Hugh Joicey C of E First School, Ford

**Feedback and Marking Policy 2016-17**

‘**Feedback is one of the most powerful influences on learning and achievement’**

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112 )

EEF research 2016 proposes that marking should be **‘meaningful, manageable and motivating.’**

This policy sets out how effective marking, feedback and response is consistently used across our school to impact upon pupils’ learning.

Effective feedback given to pupils through marking and reviewing work provides *constructive* steps for every pupil to ensure progress, enabling pupils to become reflective learners and helping them to close the gap between current and potential attainment.

**Aim**

The aim of this policy is to ensure clear understanding of the purpose and process of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.

2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.

3. Support teachers’ assessment knowledge of each pupil in order to plan and refine next steps in learning.

4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

**Processes**

Four types of marking and feedback occur during teaching and learning at Hugh Joicey, Ford:

* **Teachers’ timely intervention** to prompt deeper thinking, and quickly address misconceptions during lessons. This takes the form of verbal feedback and effective questioning to clarify or refocus tasks and enquiry. For younger pupils this can be noted down to record the feedback and response process.
* **Light marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils’ work.
* **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
* **Self-assessment and peer assessment** of the attainment and success of a piece of work.

**Marking practice**

* The marking code is to be followed in all subjects. (see Appendix 1)
* The marking code should be accessible to all pupils in the learning environment
* **All** pupils’ work is to be at least ‘light’ marked by Teacher or Support Staff.
* In both **Maths and Literacy** **at least 1 piece of work** **per week** should be developmentally marked in depth.

In developmental marking:

* When identifying success highlight in green.
* When identifying an area for improvement highlight in pink .
* Feedback comments **must be phrased to require a response** by pupils, at an appropriate level of challenge, and **such tasks must be completed by pupils**.
* If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given.
* To manage marking post-it notes may be used to identify where response is required, or to enable the pupil to transfer a comment forwards to the next piece of work

**Self-assessment**

If a Learning Objective refers to Success Criteria – for example key features of a text type or genre in literacy - then it is useful for this to be stuck into the exercise book so the child can self-assess against all aspects.

**Peer Assessment**

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement.

**Responding to comments**

Pupil response to comments should be made in another colour – so that it is clear they have been completed. If this is verbal, it should be recorded at such.

**The Frequency of Developmental Marking**

* **All pupils’ work is to be at least light marked by Teacher or Support Staff.** No work should go unmarked.
* **In Literacy and Mathematics all pupils should have at least one piece of work developmentally marked by their teacher per week.** This Marking will require an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made each week. Support staff can oversee this, perhaps during Intervention or small group time.
* In the Foundation Stage, developmental marking process may be through observations with verbal feedback and discussion recorded and noted down. This will be recorded in pupils’ learning journey/Tapestry, and as the Foundation year progresses directly onto recorded work as appropriate.
* Additional developmental marking may also be used as a strategy to support pupils who are working below Age Related Expectations, *especially those in receipt of Pupil Premium funding*. Support staff may also carry out developmental marking for small groups or individuals, monitored by the class teacher.

**Giving effective feedback to pupils.**

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve.

**Specific Achievement** feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective / Pupil self-assessment target set for the individual.

**Specific Improvement feedback** identifies where mistakes or misconceptions lie and how work can be improved.

**Specific Extension feedback** identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:

* Be positive, specifically identifying what has been done well. (highlighted green)
* Identify an area for specific improvement followed up with an improvement task …..(highlighted pink)

***Or***

* identify a specific area for deeper investigation/ extension of understanding (highlighted pink)

Feedback tasks should maintain challenge for individual pupils, yet be easily executed and brief, enabling pupils to move forward, and be aware of how they are improving.

For example, the challenge within the task may:

* Refine a teaching point to consolidate or reinforce understanding.
* Extend understanding to deepen learning or raise to a higher level of thinking
* Address/explore misconceptions
* Pick up errors if apparent
* Address incomplete work and presentation issues
* Focus a need for practice – e.g. times tables, attention to place value, spellings, punctuation, grammar *(See Appendix 2 for examples).*

**1** Does feedback inform the pupil what they have done well and what they need to do to improve?

**2.** Relate to planned learning objectives and success criteria?

**3.** Does feedback indicate a next step/improvement in learning?

**Pupil Response to Feedback**

* Work that is marked developmentally requires a response from the pupil in blue pen.
* In each class *time must be given to* *teaching pupils to respond to feedback and marking*. This process will look different across each year group, increasing with independence and complexity with maturity and skill of pupils.
* By the end of Year 2 most pupils should be able to locate, access and execute simple response tasks independently. They should *know what they are doing to improve their learning*. Pupils with SEN Support Plans will need adult support and time to do this.

**Responsibilities**

* It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.
* It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school
* Each teacher as subject coordinator has the responsibility for monitoring that the policy is being consistently carried out in their particular subject areas.
* The SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.
* It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated and fed back to Governors as part of the quality assurance of teaching and learning across the school.

**SEN and Inclusion**

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean having to support pupils to read comments, and may mean recording verbal feedback and responses. Such requirements should be identified in a pupil's Support Plan as required.

**Monitoring and Evaluation**

A work scrutiny schedule is in place to ensure regular monitoring of consistency and quality of feedback and marking and its impact on pupil outcomes.

In Foundation Stage this also includes scrutiny of observational assessment and content of Learning Journeys/Tapestry.

Pupil interviews are also used to judge how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium allocation.

**Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Review Date: September 2017**

**Appendix 1 Marking Code/Prompts (to be displayed in classrooms)**

 correct

**?** incorrect

**CL** capital letter

**FS** full stop

**SP** spelling mistake

Word underlined grammatical error/doesn’t make sense so read again

**FSP** : finger space

**L** start a new line

**//** start a new paragraph

 indent reminder

**Assessment prompts**

**VF** Verbal feedback

**LO** Learning Objective

**I** Independent work

**S** Supported work

**TM** Target met

**Appendix 2 Examples of feedback prompts requesting response.**

|  |  |
| --- | --- |
| (**Writing Prompts** | Maths Prompts |
| **Read your work – can you add… (3 full stops, an adverbial which says where, a question mark, etc)** | **Look back at your work – can you add…(your method, a number line)** |
| **Try to find the sentence which needs to be changed /doesn’t make sense and improve it.** | **Can you find where you went wrong?** |
| **How could you check this?** | **How could you check this?** |
| **Now try these… (if activity writing about prompts/pictures/adding punctuation/Grammar)** | **Now try these… (extension questions/Consolidation questions)** |
| **If the answer was ….. What could the question be?** | |
| **Is there another way you could write this information (highlight sentence)?** | **Is there another way you could do this?** |
| **Can you find a way you could write this in a shorter sentence?** | **Can you find a quicker way of doing this?** |
| **Finish this sentence: …..** | **Finish this sentence: ….. (Explaining work)** |
| **Fill in the blanks: …..** | **Fill in the blanks: ….**  **2 + 6 = 6** |
| **Highlight the sentence where you have used… (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)** | **Highlight where you have used (column method, grid method, a strategy to check your answer, etc)** |
| **Improve this sentence by adding ….** | |
| **Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.** | **Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.** |
| **Tell me … that have …?**  **Tell me two sentences that have adverbials.** | **Tell me … that have …?**  **Tell me two numbers that have a difference of 12.** |
| **What ... would you use to…?**  **e.g. What word would you use show me what the character is feeling?** | **What ... would you use to…?**  **e.g. What unit would you use to measure the width of the table?** |
| **What are the … of … ?**  **What are the factors of 42?** | |