taken up in the next lesson.
- Marking needs to be selective when lots of mistakes occur. Marking should be geared towards targets and objectives. In all subjects high frequency word spelling mistakes must be consistently marked.
- Quality marking must occur for every piece of extended writing in children's final draft writing books (see guidance on writing book marking)
- **Examples of work for each level of shape marking should be available in each classroom for teachers and pupils to refer to.**

Guidance and expectations for each type of book

Extended Writing Process

Layout in yellow literacy book

Note: Planning of text with whole class and displayed on whiteboard.

- Date, LO, Success Criteria

Learning objectives must be skills driven and not confused with context eg

LO: Can I write a persuasive letter?

- Date and LO to be underlined
- Success Criteria to be given to pupils, usually with 3 different skills with a blank space for personal targets, which will be taken from the last piece of writing, noted in next steps written comment given by the teacher. These will be followed by an empty box where the teacher can grade the SC skills and PT from 1 -3.

In addition, to the right of these skills, each year group will have their own age appropriate "MUST HAVES" that pupils must use in their work every day. This will be marked with either a tick or cross. If there is a cross, the child must go back and correct this area in their work.

- There is no need to write the LO again as it clear on the success criteria grid, however make sure the child is aware of it, especially if some time has elapsed between the planning and writing stage.
- The child must write in pencil or blue pen, if a pen licence has been issued, to the right of the red margin. The child may continue onto the next page if needed. Remember a new page for a new piece work each day.

Marking and Feedback

- Firstly, quality feedback **MUST** be given to pupils throughout the lesson and VF placed in the margin to indicate when feedback has been given.

Self- Marking

- As part of the self-mark process, children will colour highlight each success Criteria skill then find these in their work and highlight in the same colour to demonstrate they have used the skill successfully. This can be used as a peer marking exercise also.

Editing

- Following this the child will edit their own work using a green pen. Adding vocabulary, punctuation etc using the success criteria and **MUST HAVES** as a guide.

Final piece marking

- Every child's writing should be marked immediately and planning for the following week may need to be adjusted accordingly. Children should be given their books on the next school day for them to read their feedback and respond.
- Teacher should use RED pen, only, to mark the child's work.
- Teacher annotates the child's work in the margin, using the marking code, (to be found in the back of each child's book) Depending on the child's ability, underline the mistake so the child can see clearly where the mistake has been made in cases of grammar, punctuation and vocabulary choice. eg **G** There is a storm yesterday. In years 5 and 6, (and more able year 4's) only indicate the line where the mistake is in the margin and the child must find the error and correct it themselves.
- During work reflection time, the child must correct the mistake using a green pen, above the word or mistake. Whole sentences that do not make sense should be written out again, after the teachers marking.
- Spelling mistakes should have a sp code in the margin then 4-5 common mistakes or words which you expect the child to spell correctly should be added to a list at the end of the work for the children to practise 3x per word in green.
- After annotating the work thoroughly, the teacher then gives a mark out 3 in the boxes next to each success criteria to indicate the child's level of success. The teacher will then tick or cross the **MUST HAVES**.

Comments by teacher

- Teacher writes three comments at the end of the piece of writing.
- 1. A positive. Something the child has done well.
- 2. Show me . Something the child is expected to do but has not done it, therefore improving their work immediately.
- 3. Next steps. Something they need to move onto, will be taught before the next piece of writing and will be expected to apply in the next piece of writing, where it links.

Reflection

- All children must be given time to reflect on their work as soon as possible. When the teacher next marks the book, go back and check the reflection and indicate with a tick that they have checked it. There is no need to comment or engage in further dialogue with the pupil in the books. A verbal conversation 1:1 with the pupil or immediate intervention may be necessary if the child still has not understood the objective. ANY REFLECTIONS MUST BE THOROUGHLY CHECKED FOR CORRECTNESS AND QUALITY.

Presentation in Literacy Books

- Pupils must use a new page for each new piece of work.
- Date and LO (learning Objective) must be underlined either by teacher, if printed out, or the child if handwritten. Example of Learning Objective using a "Can I..." statement:

LO: Can I use subordinate clauses?

- Teacher marks the work against the objective, tick particular parts you are pleased with.
- Write Sp in the margin for 3 words spelt incorrectly then write them correctly at the end of the work for the child to practise 3 times. The words must be selected carefully and should focus on common high frequency or phonetically decodable words that the teacher would expect the child to already spell correctly in KS1 as well as words containing spelling patterns already taught in KS2.
- Child must shape mark at the end of their work (objective, presentation, effort).
- When marking, the teacher will also shape mark below the children's scores.

- Teacher writes in RED, children reflect and correct in green pen.
- A teacher comment is only necessary if the child has completely misunderstood the task and objective, however if this is the case then quality verbal feedback should have been given in the lesson to rectify this before the end of the lesson and signified by a VF in the margin. If more guidance has been given such as supporting a written sentence then the letter (teacher)/TA(teaching assistant) should be indicated in the margin next to the work.
- Next steps *do not need to be given* in literacy tasks, as these will be planned for and addressed in the next lesson.

Handwriting

- Reception will be encouraged to put appropriate flicks onto individual letters ready for joining. Year 1 and Year 2 children will be encouraged to join phoneme blends and consonant clusters as in the school's focused phonics learning (Read, Write Inc.)
- Where appropriate pupils with SEN to be assisted by access to word processing or other ICT products to support their ability to communicate ideas.

From Y2 onwards children will be expected to present legible, joined writing unless SEN needs or motor difficulties suggest a printed style is preferable.

Literacy Marking Code for children (each child's book should have a copy of this in the back of their book to refer to when needed)

S=Sense. Part of this sentence does not make sense.

Sp = Spelling. This word is spelt incorrectly.

T= Tense. A word in this line is in the wrong tense

P=Punctuation. Punctuation may be wrong or missing.

V=Vocabulary. Can you think of a better word choice?

G=Grammar. This line does not sound grammatically correct.

C=Connectives. Wrong choice of connective, try another.

O=Openers. Can you choose a better opener here?

VK = verbal feedback given at this point

NB: Year 1 and 2 have a different marking code using symbols and pictures (see appendix)

Feedback and marking in maths

Verbal feedback should be given to pupils throughout lessons. If it is clear that children are finding the work too easy then immediate intervention from teachers must be taken to challenge them and a new task or investigation should be given. If the work given is too challenging then steps should be taken to give support where necessary. In both instances VF should be indicated to show where the adult has intervened.

Every child's book should have a Maths learning ladder stuck inside the front cover of their books. These ladders should be shared with children so they know what their targets are and what they need to do in order to climb the ladder.

1. Teachers will mark all the children's work the day it is done: either during the lesson with the child present if possible or after the lesson, using a tick to show correct answers and shape marking to show success in objective, presentation and effort. Marking should inform the teacher of any misconceptions encountered or where children have been successful and need to be moved on in the next lesson. Planning should clearly show how marking has informed the next lesson. Lessons to be planned daily to accommodate this and not a week in advance.
2. Challenge and extension type questions should be provided in feedback when the children are at the **end of an area of maths** to gauge if they are ready to move on.
3. A marking code was agreed. Children will need to be introduced to this so that they are aware of how to respond.

Code	Meaning
Shape marking	Objective, presentation, effort
✓	correct
c	Simple error, please check and correct
X	Incorrect
VF	Verbal feedback given
II	Immediate intervention

Marking and Feedback in Topic, Science and RE Books

Expectations for feedback, marking and presentation of work should be just as high in topic books as it is in literacy and maths books.

Each piece of work should be dated and the LO should be skills based. Both should be underlined.

- Quality verbal feedback should be given during lessons and should focus on questioning from Blooms taxonomy and feedback on progress and improvement of skills, highlighted in the learning objective for that particular lesson. Again, a VF should be indicated in the margin to show when the VF was given and improvement in the child's work should be evident afterwards.
- Teachers can tick work to show the child has met the objective and double tick to show exceptional work.
- Children should shape mark their work at the end of the lesson and teachers should mirror this when they mark it.
- Incorrect spelling of common high frequency words or technical/topic specific words should be marked in the margin and 3 identified for the child to practice at the end of the work. Years 5 and 6 must locate the spelling mistake in their work then find the correct spelling in the dictionary.
- Marking should inform future planning and any misconceptions made must be addressed in the next lesson. Groups of children or individuals will need to be identified on planning evaluations and planning adjusted for the next lesson accordingly.
- Comments should only be made if they will move the learning on at the end of an area of study.

Practical lesson evidence

Photographs of practical lessons do not need to be duplicated in every child's book. If a whole class or group have carried out a practical lesson such as a game, role play, using practical equipment etc Take one photo and add it to your whole class evidence file. Annotate which children took part, the date, the LO and what the children learned/achieved from the activity. These files should be handed in with books for book scrutiny and be available in classrooms for children and visitors to look at.

Monitoring of feedback, marking and expectations of books

In order to monitor the consistency of application of this policy across the school, the Senior Leadership Team, (SLT) will undertake a range of monitoring strategies.

- Quality verbal feedback will be commented on in all lesson observations and feedback will be given to staff on this specific area of teaching and learning.
- Learning walks will identify examples of quality verbal feedback.

- Regular book scrutinies will examine how this policy is being used and will look for inconsistencies across the school. Examples of good practice will be shared with staff.
- Pupil progress will be closely monitored to ensure every child is reaching their full potential.
- Data tracking will be regularly monitored to look for inconsistencies of progress made by individual children. The books of these children will be scrutinised in more depth.

Adopted April 2019

Signed...N.James ..Head Teacher

Signed.....P.Hardy.....Chair of Governors

Review Date April 2020