

Quality Marking & Feedback-for-Improvement Policy and Guidance

Marking children’s work is an important part of teacher planning and assessment. We believe that:

“Learning is well supported when children are aware of what they are trying to achieve in Particular pieces of work and when, through careful marking, they have a clear picture about what they have done well and where they need to do better next time.”

Marking is an essential part of assessment *for* (formative) and *of* (summative) learning and thus teaching and learning. Through astute use of quality marking and feedback, we assess what children have learnt against the National Curriculum and success criteria. We are therefore able to identify and cultivate strengths; unpick and build on weaknesses; and challenge misconceptions.

Responding to pupils' work using timely prompts (scaffold, reminder or example) acknowledges achievement; promotes positive attitudes; and ensures misconceptions are addressed, curricular targets are reached and leads to new knowledge being gained or skills being clearly reinforced. At Hampden Gurney, we believe in the 3 Ms approach to marking. Marking should be MEANINGFUL, MANAGEABLE and MOTIVATING.

Purpose

Marking and feedback should:

- be manageable for teachers and accessible to pupils
- relate to learning questions, curricular targets and success criteria
- give recognition, praise and rewards for achievement, effort and presentation
- offer clear strategies for improvement
- be regular and returned to pupils promptly in order for the feedback to be relevant
- allow specific time for pupils to read, reflect and respond to marking
- informs future planning
- shows pupils that we value their work
- ensures high standards and excellent progress
- correct errors and address misunderstandings or misconceptions
- allow pupils to reflect on their performance and to set new targets
- ultimately be seen by pupils as a positive approach to improving their learning
- be constructive and varied – verbal, written, formal and informal
- be related to needs, attainment and ability
- provide pupils with self and peer assessment opportunities

Principles

There are three underlying principles for all marking and feedback. Marking should be:

- Meaningful to pupils
- Manageable for both pupils and teachers; and
- Motivating for pupils

Marking must always:

- be constructive
- be related to needs, attainment and ability
- be related to specific learning objectives, success criteria and curricular targets
- where possible, be accompanied by verbal comments
- follow consistent practice throughout the school
- ensure that pupils know how well they are doing
- ensure pupils respond to feedback and know what they need to do to improve
- provide pupils with self and peer assessment opportunities

Marking should be done during, or as soon as possible after the completion of the task and always before the next teaching session of that subject.

What to mark

- Teachers will apply their judgment when choosing the detail and focus of the marking, depending on: previous learning, learning objectives, success criteria, their knowledge of the child and the child's personal learning targets
- Final pieces are always marked
- Spelling errors will normally be kept to a maximum of five errors per piece of work. Pupils will be asked to add them to their personal spelling log
- Grammar errors should be acknowledged
- Homework will be marked regularly

How to mark

- When marking takes place after the task has been completed, the teacher will make a positive comment identifying and explaining the area of excellence (GLOW) and providing an appropriate improvement prompt (GROW)
- Some marking may take place during the lesson - immediate verbal feedback or brief written comments as they are working, can help to promote more effective learning
- Marking codes are used and pupils must daily find the faults and fix them
- Stickers, stamps or teacher's comments indicates an area of achievement (GLOW)
- Green ink indicates an area for improvement (GROW)
- Target ladders and success criteria are used and completed by both teacher and pupil – in addition to this GLOW and GROW comments are regularly given
- Pupils MUST be given daily DIRT (directed improvement and reflection time) – opportunities must be provided for pupils to read feedback, answer questions and complete set tasks
- Pupils should know the exact progress they are making and their next steps
- Teachers must mark using joined, legible handwriting
- Marking is completed in green ink
- Editing and peer marking is completed in purple ink.
- If verbal feedback is given, pupils should record a summary of the comments in their book
- Concepts that are persistently misunderstood by individual children need to be recorded by the teacher on their planning and addressed in a focus group
- Where a large proportion of the class has misunderstood a concept, this should be planned into the teaching session of the next lesson

Our Peer assessment Model

- Rules must be established and adhered to in order to create a climate of trust and respect
- Teachers should always model the process – thinking aloud whilst critiquing a piece
- Pupils should always mark against the success criteria and target ladders (these should be ticked)
- Pupils must identify and explain areas of excellence (GLOW) and areas for development (GROW)
- Teachers must select the pairings carefully
- Marking by pupils should be completed in purple ink and state the assessor's name
- Time must be allocated for pupils to respond to and discuss comments

Erasers

Erasers are used with caution – and if possible, not at all.

When drafting, errors are left and corrections are made around them. This enables children and teachers to see where mistakes or misconceptions have been made and how they have been addressed and rectified. For best work and final pieces, erasers may be used.

FEEDBACK MARKING

The Sutton Trust EEF Toolkit (2011) identifies feedback as one of the most powerful tools a teachers has, with research suggesting it can add 8+ months to a child's learning.

“ The major message seems to be that students – regardless of achievement level – prefer teachers to provide more feedback that is forward looking, related to the success of the lesson, and ‘just in time’ and ‘just for me’, ‘about my work’ (and not about me).

It is not sufficient simply to tell a student where they have gone wrong – misconceptions need to be explained and improvements for future work suggested.

The mistake I made was seeing feedback as something teachers provided to students. I discovered that feedback is most powerful when it is from the student to the teacher. What they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronized and powerful. Feedback to teachers makes learning visible.”

(Hattie, 2012)

Purpose of Feedback

In constructing this policy staff have considered the following factors:

- Why has work been marked?
- Who is it for?
- Can the child access the feedback given?
- How does it promote learning?
- Has it been effective?
- Have children responded appropriately?
- Is this marking necessary?

Key to Feedback

As Sadler (1989) states, children must be clear about what they are doing well now, where they are aiming to get to and, more crucially, how they close the gap between the two (Black and Wiliam 1998b).

When scrutinizing the feedback in school, it has been apparent that teachers might mark because they feel it is expected by school inspectors, parents or senior leaders in school. This is not the case. We know from research and experience, that marking can consume most of a teacher's time outside of lessons, therefore, we have given priority to workload considerations when drafting this policy. When thinking about feedback and marking, if it is not useful for the students themselves, or for the teacher, then there is no reason to do it – we would question its purpose.

Why is feedback so important in our school?

- It gives meaningful feedback to the child
- When done correctly maximizes learning potential
- Child is at the centre of the learning
- Helps children learn how to be the best learners they can be
- Informs planning by highlighting areas for development, enabling the child to make clear improvements
- Is integral to the planning of future lessons and informs progress assessments
- Facilitates and improves communication between learners, teachers and teaching assistants

What should feedback look like in the classroom?

- Dialogue – everyone talking about their learning and next step improvements
- Learning continually being evaluated and adapted
- Ongoing observations of children
- Children clear about where they are now, where they need to get to and most crucially, how to close the gap between the two.
- Children as active learners
- Questioning between students and adults
- Regular learning conversations within lesson with individuals, groups and whole class
- Children developing an understanding of what quality learning looks like
- Ongoing modelling or and coaching in self and peer assessment

Methods of feedback

Verbal with written

Through observation, class discussions and pupil interviews, it has been established that 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 improve.

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. Indeed, such feedback given whilst the work is ongoing enables the child to immediately experiment with, develop and implement the new items.

“ Students find teachers’ feedback confusing, non-reasoned and not understandable. Worse, students often think that they have understood the teacher’s feedback when they have not, and even when they do understand, claim to have difficulties in applying it to their learning”

(Goldstein, 2006; Nuthall, 2007; Hattie 2012)

Verbal Feedback

Although teachers will write 'VF' in books where verbal feedback is given, Pupils should be able to articulate how they can improve that piece of learning or apply it to another piece.

Written marking notes

This should be used with caution. The use of praise within this and ensuring praise effort is given when it is linked to achievement. Where written feedback is used, it should be recorded in a manner suited to the attainment level 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 who would find them useful. **NOTE: if followed by verbal feedback and explanation, its benefit can be enhanced.**

Child-led feedback

The following forms of child-led feedback are vital. In every class, however, these types of feedback must be explicitly taught, reviewed and become an integral part of the learning process.

Self-marking

Completed within lessons, 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. We encourage daily mathematics self-marking to take place, giving the teacher time to use this feedback to plan the following lesson effectively.

Marking their own work allows times to reflect upon their progress towards achieving personal targets helping them to take control of their learning. For effective self-review to take place, they should review their work against success criteria. This also gives an opportunity to reflect on their learning, thinking through the learning traits that were necessary. **NOTE: self-marking just be closely monitored, checked and must be explicitly taught for it to be effective. This is generally more effective for the older children.**

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.

"Students and peers regarded giving and receiving feedback to be potentially enriching experiences because it allowed them to identify their learning gaps, collaborate on error detection, develop their ability to self-regulate, including monitoring their own mistakes, and initiate their own corrective measures or strategies. A major message is that the positive value of peer feedback requires deliberate instruction support (such as the use of Gan's model) of the three major feedback levels and associated prompts for each level."

(Hattie, 2012)

Purple pens

Where appropriate, children respond to all types of feedback by improving their work, indicated by use of the 'purple pen'. They are also encouraged to use a purple pen to edit their own work, to highlight the importance of the processes involved.

QUALITY FEEDBACK AND MARKING MUST BE USED FOR ALL SUBJECTS

Teaching Assistants

- Teaching Assistants should mark work produced by their group of pupils and this should only be done in green ink and can be carried out within the session to give immediate feedback
- They should then inform the teacher of the progress and problems from that piece of work. It is not the role of the TA to complete any other marking for the teacher
- TAs should always outline in a pupil's book when and what support was given and put initials beside the comment

Supply Teachers

We expect supply teachers to mark all work using green ink. They must write (SUPPLY) on each page they have marked.

Conclusion

In applying these principles, we will maintain a consistency throughout school that will support all children in their learning by focusing explicitly on what children 'can do' and identifying clearly 'next steps' for their continued progress improvement.

Success Criteria

We know our policy is working when:

- there is evidence that work is being consistently and effectively marked
- marking informs planning
- pupils acknowledge feedback
- good responses to marking result in excellent progress

Monitoring

We will ensure that these guidelines are being used consistently throughout the school by regularly scrutinising work. This will be the responsibility of the Leadership Team and Subject Leaders when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings, year group meetings or with individual members of staff. The Governing body will monitor the implementation of the policy.

Reviewing the policy

Evelyn Chua December 2019

To be reviewed December 2021


Marking Codes

Common errors should be identified at least once

Codes should be placed next to the error or within the margin

Errors are identified with a circle where appropriate

Dish the daily DIRT (directed improvement and reflection time).

| Code | Meaning |
|---|---|
| I | Worked independently |
| PS | Peer support |
| AS | Adult support (+ outline of support given and adult initials) |
| Sp ○ | Spelling error - Find fault and fix it |
| P ○ | Punctuation error - Find fault and fix it |
| Gr ○ | Grammar error - Find fault and fix it |
| CAP ○ | Missing capital letter |
| // | New paragraph or new line |
| / | Leave a space |
| WW ○ | Wrong word (e.g. their, there, they're) Find fault and fix it |
| FS | Write in full sentences |
| ^ | Missing word - Find fault and fix it |
| ✓✓ | Excellent |
| ?? in margin | Doesn't make sense – Find fault and fix it |
|  | Upscale/upgrade.... Fix it |
| * | Insert..... Fix it |

Presentation Codes

| Code | Meaning |
|-----------|-----------------------------|
| P1 | Excellent presentation |
| P2 | Presented well |
| P3 | Reminder |
| P4 | Not acceptable – redo piece |

Feedback Flowchart

Feedback Flowchart

When students complete a piece of work, get them to proofread it for accuracy, highlight the areas of the work on which they would like marking to focus and explain how they have applied the success criteria.

Your marking should provoke thinking and be less work for you than your student.

- Focus highlighted sections
- Instead of making comments, ask questions and suggest specific tasks to improve the work.

Make sure pupils use success criteria when peer assessing work. Feedback should be:

- Kind (but honest)
- Helpful (...so that...)
- Specific (be precise)

When work is handed back, plan for DIRT (Directed Improvement & Reflection Time) – pupils must spend time reading feedback, answering questions and completing set tasks.

When books are next taken in for marking, acknowledge pupils' response to feedback and check that the learning gap has been closed.

If the gap has not been closed, further improvement questions or tasks may be required.

| Aspect | More effective feedback | Ineffective feedback |
|--------------------------------|--|---|
| Setting a goal | <p>A specific and challenging goal is set, often with criteria for a high-quality performance on a task.</p> <p>The goal is communicate so that pupils understand it (e.g. co-constructed success criteria/excellent examples modelled and analysed). Feedback addresses task goals directly</p> | <p>Goals are vague or not used</p> <p>Pupils do not understand the goals or the success criteria</p> |
| Kind of feedback | <p>Feedback draws attention to positive elements of the performance: e.g. the details of correct responses</p> <p>Feedback includes constructive criticism: advice that provokes the pupil to improve task performance</p> <p>Feedback refers to changes in performance from previous effort</p> <p>feedback includes an element of self-assessment by pupils (including peer assessment) as part of the process of encouraging pupil autonomy and responsibility.</p> | <p>Feedback is focused solely on incorrect responses.</p> <p>Feedback that does not provide information or support to improve performance or understanding.</p> <p>There is a focus on comparisons with other pupils, or marks and grades</p> <p>A reliance on extrinsic rewards (stickers, stars).</p> <p>Feedback includes punishment.</p> |
| Level of feedback | <p>Feedback provides information about a task, how well it was performed and how to do it more effectively.</p> <p>Feedback at the process level: how can the pupil improve the learning processes needed to understand and perform the task?</p> <p>Feedback at the self-regulation level: how can the pupil do better job of planning, monitoring and managing their actions and using strategies in approaching task? This is also described as 'metacognitive' feedback.</p> | <p>Non-specific feedback is given: e.g. praise or criticism for task performance without detail.</p> <p>Feedback at the self-level: comment on personal qualities of the pupil, either positive or negative that provides little or no information about processes or performance.</p> |
| Learning Principles | Descriptions | |
| Deliberate practice | Deliberate and continuous practice over time is necessary to develop mastery. As one practices and gains expertise, new strategies are needed to enhance learning at surface, deep and transfer levels. | |
| Prior knowledge | Children understand new things in the context of things they already know. Activating their prior knowledge and providing opportunities beyond what they know is ideal. | |
| Cognitive load | To think well on a concept or topic, factual knowledge must be developed first before complex thinking may emerge. | |
| Social learning | Learning from others is incredibly powerful in enhancing learning. Peers and experts that provide feedback, modelling and direct instruction are invaluable for learning. | |
| Reinvesting in learning | Understanding and developing dispositions for learning enables people to meet short-term/long term goals which often affect human emotions | |

Example of Marking Prompts in English

Context: letter to tell friend about Anne being sent to the Tower by Henry (Y4 history lesson where a cross-curricular objective is to write a letter).

Learning Question: Can I write an informal letter?

Success Criteria: • Check 4 key features: address, date, salutation & sign off • Give reasons for the things you say to help the reader understand why you feel the way you do • Use powerful language to add meaning, detail or description.

| Range of prompts | Extract from child's work | Reminder prompt | Scaffold prompt | Example/Improvement/Challenge prompt |
|---|--|--|--|--|
| Why? (Justifying a statement) | It was a dismal time. | Say why you thought it was a dismal time. <i>(Give reasons for the things you say to help the reader understand)</i> | Why was it a dismal time? | Look at my examples: It was dismal time because I knew Anne was being sent to the Tower unfairly. <i>or</i> It was a dismal time knowing that Anne would not come back. Now change your initial sentence. |
| How did you feel? (Personal response) | Nobody believed Henry. | Say how you think this made Henry feel so the reader can understand more. | How do you think Henry felt about not being believed? Do you think he might have regretted it? | How do you think he felt? 1) Angry that people did not trust him. 2) Annoyed with himself for lying to people. |
| Add something | Thomas More tried to distract Henry but Henry said no. | Go back and put in an adverb and an adjective. Add a fronted adverbial. Go back and add a relative clause to add more information. | Fill in the extra words: Thomas More tried _____ to distract the _____ Henry but he was too _____ and _____ refused. | Improve the description by using these or your own ideas: 1) Henry's incredibly stubborn manner prevented the diplomatic More from changing Henry's determined mind. 2) More's best attempts at persuading Henry failed as the determined Henry blatantly refused to listen. |

| Range of prompts | Extract from child's work | Reminder prompt | Scaffold prompt | Example/Improvement/Challenge prompt |
|--|---|---|--|---|
| Change something | Henry was a bad king. | Think of a more descriptive word for 'bad' which tells the reader more | Exactly what kind of king was Henry? Change bad for a word which makes him sound more scary and write it here: | Try one of these or choose one from the display on the wall: ferocious or terrifying |
| Tell us more (Expand) | Anne went to the Tower on Monday morning. | Could you describe the day a bit more - what was the date, the weather, the feeling in the air? | How did Anne look - can you describe her feelings? Scared, brave, pale, bright eyed? | Try to describe Anne's character through her appearance and manner. Perhaps: 1) Anne was a kind woman with a strong will to do the right thing, she sat graciously and upright as the horse drew off in the rain under a dark grey sky. |
| What happens next? (Develop) | At last she reached the Tower. | Add one more paragraph to finish off the letter | What do you think Anne's last words were or Henry's feeling as he saw her enter the Tower for the last time? | Look at my example. Can you write a better one? 1) "I will always love you," sobbed Anne, a tear rolling down her cheek. Henry could not bear to look and swiftly turned and left. 2) Henry was nervous, he was unsure, Anne was led away. She turned one last time, her eyes brimming with tears, hoping Henry would show mercy. |

What could feedback marking look like in mathematics...

Rewrite or remodel an example

52 - 38 =
 50 - 30 = 20
 8 - 2 = 6
 52 - 38 = 26 Child recorded

.....
 52 - 38 =
 52 - 30 = 22 Corrected recording
 22 - 2 - 6 = 14 recording
 Now you try this one...

Self-correcting

- Can you see where you have made your mistake?
- Check your 'place value in question 5'
- I make the answer to this question ... check that I'm right
- 2 of your answers are wrong, spot which ones they are and correct them

Remember...

- 'one hundred and two is 102 not 1002'
- 'to count on from the larger number'

Using a symbol or code

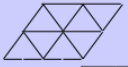
e.g.

- 😊 learning objective achieved
- ✓ correct answer
- try this one again
- 🗨️ oral feedback given

Check your schools marking policy!

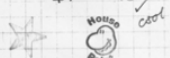
Ask a closed question...

- If you start with 93 and count back in tens, what would be the smallest number you would reach on a 1-100 grid? Would 14 be one of the numbers you say?
- Put these numbers in order:
835, 535, 538, 388, 508.
What would the third number be?
- Which of these numbers is closest to the answer of 342 - 119?
200 220 230 250 300
- I buy 6 books that cost £4.99 each. How much will I pay to the nearest pound?
- There are 28 children in the class. $\frac{3}{7}$ are girls. How many girls is this?
- A film starts at 6.30 p.m and ends at 8.10 p.m. How many minutes does the film last?
- What is the difference between 1999 and 4003?
- What number is 30 less than 64?
- What is the missing digit?

$$\begin{array}{r} 5 \square \\ \times 8 \\ \hline 456 \end{array}$$
- Shade $\frac{1}{2}$ of this shape 
- Fill in numbers on the 100 grid

| | | |
|----|--|----|
| | | |
| 45 | | |
| | | 57 |

Now try this one.
 What facts can you find?
 $4 + 7 = 11$
 $10 \times 2 = 110$
 $10 \times 100 = 1100$ ✓
 $4000 + 7000 = 11000$ ✓
 $4000 +$

Excellent work
 Charlotte. Do you know an equivalent for $\frac{7}{49}$? $\frac{11}{98}$ ✓


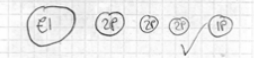
Ask an open question...

- Tell me two two-digit numbers with a difference of 12
- What even numbers lie between 10 and 20?
- Find 3 ways of completing: ...% of ... = 30
- $\square \times 0 = 20$ What could the missing numbers be?
- These numbers are in order, largest to smallest 56 \square 45 \square 37 \square 33 Think of a number that could go into each of the empty boxes.
- Draw a triangle with a line of symmetry that does not have a right angle
- If $7 \times 8 = 56$ what is 0.07×8 ? Give some other decimal facts that are linked to this fact
- Give me 3 division questions that have a remainder of 1
- Suggest sensible units you might use to measure the height of your table
- Tell me two lengths that together make 1 metre
- Write what the missing digits could be:
 $\square \square \square \div 10 = 3 \square$

Can you write down some multiples of 4
 10 Start $\rightarrow 4, 8, 12, 16, 20, 24$ ✓

$4092 = 4000$ and 0 and 90 and 2
 $35 = 22$ and 13 ✓

Can you find another way to partition 6
 Read mine. $35 = 23$ and 12 . You try. $35 = 22$ and 13 ✓

£100 20p 10p 10p 10p
 10p 10p 10p 10p 10p
 Well done ☺
 Can you write the coins you would use to make £1.07?


Finishing a sentence...

- 36 can be partitioned into and
- Two numbers < 200 are and
- All multiples of 5 end in and
- Two fractions equivalent to a half are and
- Capacity can be measured in or
- Acute angles are
- A pencil weighs about
- Squares have and
- 1.6 is between and
- 3 of the factors of 24 are, and

Ask for an explanation

- Would a chocolate lover rather have $\frac{1}{2}$ or $\frac{3}{5}$ of a bar of chocolate? Explain your answer
- What tips would you give someone who is learning how to round numbers to the nearest 10 or 100?
- Explain why a number which ends in '3' cannot be a multiple of 4
- Explain why two of the three angles in my triangle can't be obtuse
- Explain why 16 is a square number
- How could you subtract 37 from 82?
- How could we test a number to see if it is divisible by 6?

Encouraging reflection

- Could there be a quicker way of doing this?
- Do you think that this would work with other numbers?
- When could you use this strategy?
- Have you thought of all the possibilities? How can you be sure?
- Why did you decide to use this method?
- Can you think of another method that might have worked?
- Why did you decide to use this method?

Work Scrutiny Monitoring Form

| | |
|--------------------------------------|---|
| Work Scrutiny Monitoring Form | |
| Class: Subject: | Scrutiny carried out by: Role: |
| Date: | Time: |

| Focus questions | Examples of good or outstanding practice | Aspects of practice requiring development |
|--|--|---|
| Is there evidence of progress since the beginning of the academic year? | | |
| Is there evidence of effective, targeted differentiation? | | |
| Is pupils' work regularly marked in accordance to the learning question/success criteria? | | |
| Are opportunities provided for children to upscale/edit/improve their work? | | |
| Does the marking identify pupils' strengths and make explicit what they have done well? | | |
| Does the marking provide explicit guidance for pupils on how to improve? | | |
| Have pupils been given opportunities to revisit/correct/respond to aspects of work they misunderstood? | | |

| Focus questions | Examples of good or outstanding practice | Aspects of practice requiring development |
|--|--|---|
| Have pupils conducted quality self-assessment? | | |
| Have pupils conducted quality peer-assessment? | | |
| Does the presentation demonstrate care and attention and high expectations? | | |
| Are comments presented neatly and clearly for children to read, adhering to the school's marking policy? | | |
| Are target ladders/success criteria used effectively? | | |
| Are individual targets clearly given? | | |
| Are regular, detailed comments made by support staff? | | |

Areas for development: (teacher, subject or school)