

# Aspire Learning Trust



## Marking & Feedback Policy

Policy Reference: Marking and Feedback Policy 2017

To be reviewed: Annually

Policy Owner: Local Governing Body (New Road Primary School and Park Lane Primary School and Nursery)

Policy Revisions	Progression	
Date	Reviewed	Description of changes
		New Policy

Date Approved	
Date Reviewed by	
Signature of Chair	
Print Name	

## Marking and Feedback Policy

### Rationale

This policy was written with reference to the Education Endowment Foundation's 2016 review of the impact of written marking: *A marked improvement?* Also, with reference to the findings from the Department for Education's 2014 Workload Challenge, in particular the simple fact that marking is the single biggest contributor to unsustainable workload in schools.

### Aim

The aims of this policy:

- To ensure that pupils receive effective feedback that enables them to improve.
- To ensure that teachers secure a work life balance by using effective and efficient marking systems.

### Helping a pupil to improve their work

Effective feedback helps a pupil to learn and to improve. Verbal feedback is the predominant form of feedback used. Typically verbal feedback is provided in the following ways:

- Coaching Feedback: How could you check if the answer to  $2+2=5$  is correct?
- Assertive Feedback: London is a proper noun; use a capital letter!
- Motivational Feedback: Your writing is amazing; I really like how you...

### Written or verbal feedback? Helping teaching staff to decide.

When deciding whether to use verbal or written feedback teachers should choose the most effective form for the task at hand.

One central consideration is to distinguish between errors and mistakes. A 'mistake' is something a student can do, and does normally do correctly, but has not on this occasion. Whereas an 'error' occurs when answering a question about something that a student has not mastered or has misunderstood.

If a student is judged to have made a **mistake**, then it should be marked as incorrect, but the correct answer should not be provided. One study even found that providing the correct answer to mistakes was no more effective than not marking the work at all. It is suggested that providing the correct answer meant that pupils were not required to think about mistakes they had made, or recall their existing knowledge, and as a result were no less likely to repeat them in the future.

Where **errors** result from an underlying misunderstanding or lack of knowledge, studies suggest that it is most effective to remind pupils of a related rule, (e.g. 'apostrophes are used for contractions'), or to provide a hint or question that leads them towards a correction of the underlying misunderstanding. It is suggested that simply marking the error incorrect (as if it were a mistake) would be ineffective, as pupils would not have the knowledge to work out what they had done wrong.

**If the feedback is effective pupils will know how to improve and the feedback will result in clear improvement. It is imperative that the teacher distinguishes between a pupil's mistakes and errors.**

Once an error (a gap in a child's knowledge) has been identified it would be more effective if a teacher or teaching assistant planned for the pupil to be taught in the following lesson the knowledge and understanding that had led to the error. Rather than writing at length in the hope that the pupil will 'get it'.

Teachers should write sparingly in pupils' books and use their time to adapt their planning and resource future learning to prevent pupils making the same errors in future.

### **When work is marked with a pupil**

Ideally, feedback will be given to the pupil during the lesson. The feedback provided will help the child to improve. In our schools we refer to this as 'hot marking'.

When a pupil answers a question correctly or evidences success criteria in their work the teacher will tick to show this.

When a pupil does particularly well the teacher will double tick the answer or the writing that demonstrates this.

**Mistakes** are underlined in blue pen and the pupil will self-correct before the end of the lesson.

**Errors** are also underlined in blue pen and the teacher or teaching assistant will provide verbal feedback so that the pupil understands how to correct their error.

In reception teachers use yellow hi-lighter to model the correct letter and number formation

### **When work is marked without the child present**

It is often necessary for teachers to mark work without pupils being present and this often happens at home. This policy is designed to reduce the amount of time teachers work at home. As before:

1. When a pupil answers a question correctly or meets success criteria in their work the teacher will **tick** to show this.
2. When a pupil does particularly well the teacher will **double tick** the answer or the writing that demonstrates this.
3. Mistakes and errors are indicated to pupils by **the ones the teacher wants the pupil to improve**.
4. The teacher's planning will be annotated to remind them to address the errors in future lessons.
5. As soon as practically possible the pupil will be given time to respond to the teacher's marking. Mistakes will be corrected by the pupil.
6. Pupils respond to marking in black pen or pencil (their usual writing implement).
7. Errors, deriving from a lack of knowledge or mastery, will be corrected by the child having received verbal feedback, this might be by:
  - discussing the error with other pupils;
  - discussing the error with either a teacher or teaching assistant.

### **Providing praise**

Team Points and House Points may be awarded by the teacher for effort and/or excellent work, by either writing 1 TP or HP or 2 TP or HP (Team points are used at Park Lane Primary School and Nursery and House Points at New Road Primary School).

Praise should be given verbally (where possible and where appropriate) in front of the rest of the class as this reinforced the teacher's expectations in the lesson.

Sometimes a teacher will use the visualiser to show a child's piece of work to the rest of the class; usually this is done to exemplify the required standard and/or to praise a particular child's success.

### **Challenging poor pupil effort**

Where possible this should be done verbally and discretely with a clear consequence in place, for example completing the piece of work to the required standard at lunchtime.

### **The use of marking ladders**

At the end of each piece of writing in the Writing Progress Books marking ladders are stuck in to the writing books to clearly show what the child has achieved in their writing. Please see Appendix for the marking ladders for each year group.

At the beginning of each new topic a marking ladder is stuck into the pupil's topic book to clearly show what the child is expected to achieve by the end of each unit of work. Please see Appendix.

Both will involve self-assessment and teacher assessment. Where appropriate peer assessment will also be used.

### **When evaluating the quality of a teacher's feedback, senior leaders will expect:**

- Pupils to know how teachers and teaching assistants help them to improve their knowledge and understanding.
- Pupils to make good progress.
- It will be evident in most pupils' work that errors and incorrect answers have been identified using either self-assessment, peer assessment or teacher marking.
- The impact of the feedback to be that the pupil has self-corrected and identified errors and mistakes diminish overtime.

If a teacher decides to record their feedback in a child's book then they must do the following:

- Be clear that in doing so they are choosing the most effective form of feedback for the learning task.
- Insist that the pupil responds constructively to the marking.
- Use clear, age appropriate language.
- Use blue ink.

### **Next step marking**





Traditionally, marking has often provided information to pupils about how to improve their performance. A simple way to do this is to provide explicit targets ('next steps', the 'wish'). This is often one of the most time consuming forms of written feedback and any improvement by the pupil relies on them being able to accurately process the written instruction of the teacher and to apply this to their work: a process which is notoriously unreliable and often relies on further verbal explanation by the teacher.

Where possible, teachers should identify improvement points, annotate planning and adapt future lessons so that pupils are taught explicitly how to improve their work, deepen their

understanding and master skills. This will inevitably involve the purposeful and precise use of teaching assistants.

This is preferable to teachers writing improvement points for every child, however a teacher may well judge this to be necessary for a small numbers of pupils in any class, but by no means all.

Year 1

Friday 17 <sup>th</sup> November 2017 WALT: Write a familiar story (The Man on the Moon).		
WILF:	Pupil	Teacher
Finger Spaces 		
Capital letters 		
Full stops 		
Time Connectives First Then Next After that Finally. 		
Capital letters for character names:  Bob		

Year 2

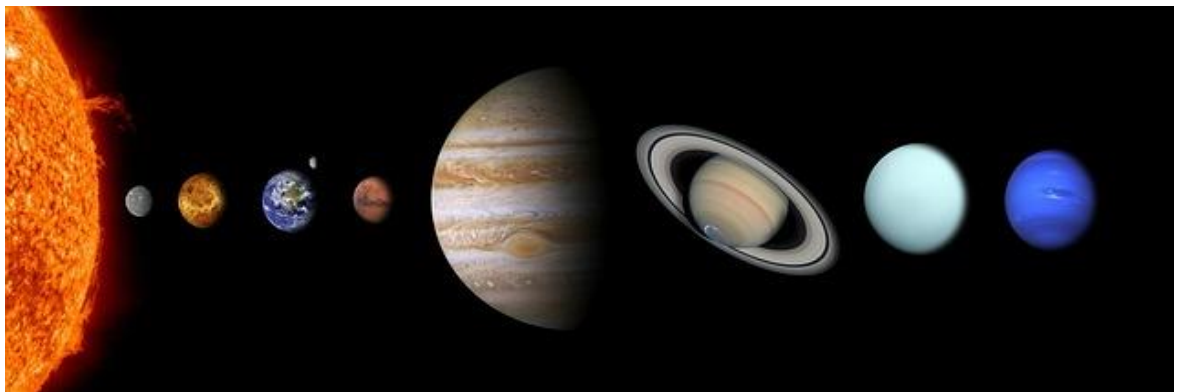
Success Criteria for writing a diary entry		
<u>Thursday 16th November</u>	pupil	teacher
I have written the date at the start of my diary entry.		
I have used capital letters at the start of each sentence.		
I have used punctuation at the end of my sentences.		
I have used a contraction: hasn't, doesn't, he's, she's		
I have used different suffixes: ly, ness, ful, less, ment		
I have used a position, place, subject and action sentence.		
I can use the right strokes to join some letters.		

KEY Stage 2

WALT: WRITE A FORMAL INFORMATION TEXT		
WILF	Pupil	Teacher
I have headings and subheadings	*1	
I have grouped my writing together in paragraphs (Opening, diet, appearance, closing)	*2	
I have used a range of sentence starters (As the name suggests.. despite this...)	*3	
I have used an word of the week (ambush, toxins, proboscis)	*4	
I have used the correct homophone (There /they're / their)	*5	
I have used a possessive apostrophe (The assassin bug's legs are long and sticky to hold tightly to their prey.)	*6	
I have used varied connectives - HANDS and Time connectives (however, additionally, nevertheless, despite, so, since)	*7	
I have used name - 2 adjective - sentence. (Assassin bugs- stealthy and deadly - wait patiently for their prey to approach)	*8	

## Foundation Subject Marking Ladder

### Stargazers



Engage	Develop	Innovate	Express
Key experiences	Go in	These boxes	here

Subjects	WALT:	Pupil	Teacher
Science	Put the objectives in here.		
History Remember if you don't need all these subject areas delete them.			
Geography			
Art			
IT (include e-safety)			
Design Technology			



X in teacher assessment = above ARE (in that objective)

/ in teacher assessment = at ARE (in that objective)

. in teacher assessment = below ARE (in that objective)

Children to assess with a tick if they think they have fully understood it