# RIVERSIDE COMMUNITY PRIMARY SCHOOL

## FEEDBACK AND MARKING POLICY

### Rationale

Feedback is the process by which children are made aware of what they have achieved, what they need to do to improve further and how to achieve this.  Feedback and marking of work is a means of valuing what pupils do, and should instil a culture of progress, achievement and reflection. It can be both verbally given and written. The key **purpose** of any feedback is to promote learning which: corrects then challenges, discusses then guides towards next steps and, at times, praises, celebrates and motivates. Feedback, in its various forms, is an integral and powerful element of the assessment cycle and should influence future learning.  As such, providing quality feedback is vital in enabling every child to achieve their full potential.

### Policy Aims

- ❖ To make explicit to the whole school community our approach to providing feedback on pupils' learning.
- ❖ To ensure quality feedback practice, underpinned by consistent, shared and valued principles.
- ❖ To develop pupil self-esteem and self-awareness by giving feedback that is positive and developmental in nature.
- ❖ To encourage pupils to raise their attainment, ensuring pupils are aware of the next steps in their learning and how to achieve them.

*This policy should be read in conjunction with the Assessment Policy (with reference particularly to sections relating to Assessment for Learning) and the Teaching and Learning policy.*

### Principles

Feedback and marking comes in many forms, each needing to be carefully matched to purpose and intention.  The form in which feedback is provided also needs to recognise the age of the child, the subject, the nature of the learning intention and activities, and at what stage the learning sits within a broader sequence.   As such, at Riverside, we acknowledge that some degree of flexibility is required within our Feedback and Marking policy.  Therefore, we have agreed the following key principles to be consistently reflected in our Feedback and Marking practice throughout school:

- ❖ **Feedback must lead to action** – moving the understanding of adults and learners forward
- ❖ Feedback **happens in partnership, not isolation** – it is a collaborative, supportive process
- ❖ Children need to be **given the skills and competencies to be effective participants in feedback dialogues**
- ❖ **Time** for effective feedback is crucial to its impact on learning
- ❖ **Learning intentions are shared and understood** by everyone **and contextualised** within a broader context and/or sequence of learning
- ❖ **Criteria for success** are understood by all and used throughout the process of learning to **support discussion, reflection and action.**
- ❖ **Criteria for success are progressive** to enable next step(s) for all learners to be identified
- ❖ There are many types of marking – each is valid. **It is not always necessary, nor is it always effective, to mark every learning outcome with the highest level of detail**

Each Phase Team will relate these principles and this policy as appropriate to the age range and the working practices of the children and curriculum within that Phase.
*Documents exemplifying this for each Phase Team can be found in the Appendix to this policy.*

## The Principles in practice:

Feedback takes place through many pathways in the classroom; feedback to the teacher/support staff **from learners**, feedback **to learners** from the teacher/support staff, and **between or within learners** (peer feedback and self evaluation). Some key classroom conditions facilitate these dialogues, namely:

- ❖ good classroom management (of **time,** of **groupings**, of **support staff**)
- ❖ focus on **how and when feedback will happen** in a lesson at the planning stage
- ❖ effective **knowledge of pupil attainment and effective differentiation** within planning
- ❖ the use of **shared and modelled success criteria**
- ❖ **agreed approaches to marking** (understood by all adults and learners)

At Riverside we recognise the powerful contribution that learners themselves make to learning dialogues – they must be seen as partners in the process (not as recipients of teachers' marking). If conditions are right, there can be as much value in a pupil giving verbal feedback or marking work as an adult.

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**The principles outlined at the beginning of this policy should steer the teacher into deciding on the most appropriate approach to feedback. There are 2 main approaches:**

### Verbal Feedback

Creating opportunity for a variety of dialogues **about learning, during learning** should be at the heart of all our practices. This adheres to **all** the principles outlined at the start of this policy but most notably that Verbal Feedback must **focus first and foremost on the Learning Intention of the task** and the **skills being taught and practised in that lesson** and that it must result in **reflection and action by the learner.**

Verbal feedback is the most powerful type of feedback because it:

- ❖ is immediate and specific to the point of learning
- ❖ can be very quickly given but totally change the course of a child's learning within the lesson
- ❖ is often requested by the Learner
- ❖ is truly collaborative by nature
- ❖ can happen many times during the same learning experience
- ❖ requires very few additional skills to access it (as opposed to written feedback)
- ❖ can be very visual - providing instant modelling to address misconceptions
- ❖ can give information back to the teacher that can be used to shape/adapt the current lesson for the benefit of the whole class
- ❖ can be used by the teacher to give whole class/groups/individuals feedback based on prior learning

Quality Verbal Feedback is particularly vital in lessons where sometimes no recorded outcome takes place (for example in subjects such as PE, Music, PSHME, RE, MFL).

It is important that Verbal Feedback should not be seen as a purely **spontaneous strategy**. We recognise the need **to plan in** strategies for all pupils to give and receive verbal feedback throughout the learning experience:

- ❖ Partner Talk time (Turn To Your Partner)
- ❖ guided group work (by Teacher or Teaching Assistant)
- ❖ Teacher Target Time guided groups
- ❖ 1 to 1 conferencing
- ❖ Mini-plenaries (for the Teacher to ask questions of the pupils/receive feedback from the pupils about their learning so far within the lesson)

We recognise that giving pupils time to give each other Verbal Feedback about their learning, in pairs for example, contributes not only to the **assessment of** learning but will **deepen learning** or facilitate **additional learning** for both children involved. For these peer-dialogues to be successful certain conditions need to exist:

- ❖ children need some training, through both direct teaching of feedback skills and having high quality learning conversations modelled explicitly for them to mimic
- ❖ pairings should be carefully considered – this could include similar attainment/mixed attainment pairings and confident/under confident speakers, etc.
- ❖ teachers need to demonstrate the value of peer learning dialogues by asking pupils to feedback to the class what they have found out about their learning during the discussion (and thus providing further learning/reinforcement to all the pupils in the class/group)

We also recognise the benefit to a pupil's confidence and self-esteem of receiving positive Verbal Feedback from adults within school other than their class teacher. We strongly encourage pupils to take their work to other adults (for example their teacher from a previous year, or the Subject Leader), to their Team Leader, the INCO or to the Head/Deputy Head Teacher in order to reaffirm positive feedback. Similarly, we give opportunities for pupils to show parents/carers their successful learning.

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### Written Feedback (Marking)

Marking of pupils' work should be regarded as one of the regular means of communication with pupils about their individual progress. If Written Feedback is being used, any marking relies on **feedback focussing first and foremost on the Learning Intention of the task** and the **skills being taught and practised in that lesson** and that it must result in **reflection and action by the learner.**
However, different types of learning require different levels of Written Feedback (some learning will not require any detailed written feedback). The amount of Written Feedback is at the discretion of the teacher but it must be **well matched to the task**, appropriate to the **point in the sequence of learning** and be made with a good understanding of **the needs of the individual pupil**. We also recognise that (like Verbal Feedback) marking has most impact on improving learning if it **takes place at the point of learning** (rather than **after** the activity has taken place).

Within this policy, we have agreed a set of codes to enable Written Feedback to be **clear, swift and easy for children to recognise**, **understand and act upon** (**and to use themselves for self and peer marking**)

**There are 3 consistent elements that support our written feedback:**

1. The use of colours to communicate:   <span style="color:purple">**purple =  learning success**</span>
<span style="color:green">**green = areas for development or improvement**</span>

2. The use of 1, 2 or 3 ticks to summarise the overall degree of success in the learning activity

3. **Adults** always mark in **coloured pen** and **pupils** always mark (their own/each other's learning) in **coloured pencil.**

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At Riverside we have identified **two distinct** written marking approaches and, to a degree, both adults and pupils can use these approaches:

**1. Learning Activity Direct Marking**: This level of marking is a **summative marking style** to be used when children are practising **a single discrete skill.**  The marking relates directly to the Learning Activity  (expressed as 'Can I ...?') and **does not always require additional comments** (for example, when there is no follow up activity planned into the sequence for the pupils to revisit this learning).

Ticks and codes are used to communicate how well a child has achieved **next to or over** the 'Can I ...?' statement using the following system:

✓        One tick – 'You had a go' - objective attempted but ***not met at all***

✓✓      Two ticks – 'You did quite well' - objective ***nearly met***

✓✓✓   Three ticks –  'You did everything you needed to do' - objective ***fully met***

**Pupils** themselves regularly use this type of marking to evaluate their own and each other's learning at the end of a learning activity. This gives feedback to the teacher about the pupil's level of confidence, etc. within the activity. Sometimes, the teacher will then also mark next to the pupil's evaluation to see whether there is agreement on the level of success in the learning task.

**2. Focus Marking**: Focus Marking is a **formative marking style** which takes place primarily, but not exclusively, in more open-ended or written outcomes where pupils are practising **multiple skills**, for example towards the end of a sequence of learning in Literacy, recording an investigation in Science, in some areas of Humanities and sometimes in Numeracy.
Obviously, Focus Marking refers to the over-arching Learning Intention but is **more focussed on any smaller steps agreed in the Success Criteria** that were available to support the pupil in achieving individual skills within the task.
So, for example, if the over-arching Learning Intention is: 'WAL (**W**e **A**re **L**earning) to write a diary extract' then the individual criteria for success are likely to reference (at a variety of levels): writing using the 1st person, use of past tense verbs, writing chronologically, inclusion of feelings/opinions, etc. These individual criteria become the focus for feedback and marking.

The learning piece is marked throughout **in focus** using the agreed **marking codes** appropriate to the subject and age. It also includes some written comments which summarise strengths and next steps for the learner. Marking should be communicated in a form which is clearly understood by the individual pupil and in a handwriting style that is easily understood.

Written comments always include **aspects of the agreed Success Criteria** that are:

✓✓✓ **strengths/positive features** of the learning (written in **purple** next to 3 ticks). Examples of success can be identified within the work by underlining in purple pen and marking with 3 purple ticks where they appear in the work

✓ **an area to develop or improve upon – a target** (written in **green** next to 1 tick). Areas where improvements need to be made in the main body of the recorded work, can be identified by underlining in green and/or marking with 1 green tick where they appear in the work. The improvement target must be challenging but achievable. **A prompt** should be included to support the pupil achieve the target. Useful prompts are:

   ❖ A **reminder** prompt, e.g. *'What else could you describe here?'*
   ❖ A **scaffold** prompt which provides support through a question, a directive or an unfinished sentence, e.g. *'What was the old man saying?'* / *'The old man was so angry he.....'* / *'describe how the old man felt in that situation'* / *'12 x 10 = 120, so what is 14 x 10?'*
   ❖ An **example** prompt which allows the pupil to choose and option, e.*g. 'Choose which one of these adverbs to add to your final sentence: He walked <u>wearily</u> or <u>triumphantly</u> towards home'* / *'Which is correct? ½ of 30 = <u>10</u> or <u>15</u>?'*

Focus Marking comments can be **written at the end a piece of work** or, for ease and speed, can use the structure of some form of published **Success Criteria and agreed codes to Focus Mark against**. Either approach is acceptable, as long as the pupil can easily understand the marking and then act upon it confidently. With this in mind, succinct and clear comments are seen as best practice and we acknowledge that too much written feedback is overwhelming for a pupil and therefore serves little purpose.

**Pupils** use this type of marking to evaluate their own and each other's learning either during 'mini-plenary sessions' within the learning activity or to self or peer-evaluate their work in this way before the teacher marks it.

*Both these marking approaches are exemplified in the Appendix to this policy*

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**<u>Other types of Written Feedback</u>**

The 2 main approaches to marking explained above are, of course, not the only types of marking used at Riverside. For example, **correcting a diagram** in a Science book, **levelling** a piece of work against external or National Criteria, **annotating** a photo of children working on a group task, are all also recognised types of marking, each serving a different purpose.

Another purpose of Written Feedback is to **encourage and recognise achievement and effort** and all children need this type of feedback from adults from time to time.  However, this type of marking **should never be over-used or used entirely** as, of all the types of marking, it is likely to have **least impact on progress**. Pupils require a variety of Written Feedback (both summative and formative) in order to understand where to focus their academic efforts and ultimately improve attainment.

We also recognise that **'feint' praise or praise without true merit** is not productive and ultimately could result in a pupil having a false or inconsistent perception of their own skills and attainment. For example, a token smiley face/'well done' at the bottom of a piece of work to demonstrate that the teacher has seen the work, will be interpreted by the pupil as the teacher judging the whole piece of work to be 'good' and that there are no next steps to work on.  This kind of confusing marking should be avoided.  If the purpose of the marking is to praise, increase confidence or encourage future effort from the pupil, then comments should be added to pin point exactly what is being recognised.  For example: *'Well done! You are now writing more in the time given.  Please keep it up tomorrow.'*  Similarly, if the school merit system is being used to reward and encourage pupils in marking, then it needs to be qualified with a few words.  Merits should not be given without comments **(*exemplified in the Appendix to this policy*).**

## Further Guidelines for Marking

- ❖ Marking of work should be done regularly and returned as quickly as is practicable and definitely so that it has an impact on future learning.
- ❖ Marking records need to be kept to inform summative Teacher Assessment judgements, pupils' parents and the planning process to make provision for the next steps in learning.

## Secretarial Marking

This policy encourages most Written Feedback to focus on developing the skills and concepts being taught **in focus in a particular lesson**.  Once the planned Lesson Learning Intention(s) have been introduced, we must not then expect a pupil to additionally apply all the previous skills that they have ever been taught. However, in the circumstances outlined below, it would be reasonable to expect an adult to give feedback about more generic, secretarial skills (even if they are not the focus of the lesson).  These generic skills might encompass: grammar and punctuation, Standard English and spelling, letter or number formation or presentation:

- ❖ If the pupil repeatedly makes the same error over several pieces of work
- ❖ If the error shows learning/understanding significantly below their chronological age and the rest of their attainment group
- ❖ If the error has seriously compromised the ability of the work to be read/understood by another adult or child

Again, the teacher needs to be mindful of not overloading the pupil with negative feedback comments and multiple targets for improvement.  To lessen the likelihood of this happening good practice dictates that teachers:
- ❖ Build in time for pupils to read through and check for things they know are wrong before work is handed in
- ❖ Read the whole piece through before deciding on what marks and Written Feedback is most appropriate (and thus resist the urge to immediately mark absolutely everything that is incorrect)

**The following codes and marks are used for this purpose:**

| code | Meaning/use |
|---|---|
| **Sp** | Spelling error:  write SP next to the incorrect word (not every incorrect word) |
| ◯ | Punctuation error: a circle is drawn around the incorrect punctuation or where punctuation has been omitted.  Children then correct the error or insert missing mark. |
| **λ** | Missing word:  Indicate the area where a word is missing to either make sense or add to the sentence by inserting an inverted v under the line. |
| (M) | Merit awarded for work with a brief note of why (e.g.' for using strong adjectives') |
| ☺ | Smiley faces are used positively to indicate where there has been real effort/improvement for the individual child.  Smiley faces need to be accompanied by a brief note af what has been particularly pleasing (e.g. 'You left spaces between your words today!') |
| **In Numeracy marking only** ||
| ✓ | A single tick is recognised in Numeracy marking as meaning 'correct' |
| ▪ | Incorrect – go back and revisit this (this can then be converted to a tick once corrected and correct) |

## Codes to record how learning was completed

Marking needs also to provide feedback and information to the teacher.  These codes enable adults to reflect of the level of support required for a pupil to access learning.  Teachers and Teaching Assistants will use these codes, but as children get older, they are encouraged to write these codes for themselves as part of the evaluation of their learning.

| code | Meaning/use |
|---|---|
| (I) | Worked independently |
| (S) | Needed support.  The code is written at the point that the support was given in the learning process with a brief note to describe what the support was, e.g. further modelling, adult support (initials), peer support (initials), an additional resource, etc. |
| (V) | Verbal feedback or intervention given at this point with a brief note relating to the discussion, e.g.  'Q: can you describe the atmosphere here?'/ 'Reminded to include features in the success criteria.' |
| **These codes are used to indicate when the class teacher has not delivered the lesson** ||
| PPA | Planned or delivered by PPA cover staff |
| Supply | Supply teacher delivered |

*Exemplars of the use of these codes can be found in the Appendix to this policy.*

**Feedback and Marking in the Early Years Foundation Stage**
The principles of this policy start simply in the Early Years, laying the foundations for the full use of the policy in subsequent Phases.
Feedback and Marking is used as an essential tool in the assessment cycle to evidence what each child knows, understands and can do in order to plan a curriculum in which learning opportunities and teaching strategies are well matched to the needs of the children.

Much of the learning in the EYFS is practical and, as such, **verbal feedback to the children is vital**, where through carefully planned and responsive questioning, children are provided with timely  guidance to move their learning forward within the learning environment.
Written feedback in the EYFS most often takes the form of **written observations, annotations and activity record sheets**.  These record how a child has approached at task, what they have gained or achieved and likely next steps.  Annotations should reflect the verbal feedback given by an adult during the activity.  If learning **does** result in a recorded outcome, then Written Feedback takes place individually alongside the child to provide them with immediate feedback. It is then reviewed before the next session to serve as an oral reminder.

As important as feedback to the child, is the feedback (through in depth observation and discussion) that the staff in the EYFS receive **from the child**.  Information gathered (through the model of feedback above) is discussed and shared amongst all Early Years staff at regular planning meetings.  This feeds forward into the planning of explicit activities and experiences that will provide groups and individuals with further activities to move their learning on.


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**Monitoring**
Monitoring should ensure that feedback and marking takes place in line with our policy principles.

**Equal Opportunities**
All verbal feedback and written marking of our pupils work is given irrespective of the child's gender, race, colour or creed.

**Evaluation**
The school's marking policy will be reviewed biannually, at the same time as a review of the effectiveness of the policy.


Signed: …………………………………………………………………………….
Chair of Curriculum/Premises and Health and Safety Committee

Dated: ……………………………………………………………………………