

Marking and Feedback Policy (Year 1 to 6)

Safeguarding Statement

Everyone at Horton Grange shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in school and;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

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Effective marking and feedback is an essential part of the education process. At its heart, it is an interaction between teacher and pupil; a way of acknowledging pupils' work, checking outcomes and making decisions about what to teacher and pupils need to do next, with the primary aim of driving forward progress. This can often be achieved without extensive written dialogue or comments.

Rationale for review

It is the responsibility of leadership and management to ensure focus on workload refinement and well being of staff. Teachers typically nationally identify marking as cause of excessive workload. There has been lots of research into the impact of marking.

Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

“ In summary we recommend that all marking should be meaningful, manageable and motivating. This must be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DFE)” (Report for the Independent Teacher Workload Review Group)

Process of review inform policy change:

Baseline Staff questionnaire

Trial period removing existing policy giving staff the professional freedom to try different methods based in research set along side a set out outcomes linked to teacher standards

Pupil and staff voice during trial

Detailed book scrutiny and pupil voice at the end of the trial

Staff questionnaire post trial.

At Horton Grange Primary School, marking and feedback has three main purposes:

1. Understand what they have done well

To ensure that pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussion with pupils about recent work should display a good understanding of both these points.

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2. Understand how to improve

To ensure children know how to improve, different types of prompts should be used. This may include a mixture of challenge, reminder, process and example prompts, as appropriate to help children understand.

3. Pupil make visible signs of improvement as a result of feedback

Without visible signs of progress emerging from marking and feedback, there are no signs of effectiveness. Teachers and teaching assistance should ensure time is given to act on guidance so that pupils may act upon and make improvements and this should be built into lesson time.

Non negotiable outcomes and impact of marking and feedback at Horton Grange.

- **Books evidence progress lesson by lesson and over time through the curriculum and from own starting points**
- **Misconceptions / errors do not go unnoticed or become embedded over time**
- **Children know what they are doing well and how to improve**
- **Teachers know where children are and what their next steps in learning are**
- **Expectations are high**
- **Learning is planned and implemented to meet the needs of all children.**
- **Challenge and support is appropriate and evidenced**
- **Children become better learners over time**

Guidance on Key Principles for effective feedback:

Feedback is part of the school's wider assessment process, which aims to provide an appropriate level of challenge to pupils in lessons - allowing them to make good progress.

The sole focus of marking and feedback should be to further children's learning

It should therefore:

- **Be manageable for teachers and accessible to children according to age and ability**
- **Be that evidence of marking and feedback is incidental to the process; we do not provide additional evidence for external verification**
- **Be delivered closest to the point of action where it will be most effective; as such feedback given in lessons is more effective than comments at a later date**
- **Be provided to teachers and children as part of the wider assessment process in the classroom and takes many forms other than written comments**

Types of feedback used at Horton Grange

Feedback may be given to individuals, groups or to a whole class. Feedback may be written, verbal or a combination of both.

1. **Immediate feedback - at the point of teaching**
2. **Summary feedback - at the end of a lesson / task or start of the next lesson**

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3. Review feedback - away from the point of teaching

Verbal Feedback

It is important for all children to receive verbal feedback from the adult working with them. This may be used to correct the child's understanding or extend the child's learning. This may happen at any point during a task (mini plenaries) if support is needed or in the following lesson once misconceptions have been identified. It should be clear what feedback or which area has been discussed with the child. The visualizer may be used to support the process.

Deep / extended marking (formative marking)

The focus of quality marking is the learning intention for that lesson in order to correct misconceptions and extend each child's individual learning. Feedback provides personalised learning opportunities by focusing on successes and next step improvements. It also addresses basic skills and reinforces high expectations.

Children will be given time to read, reflect and respond to comments as appropriate.

When giving extended feedback / marking staff will make use of the following strategies where appropriate:

- Highlighted successes (green) and a development (pink) throughout work with a linked comment.
- Comment boxes prompt children to respond to comments made. These may provide opportunity for consolidation, closing a gap or challenge to extend learning.
- Listed criteria or success ladder which is assessed with next step improvements suggested.

Self-Assessment

It is important to give all pupils the opportunity to reflect on their learning. This reflection can happen at any point during the learning and can take many forms, including oral or written responses. The Horton Grange marking and feedback review process highlighted this to me most effective where responses were of a 'tick and fix nature'. The visualizer may be used to support the process.

Peer Assessment

Peer assessment can happen at any point during the learning. Children may sometimes mark work in pairs and provide feedback for a partner. They need to be trained to do this effectively through teacher modelling and shared examples. There must be clear ground rules and the children should be encouraged to use a positive dialogue. Pairs or groups may be mixed or of the same ability. The Horton Grange marking and feedback review process concluded through pupil voice that pupils did not find this strategy as effective or beneficial to learning.

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Class Feedback Sheets

1. After a lesson, the teacher looks through the class's work and notes down any common mistakes or misunderstandings
2. At the start of the next lesson, the teacher shows an example of a piece of good work completed by a pupil (this is not anonymised, and the teacher will aim to use each child's work at least once)
3. The teacher highlights the good aspects of the work to the whole class - for example, descriptive language or perfect punctuation
4. Next, the teacher shows an (anonymised) piece of work that needs some improvement
5. They correct mistakes and make changes in front of the class
6. The class then spends 10 minutes working in mixed-ability pairs to proofread their work and make edits as necessary. Alternatively, they may work in groups to proofread a typed-up piece of work
7. The class then works on editing or redrafting their work. This involves changing the content, and thinking about the effect on the reader and how to move their work to the next level
8. Individual names / initials are not given on class feedback sheets.

Next steps and challenge

The next step may be progression into the next lesson or next stage in the curriculum rather than being written for children individually.

A challenge task may be set as the next steps and this will be indicated in pink.

Alongside the **outcome non negotiables** the following **process non negotiables** are in place.

Process non negotiables

- highlight learning intention (green / yellow / pink) to indicate extent to which achieved
- pink and green highlighting within pre and post unit assessments in all subjects
- deep / extended marking of cold and warm writes will give detailed specific feedback using green for success (usually and a pink for indicated improvements. This will also be supported by in text marking and highlighting within text to exemplify written strengths and areas for improvement
- make any next step challenge tasks clear by indicating with pink (pink arrow, pink box),
- basic skills errors are picked up
- self-making is checked to ensure accurate
- self-marking to be used predominately where the task is of tick and fix nature.

Making Marking and Feedback Manageable and Impactful

This policy outlines the range of marking and feedback strategies used at Horton Grange. Staff are expected to use their professional judgement to deploy the appropriate type of marking and feedback based on knowledge of children and task. There is no expectation on the balance of each strategy used however staff are expected to ensure that the **three key purposes** and **non negotiables outcomes and of effective marking and feedback** are realised.

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This policy will be reviewed by the Senior Leadership Team on an annual basis. Heads of School and Phase Leaders will monitor the impact of this policy through regular book scrutiny, performance management and pupil surveys.

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Appendix 1

Teacher marking guidance – Year 1 to Year 6

- The learning intention must be clearly explained and displayed, in the lesson and in the children's books.
- Where appropriate marking ladders / checklists should be displayed in books so children know how to be successful.
- Cold and warm write checklists in Literacy, unit objectives in maths and pre and post unit assessment in topic will be colour coded green for achieved, yellow for working towards and pink for not achieved / pink for think
- DUMTUMS (Date*, underline, miss a line, title, underline, miss a line) should be used with the title being the learning intention. This should be copied into the book by the children as soon as their writing is reasonably fluent. (* long date in Literacy Science topic, short date in maths - note this may not always be appropriate in Year 1 or where there are high needs)
- All written comments and symbols should be written in **blue** pen, modelling the school handwriting scheme.
- Deep / extended marking will give detailed specific feedback using green for success and a pink for indicated improvements. This will also be supported by in text marking and highlighting within text will exemplify written strengths and areas for improvement.
- Extended writing (warm / cold write) should receive extended feedback green and a pink.
- Children **must** be given time to respond to all feedback / challenges / think for pink. In text responses should be clear to the teacher and points for improvement should fit within the pink guide areas drawn. Responses should be written in green pen/ pencil when appropriate.
- Spellings – ability-appropriate high frequency words and spellings should be corrected (usually three). Word banks and subject specific key vocabulary guides may inform these corrections. When an error is recognised it will be underlined and marked SP. Where appropriate spellings should be corrected by the child using a word bank or dictionary and then copied three times.

In the majority of cases spelling, letter/number formation and presentation corrections should not be the subject of a pink comment, but you should have high expectations of basic skills.

- Punctuation errors, e.g. incorrect or omitted full stops, commas, speech marks, should be indicated by writing a P in the margin of the line the error appears on.
- In mathematics, a dot should be used to show where a correction is needed. Incorrect working out should be circled to aid correction.

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Marking symbols

SP	spelling mistake in text
Abc	letters to sit on line
P 	punctuation error on this line
G	grammatical error on this line
CL 	capital letter needed / used incorrectly
FS	full stop needed / used incorrectly
S	supported work 1:6 ratio of adult to child support
n	finger space needed
VF	verbal feedback given
VF →	child to seek VF from adult
^	word omitted
//	new paragraph needed
√	correct answer / mark given
.	correction needed (maths) (when the correction is made the letter “c” will surround the “.” and may then be marked correct)
O	incorrect working / circle the error(maths)
Green highlighting	– achieved / ‘green for go’
Yellow highlighting	– working towards / nearly there
Pink highlighting	– “pink for think” / let’s look at this again

Appendix 3

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Whilst this policy has been reviewed with workload refine in mind there is an expectation that as professionals that staff apply the policy effectively to manage own workload.

Other tips for managing workload

- Plan for your feedback use the range of strategies outline in policy and spread the load
- Plan time for children's responses – is there an expectation for children to complete boxes when they have a spare moment or will you have allocated "pink for think time"?
- Use a range of marking strategies to fit your timetable e.g. class marking or self-marking
- Use the marking codes effectively e.g. symbols, pink and green etc.
- Invest the time in training e.g. TAs, children, in the different strategies, look to "cascade"
- Work together – organise time to mark with colleagues, share ideas and keep each other motivated!
- Be prepared – ensure you have the correct resources ready to go e.g. highlighters, coloured pens, ruler and marking code to hand.

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Appendix 4

Additional presentation expectations

DUMTUMS with accurate spelling and use of capitals.

Long date in Literacy, Science and topic

Short date in maths

Underline if pen is using a pen

In French lesson dates to be in French

Errors in pencil rub out or one line through with a ruler. Larger errors put brackets around.

Errors in pen put one line through with a ruler. Larger errors put brackets around.

Improvements indicated by green (pen / pencil)

School joined handwriting script from Summer term in Year 2 unless a specific barrier

In maths 1 digit per box

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