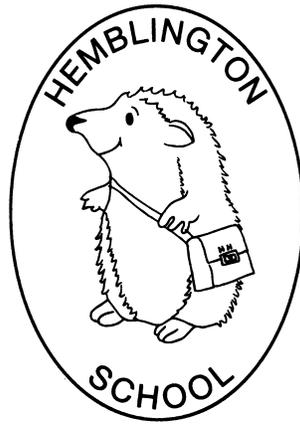


Hemblington County Primary School



Feedback and Marking Policy

Date Reviewed: November 2021

Next Review Date: November 2022

HEMBLINGTON PRIMARY SCHOOL FEEDBACK & MARKING POLICY

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1. Introduction:

At Hemblington Primary School, we understand that the effective use of marking and feedback can have a powerful influence on pupils' learning and progression. Marking and feedback are key aspects of teacher and support staff responsibility and are part of the school's teaching, learning, assessment and achievement process. This policy will ensure that marking and feedback are consistently applied, to move pupils' learning forwards.

At Hemblington Primary School, we are mindful also of the workload implications of written marking, and have drawn on research surrounding effective marking and feedback including the Education Endowment Foundation.

Feedback and marking should be:

- Meaningful to move learning forward
- Manageable for staff
- Motivating for children

The Three Pillars of Effective Marking and Feedback

MEANINGFUL MANAGEABLE MOTIVATING



Key Principles of Effective Feedback and Marking:

- ✓ The main focus of feedback and marking should be to further pupils' learning;
- ✓ Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- ✓ Feedback informs next steps to pupils in lessons, allowing them to make good progress;
- ✓ Allow specific time for the children to reflect and respond to feedback and marking
- ✓ Involve all adults working with children in the classroom
- ✓ Give children opportunities to become aware of and reflect on their learning needs
- ✓ Give recognition and appropriate praise for specific achievement
- ✓ Give clear strategies for improvement
- ✓ Involve children in the same process (whether oral or written)
- ✓ Relate to the learning objective/success criteria of the work
- ✓ Use the agreed marking code where appropriate
- ✓ Move learning and thinking forward

Within these principles, our aim is to make use of the good practice approaches to ensure that children are provided with timely and purposeful feedback and marking that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback & Marking in Practice

It is vital that teachers and support staff evaluate the work that pupils undertake and use information obtained from this to allow them to adjust their planning and teaching.

Feedback (and marking) occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching.
2. Summary feedback – at the end of a lesson/task.
3. Review feedback – away from the point of teaching.

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate verbal feedback.

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none">● Includes teacher gathering feedback	<ul style="list-style-type: none">● Class visits//learning

	<p>from teaching, including mini-whiteboards, book work, etc.</p> <ul style="list-style-type: none"> • Takes place in learning time with individuals or small groups. • Often given verbally to pupils for immediate action. • May involve use of a learning support or peers to provide support or further challenge. • May redirect the focus of learning or the task. • May include highlighting/annotations according to the marking code. • Verbal feedback 	<p>walks.</p> <ul style="list-style-type: none"> • Some evidence of annotations or use of marking code/highlighting done within the learning time may be used. • Success criteria used by pupils, peers and staff.
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity. • Often involves whole groups or classes. Provides an opportunity for evaluation of learning in the lesson. • May take a form of self- or peer-assessment against an agreed set of criteria. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> • Class visits/learning walks. • Timetabled pre- and post-teaching based on assessment. • Some evidence of self and peer assessment. • May be reflected in focus review feedback. • Whole-class feedback sheets.
Review	<ul style="list-style-type: none"> • Takes place away from the learning session. • May involve written comments/annotations for pupils to read / respond to. • Provides teachers with opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. • May lead to targets being set for pupils' future attention, or immediate action. 	<ul style="list-style-type: none"> • Acknowledgement of work completed. • Written comments and appropriate responses/action. • Adapting and informing future planning. • Use of information to inform future groupings.

In EYFS & KS1, review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read / understand such comments, these are shared verbally with children at the next appropriate opportunity.

In KS2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to use whole class feedback sheets and adjust planning or grouping rather than providing a written comment.

Methods of Feedback and Marking:

Verbal Feedback: Shares all the benefits of verbal with written but lacks the recorded element. This may be deployed in very informal situations and as an immediate response. We do not require teachers to write 'VF' in books where all verbal feedback has been given, especially if this is whole class VF but when followed up with pupils, they should be able to articulate what their next steps were, but more crucially how they can improve that piece of learning or apply it to another piece.

Verbal Feedback alongside written comments: Verbal feedback is the most effective form of feedback in helping the child to understand where they have succeeded and what they must do to continue to improve. Its impact can be maximised when followed by a summary conclusion recorded in an age appropriate manner enabling the student to track and monitor their own progress towards achieving their goal. Where possible, this summary of next steps should be written by the pupil during the feedback session. The quality of the feedback is crucial; using higher order questioning, modelling and exemplification should not be reserved until the completion of a piece of work.

Whole-Class Feedback This should be used to feedback to the class, or group, once the teacher has read through and reviewed work from that lesson. The format for this type of feedback is consistent across the school and is designed to be completed by any adult involved in the lesson (e.g. TAs can also use the sheets if working with a group to highlight children's learning as they work with different children or groups).

Written Marking (using the school feedback code). Where written feedback is used, it should be recorded in a manner suited to the ability of the child to ensure they have full comprehension of its meaning. Time must always be factored into a lesson for the child to read and respond to the comments – if comments are not read by the child, there is no purpose for them at all, unless they are intended for another adult (i.e. in a class share). Yellow box marking may be used if marking an extended piece of writing to allow the marking to be manageable.

Self-Review, Assessment and Evaluation Marking their own work allows time to reflect upon their own progress towards achieving personal targets helping them to take control of their own learning. For effective self-review to take place, they should review their work against set success criteria or previous next steps. This also gives an opportunity to the learners to reflect on their learning, thinking through the learning traits that were necessary and consider how effectively they were used. More importantly is how they then use this information to improve their learning.

Self-Marking Completed within the lesson, self-marking provides children with immediate feedback enabling them to correct work, check methodology, seek advice or support and make improvements while the objective and process are most relevant. When applicable to age and task, we encourage maths self marking to take place, giving the teacher time to use this feedback to plan the following lesson effectively.

Peer Feedback Provides opportunities for children to write for a different audience, consider their own targets in more detail, develop the 'language of learning' required to progress in their own targets, and to see the work of others, exposing them to exemplification of higher standards

of work. Where a child leaves feedback in another child's book, it is helpful if the child-reviewer initials any comments. As with the self-review, peer feedback should be given against a set of success criteria or previous next steps. In order for peer feedback to be effective, it is essential that teachers model and coach pupils in these skills.

From Reception, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and peer assess/peer feedback on each other's learning and work in a collaborative process. This is often linked to "talk for learning partners". Children will need support and guidance on how to do this with ground rules set and displayed such as listening, respect each other, confidentiality, be specific etc

The importance of quality next steps for learning: Quality next steps should be used frequently to extend learning and must be differentiated appropriately. The emphasis should be on specific success and specific areas for development against the learning goal and success criteria. A focused comment should help the child in "closing the gap" between what they have achieved and what they could have achieved. Useful "closing the gap" comments are:

- ✓ A reminder prompt – e.g. "What else could you say here?"
- ✓ A scaffolded prompt – e.g. "Can you use a powerful verb to show how the character feels?"
- ✓ An example prompt – e.g. "Choose one of these or your own:

Time is given for the child to respond to next step comments thus enabling them to "close the gap" and improve their work further.

Mistakes are a learning opportunity: We encourage our pupils to take risks with their learning and treat mistakes as opportunities for further learning and reflection.

Spelling mistakes: No more than x3 spelling mistakes should be underlined for each piece of written work and the correct spelling written in the margin. The children then need to write those spellings x3 times at the end (or in the margin underneath).

Success Criteria(Checklists/Learning Ladders): Success criteria(checklists /learning ladders) should be created for learning objectives which will support learning and can be used by pupils, peers and/or staff to assess the learning and identify next steps. Setting clear targets and reminding pupils of these before they complete a piece of work is essential.

When do we use each type of feedback?

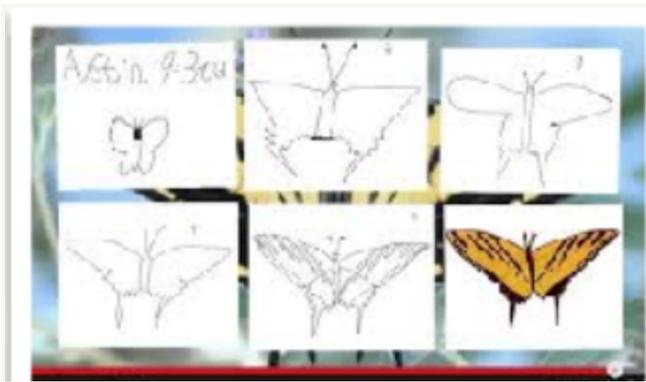
As a school, we encourage staff to use their professional judgment to decide when is the right time to provide verbal feedback, when to use the marking code or when a next step written comment is the right approach. **This judgment needs to be based on what will most positively impact that child's progress.** It is important that time is given for feedback and equally important that time is given for pupils to respond to feedback by reflecting, redrafting and refining their work.

Austin's Butterfly Approach:

We regularly utilise the approach as in 'Austin's Butterfly', which enables pupils to improve and produce high quality work through a process of redrafting following critique and feedback.

The progress of Austin's drawing from a primitive first draft to an impressive final draft is a powerful message for us as educators: we should not settle for low-quality work because we underestimate the capacity of students to create great work. With time, clarity, effective feedback, critique, support, and time given to redraft and improve, pupils are capable of much more than we imagine.

<https://modelsofexcellence.education.org/resources/austins-butterfly>



In this process, the feedback or critique needs to be specific and focus on one aspect of improving quality at a time. Time for feedback, constructive critique and redrafting needs to be included when planning and during lesson time. DIRT (Dedicated Improvement and Review Time) or Fix It Time will be an integral part of the planning, teaching and learning.

Date policy last
reviewed:10.11.21

Next review date: 10.11.22

Signed:

Miss Kendra Collier (Headteacher) 10.11.21 *Kendra Collier*
Mr Peter Lamble (Chair of Governors) 10.11.21 *Peter Lamble*

Appendix 1:
Hemblington Primary School Marking and Feedback Code



- ___ Spelling, grammar or punctuation error
- ^ Missing word
- ~ Not making sense
- // New paragraph needed
- T Target (next step or area to work on)
- √√ Something done really well or getting better at
- VF Verbal feedback given
- WTS Working Towards Learning Objective
- LO√ Learning Objective Met
- LO√√ Learning Objective Exceeded
- HP House Point Awarded (Then tick off when given)

LO written as 'I can...' statement

Success Criteria given under LO

Spelling corrections x3 times in margin or at the end of the piece of work

Think pink

Great green

PPP Purple Pen of Progress (Used for editing/upskilling/self assessing work by pupils)

Pupil/Peer Self-Assessment:

PPP- I will use my purple pen of progress to make corrections and improvements.

☺ - I will use a smiley face to show what went well (one square or one line in size).

🐾 - I will use a paw to show what my next steps are (one square or one line in size).

?- I will use a question mark to ask a question I want my teacher to answer.

Appendix 2

Hemblington Primary School Presentation Essentials



DUMTUMS

Date

Underline

Miss a line

Title (LO)

Underline

Miss a line

Learning Objective and Success Criteria clear in books

Margin in maths x2 squares in with a ruler
x1 digit per square

Handwriting: Pupils from Year 3 upwards are expected to join their writing using the Nelson Handwriting approach.

Mistakes - one line through with a ruler

No doodling in books or on book covers

Pen Licence Criteria

Appendix 3

Hemblington Primary School
KS2 Pen Licence Checklist

	Pupil	Peer	My teacher thinks...
My descenders are neat. (Check tails on y, g, j, p and q)			
My ascenders are neat.(Check the uprights on b, d, h, k, l and t)			
My curves are smooth. (Check b, c, d, e, g, p and q)			
My letters sit on the line.			
My letters are a consistent size.			
Spaces between words are consistent.			
I join or am beginning to join my handwriting..			
My writing starts at the margin.			
I use the DUMTUMS rule to present my work neatly.			
I use one line to cross out mistakes.			
I do not doodle in my book.			
I have achieved all of the above and am now ready to receive my pen licence.			
Signed (Pupil):			
Signed (Teacher):			

Appendix 4:

Example of maths LO and success criteria

LO: I can multiply numbers using the grid method.		Pupil	Peer	Adult
1.	I can set out my grid clearly with a ruler			
2	I can partition the 100s, 10s and 1s			
3	I can multiply each column			
4	I can use a multiplication square to help me if needed			
5	I can add up the totals in each column to get my final answer			

Target/Next Steps: I need to ...

LO and Success Criteria for persuasive writing		Pupil	Peer	Adult
LO: I can write a persuasive text on why we should or should not need to wear school uniform.				
1	My first sentence states my point of view.			
2	Each paragraph explains each point for persuasion.			
3	I have supported each argument with facts and evidence.			
4	I have stated my opinion as if it were a fact e. g. It is certain that... I am sure that...			
5	I have used strong and powerful language to get a reaction from the reader.			
6	I have used connectives furthermore, nevertheless, however, therefore, as a result of, consequently.			
7	I have used sentence openers e.g. Firstly, In addition to, I feel that, In my opinion, In conclusion			
8	I have used emotive language e.g. disgusting, destroy, exciting, fantastic, amazing			
9	I have made it seem that all clever people agree with my point of view e.g. Everybody knows that... It is obvious that....Surely...			
10	The last paragraph summaries each point for persuasion.			
Target/Next Step:				



Appendix 5:

Hemblington Primary School: Whole Class Feedback Sheet

Subject:

LO:

Teacher/TA:

Date:

Examples of clear understanding and accelerated learning:	Misconceptions/Errors to address:
Presentation:	DIRT FOCUS: Directed Improvement and Response Time
Additional info on learning:	Next steps for learning: