

**Feedback and Marking Policy**

Our policy on feedback has at its core a number of principles:

* The sole focus of feedback should be to further children’s learning;
* Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
* Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil;
* Written comments highlighting errors should only be used as a last resort for those children who otherwise are unable to locate them even after guided modelling by the teacher;
* Children should receive feedback either within the lesson itself, including through keyword marking or possibly through the use of the marking and redrafting symbols dependent on the child, or in the next appropriate lesson;
* The ‘next step’ is usually the next lesson; however if the teacher deems it necessary, written feedback may be given prior to the next lesson;
* Feedback is a part of the Academy’s wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
* New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

**Guidance for Teachers**

**Highlighting**

* Green – highlighting a misconception or an error for children to check or address.
* Pink – highlighting a certain aspect of the learning that meets the learning objective.
* Purple Pen – should be used when children are completing self/peer assessment or when the children are editing/responding to challenges.

Note – not all errors will be highlighted green/not all positives will be highlighted pink. The use of highlighters should be used sparingly to really focus children’s attention on what needs to be improved and what they have done really well. In addition, learning objectives should not need to be highlighted pink or green. Achievement towards the LO will be seen in the children’s books.

**Marking Symbols**

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| **Symbol** | **Function** |
| **G** | Guided work followed by a keyword (you worked with an adult) |
| **VF** | Verbal feedback given followed by key word marking (you discussed your work with an adult) |
| **or .** | Correct or incorrect work |
| **Wishing Wand** | Next step challenge |
| **\*DP** | Dojo Point awarded |
| **PA/SA** | Peer-assessed or Self-assessed |

**Redrafting Symbols**

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| **Symbol** | **Function** |
| **^** | Omission; a word or letter is missing |
| **I** | When it is an independent write |
| **~~** | Vocabulary: wrong/ chose a ‘better’ word |
|  | Wrong case (upper/lower)  |
| **SP** | Spelling error – mark on the line or above the word |
| **P** | Punctuation error |
| **?** | What do you mean? Explain |
| **\** | New line needed |
| **\\** | New paragraph needed |
| **[ ]** | Redraft: this section needs re-thinking |

**Marking Expectations**

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| **Subject** | **Expectation** |
| Maths | Marked daily – live marking in lesson as much as possible. Ts/TAs with answers ready to support children and move learning on. |
| English | Acknowledged daily but a more-thorough mark when children have completed an extended piece of written work at least twice per week using redrafting symbols. |
| Reading | Acknowledged daily but a more-thorough mark when children have completed an extended piece of written work at least once per week using redrafting symbols. |
| Science | Acknowledged each lesson but a more-thorough mark when children have completed an extended scientific enquiry.  |
| Spelling/Grammar | Self-assessment. Ts/TAs to have oversight to ensure accuracy.  |
| Wider Curriculum subjects | Acknowledged after every lesson but a more in-depth mark using redrafting symbols when necessary. |

**Proof Reading and Editing in Writing Lessons**

Teachers will have looked at pupils’ work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point.

The editing lesson will be divided into two sections

* proofreading

Changing punctuation, spelling, handwriting and grammar mistakes.

* editing

Improving their work to improve the composition.

The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

The teacher will share extracts from pupils’ work, by displaying them on the interactive whiteboard, at first showing good examples of work. For example, within the proof reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. Then s/he might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof read their work, checking for similar errors and putting them right. Children sit in mixed ability pairs and support each other in the identification and correction of mistakes.

Within the editing section of the lesson, for example, the teacher might show various pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then, in their pairs, they read together each other’s work, and suggest improvements, alterations and refinements which the author of the piece then adds – in purple pen to help the teacher see what changes the child has made.

**Intervening when Children find Editing hard**

A few children will need more support than this in order to be successful at improving their own work. Younger children may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling. As with all interventions, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children will need to use the **redrafting symbols** recorded by the teacher before the lesson, to help them or may need a **gentle prompt** to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer – ‘description’ perhaps or ‘ambiguous pronouns’ or ‘figurative language’. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson. Others might need even more support and need to be provided with **clues** to help them. For example, the teacher might need to highlight a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence structure is over-used. Further, they might need to write a comment at the end saying there are 8 run-on sentences or 5 instances of non-standard English. Prompt sheets should be used with KS2 classes until these basic skills are securely in place for most of the class. Certain individuals may need to carry on referring to these longer until the checklist is thoroughly internalised.

Where mistakes are deeply entrenched, or the children are young and lack confidence, the teacher may need to do some direct work **modelling** how to overcome these: for example, to clear up the confusion with apostrophe use, the teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, potentially during workshop time, depending upon their learning needs. In Y5 and Y6, for the majority of children, the teacher will not use the redrafting symbols after Autumn 1 as this does all of the error identification for the pupil and therefore takes away any responsibility from the pupil at thinking hard about how to improve.

**Feedback in Maths**

Pre-learning tasks (cold tasks)

Teachers will adapt the End of Unit White Rose assessments to use as pre-learning tasks to ascertain children’s starting points and identify misconceptions. Children’s responses then assist teachers in tailoring future learning as well as informing lesson structure (i.e. inputs). The end of unit assessments should be adapted to be short and as informative as possible (generally a few questions of increasing difficulty) so that teachers know exactly what the children’s responses tell them. The focus of the pre-learning tasks should be around fluency.

Feedback within lessons

Teachers and teaching assistants need to be able to give lots of feedback during the stage of independent practice. Having an answer sheet at hand enables teachers to consider children’s answers at speed before adapting teaching accordingly, resulting in effective use of lesson time. It is crucial that teachers distinguish between mistakes and misconceptions. Mistakes (i.e. a calculation error) can be self-corrected, requiring no intervention from the teacher, whereas misconceptions need to be addressed before independent practice resumes. This could be done 1:1 or if a small group of children have the same misconception, this could be addressed through an input.

Feedback outside of lessons

Although the majority of feedback should be on the spot, some feedback will be offered once lessons have finished. Rather than written responses, teachers need only use the marking symbols and, where appropriate, inform children of any next steps (i.e. **do 7 & 8** or **correct 4 & 6** or **see me to do 7-10**). Any next steps may take place in the next lesson as part of the teaching sequence, although it may be necessary for children to respond prior to the next lesson in order for them to be ready for the next small step in the learning journey. Next steps need only be used when necessary; for example, if a child needs to complete additional questions or self-correct questions to demonstrate understanding, or if a child needs additional support before completing additional questions in order to address a misconception.

Teaching children to check their own work

The onus is always on the learner checking their work and if they’ve got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt. When you think deeply about something, it is much more likely to get stored in your long term memory, available to be recalled at will. As an alternative to providing the answers, teachers should sometimes model ways of checking and then expect children to do the same – in effect, ‘proof reading’ maths.

For example, children might repeat a calculation in a purple pen and check they’ve got the same answer. For addition calculations involving more than two numbers, children should add the numbers in a different order as an effective way of checking accuracy. Teachers should model how children can use the inverse operation to go and check they get back to where they started. With multi-step word problems, teachers should model returning to the question to ensure they have answered the final line of the question, and not just part of it. Another effective strategy if children are unsure of how to tackle multi-step problems is to start calculating any unknowns before returning to the question to see if they are any closer to the answer.

**Assessment for Learning & Checking Activities**

1. Make up three quiz questions and answers about this topic
2. Sort these cards into true and false. Do others agree with your answers?
3. Use cards that have some vocabulary on from the session, to create a concept map that reflects what you have learnt.
4. Find one word you are really proud of and underline it. Tell the person next to you.
5. You have three minutes to identify two places where you think you have done this well and read them to your partner.
6. Bounce answers around the room to build on understanding e.g. “Jimmy, what do you think of Sandra’s answer?” “Sandra, how could you develop Carl’s answer to include more detail?” “Carl, how might you combine all we’ve heard into a single answer?”
7. Student mark scheme - Ask students to produce their own mark-schemes working individually or in groups. They can then peer- or self-assess work in accordance with these schemes. Talk about the purpose of a mark- scheme with students – judgement, communication, standardisation etc.
8. Instead of asking a question that requires factual recall, invert it to request explicit reasoning. e.g. ‘Is France a democracy?’ becomes ‘What does it mean for a country to be a democracy?’
9. Ask students why X is an example of Y e.g. Why is an apple an example of a fruit? Why is a fox an example of a mammal? Questioning in this way avoids factual recall and asks for the underlying reasoning to be made explicit.
10. Communication - Ask students to communicate thinking through different mediums – not just writing; drawing, drama, maps, sculpture etc.
11. Feedback sandwich - Feedback can be delivered in different ways, two feedback ‘sandwiches’ are –
	1. Positive comment, *Constructive criticism with explanation of how to improve,* Positive comment
	2. Contextual statement – I liked….because…., *Now/Next time…* Interactive statement e.g. a question based on the work
12. A, B, C, D - Laminate a set of cards so every member of the class has four, with A,B,C and D written on them. Ask questions with four answers and pupils can show you their answer.
13. Students write a sentence summarising their knowledge of a topic. The sentence could have to include who, what when, why, how, where etc.