

Marking and Feedback Policy – Robsack Wood Primary Academy

At Robsack Wood Primary Academy, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation, the work of John Hattie and Shirley Clarke and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on pupils to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons

In order to reduce teacher workload and ensure that the quality of education and feedback we provide is of the highest quality, we have investigated alternatives to written marking. In line with the recommendations of the DFE and the EEF we emphasise that all marking should be: **meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

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

- The sole focus of feedback should be to further pupils' learning.
- We believe that it is vital that pupils feel that their work is valued and celebrated by their teacher and other adults that they work with. All work produced by pupils will be initialled by the teacher or supporting adult to show that it has been carefully reviewed.
- The skill, the will and the thrill: pupils need the skills to own their own learning, the right learning dispositions and they need to be highly motivated to achieve. Our feedback supports the creation and maintenance of this culture.
- 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 pupils 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.
- Teachers and support staff gather information about how all pupils are doing throughout each lesson. This is recorded on a single feedback sheet.

Feedback and marking in practice

It is vital that teachers evaluate the work that pupils undertake in lessons, and use information obtained from this to allow them to adjust their teaching. This process is supported by our single feedback sheets. Wherever possible, we emphasise the importance of within the lesson, verbal feedback as we know this is the most powerful feedback for our pupils. Teachers; however, are always mindful of giving pupils opportunities to use their own 'stuck strategies' and know when to delay feedback as a form of restudy to support developing retrieval strength.

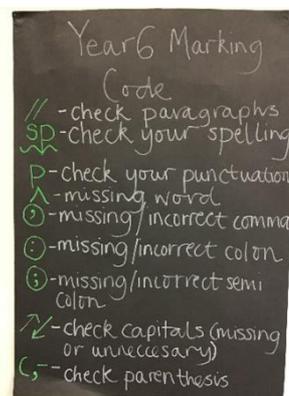
Further guidance for teachers

Writing – across the curriculum

Independence: any pieces of writing that the pupil has produced (including drafts and revises pieces) without too much teacher/adult direct will count as independent. All pieces of written work (across the curriculum) will be labelled with the level and type of support given (e.g. 1st paragraph supported). Work may be labelled by the teacher or the pupil themselves.

In accordance with STA guidelines on the independence of writing, we do not assess pupils writing based on 'cold tasks' or one off pieces. We know that where pupils have the opportunity to engage in writing based on a quality text, topic, visit or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about, pupils make more rapid progress and demonstrate higher levels of engagement.

Marking Codes: each class and their teacher will co-create a marking or editing code, which will be used to support pupils understand how to improve their work. Dependent on the pupil and the stage of learning that they are at, the editing code may pin point an error specifically (e.g. an incorrectly spelt word may be underlined and the code 'sp' added above that word); the code may be used in the margin so that pupil has to search along the line to find the error; or the code may be added to the end of a piece of writing and the pupil will then need to identify the changes needed across a whole piece of writing. A marking code will look similar to the code below, but will be created in response to each class' specific needs. Each class' marking code is likely to evolve over the course of the academic year.



Proof reading and editing in writing lessons: most writing lessons will be followed up with an editing lesson where pupils receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses. 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 pupils have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point. This information will be gathered using our single feedback sheets.

Pupils will learn to approach editing in three stages:

Proof reading	Make sure it makes sense	Improve the impact on the reader
Look for incorrect spelling Missing or incorrect punctuation Missing or unnecessary capital letters	Re-read the whole piece of writing checking that it makes sense and is consistent.	Choose one (or more) paragraphs and re-write completely – look at: -word order -sentence order -word choice -any unnecessary words -any additional detail that might give the reader a better picture

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

Proof reading: the teacher will share extracts from pupils' work, using either the visualiser/iPad or by typing out a couple of lines and 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 pupils are making, and remind pupils of the correct spelling and how to remember it. Children will then have an appropriate period of time to proof read their work, checking for similar errors and putting them right. Children may use the United Improvement approach in mixed ability pairs and support each other in the identification and correction of mistakes.

Sense check: the teacher may share an example where meaning or sense has been lost in a confusing sentence, or where there are inconsistencies (e.g. a switch from third to first person). After modelling how to improve, the teacher would then give pupils time to check their own work, or to work with a partner to make United Improvements.

Impact on the reader: the teacher might show a different couple of pieces of work where pupils 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 pupils would then suggest together how this might be improved. Children would then be given the opportunity to edit their own work, either independently or using the United Improvement approach to support peer editing.

United Improvement: supports pupils to become more independent in the improvement of their writing.

- Both pupils read and discuss one of their pieces of work together, so only one book between them. The pupil whose work it is has control of the pen and ultimate say. Pupils edit in purple pen so that their teacher can see what changes have been made.
- Together, the pupils decide the best bits, which they might disagree about, but reasons are given.
- Then, together, they talk about improvements that could be made and the author makes them on the piece, there and then, writing the improvement in their purple editing pen. This part of the lesson may be highly scaffolded by the teacher; however, as pupils become more confident with the editing process, they will become increasingly independent.
- The pupils then go through same process with the other pupil's book (one book on top of the other).
- The author has last word on the choice of improvement; ***the author holds the pen.***
- As the available space for improvements will be limited, teachers may ask pupils to: leave the left hand side of the book blank so that improvement can be written with no limits and retain legibility; edit on a 'flap' that can be glued onto the page, or use A4 tracing paper glued along the top edge to enable pupils to rewrite larger sections or text.

Intervening when pupils find editing hard: some pupils will need more support than this in order to be successful at improving their own work. Younger pupils in particular may need more support as they learn to become more independent, although many young pupils are quite able to edit and proof read independently after teacher modelling.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the pupil still needs further support. Some pupils 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' or 'and then' with a red cross through it. 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 draw a box around a section of text to narrow down the search area for the pupil, alongside the identifying that there are speech marks missing or tenses jumped or the same sentence structure over-used. Or they might need to write a comment at the end saying there are 8 run-on sentences or 5 instances of non-standard English.

Where mistakes are deeply entrenched, or the pupils are very 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 pupils 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, depending upon their learning needs. But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

Teacher – pupil writer conferences: We know that 1:1 time working on their writing, alongside their teacher enables pupils to make rapid progress. As part of the editing progress, teachers and other adults will run teacher-pupil writing conferences to support pupils’ progress in writing.

Reading: feedback is primary given verbally within the session. Whole class feedback may be given through ‘response polishing’ (e.g. editing a longer answer as a group or whole class to improve it). Pupils may edit their own responses following whole class feedback using their purple editing pen. Peer feedback may also be utilised as part of the feedback process in reading. Where appropriate, the teacher will mark Big Pictures, with a tick or an arrow, or there may be a numerical score given (e.g. for two or three mark questions).

Mathematics: all calculations should be marked correct or incorrect, using ticks or an arrow to show that a pupil still has more work to do, or a correction to make. Self-assessment may be completed by the pupils, as pupils benefit from marking their own work; however, this should then be checked by an adult. Any further corrections should be marked with an arrow. If all calculations are correct, the teacher should initial that learning to show the pupil that it has been checked by the teacher.

The pupils should then correct any mistakes in purple pen (within that session – Dedicated Improvement Time or in the following session). It is important for teachers to distinguish between a pupil’s simple slip, and an error that reflects a lack of understanding. Where a pupil makes a simple slip, it should be enough for the pupil to make the correction, using Dedicated Improvement Time and to re-work the question in purple pen. If there is a lack of understanding and clear misconceptions, the teacher should initially identify where the misconceptions exist and address these within the rapid teacher-led same-day intervention (guided group work). It may also be the case that the teacher re-models the calculation to show the correct method.

Within the EYFS, marking is an individualised process whereby pupils are given immediate feedback which they then respond to as part of the lesson. These next steps will be evidenced in writing by the teacher in their maths books.

Responses to error: we know that the way teachers respond to error is critical, particularly in mathematics. All classrooms at Robsack Wood Primary Academy are ‘mistakes friendly classrooms’ where errors are welcomed as an opportunity to advance learning. Pupils who have made errors may be asked to reflect on an error using the slip below:

My wonderful mistake	What I learnt

Policy Status and Review

Written by:	Principal
Owner:	Principal
Status:	Approved
Approval date:	September 2019
Review date:	September 2020

Appendix 1:

Whole Class Feedback

Date:

Lesson:

NEXT STEPS IN LEARNING	MISCONCEPTIONS/ERRORS	
	PUPILS REQUIRING FURTHER SUPPORT	
	PUPILS ATTAINING/PERFORMING EXCEPTIONALLY WELL	
GOOD EXAMPLES TO SHARE	SPELLING/GRAMMAR	INCOMPLETE WORK