GORSE RIDE SCHOOLS

GROW | RESPECT | SUCCEED

FEEDBACK & MARKING POLICY

ADOPTED :	N/A
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POLICY STATEMENT

At Gorse Ride Schools, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful of the workload implications of written marking and of the research surrounding effective feedback. The purpose is firstly, that pupils act on feedback in order to make progress over time; secondly, it should inform future planning and teaching.

AIMS

Our policy is underpinned by evidence from the Education Endowment Foundation research which 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 specific so that it is meaningful

• Put the onus on pupil 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 the moment or subsequent lessons.

The Department for Education teacher workload review report (*March 2016*), emphasises that marking should be **meaningful**, **manageable** and **motivating**:

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

KEY PRINCIPLES

• The sole focus of feedback and marking should be to further children's learning.

• All pupils' work should be reviewed at the earliest opportunity so that it might impact future learning.

• Feedback delivered closest to the teaching is most effective; therefore, feedback delivered in lessons is more effective than comments provided at a later date.

• Feedback is a part of the school's wider assessment processes in the classroom and takes many forms other than written comments.

• Written comments should only be used where they are relevant and accessible to students according to age and ability. Therefore, not all pieces of work will receive written feedback.

• Whole group/class review/marking/plenary sessions are effective in reinforcing the learning and offer pupils immediate feedback. This can be provided via a Whole Class Feedback sheet.

• Exercise books will be monitored regularly by the Senior Leaders and subject leaders, as well as informally by teachers within each Phase team or Key Stage.

FEEDBACK AND MARKING IN PRACTICE

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Feedback occurs at one of three stages in the learning process:

Type	What it looks like	Evidence (for observers)
Immediate *(at the point of teaching)*	Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve use of a teaching assistant to provide support or further challenge May re-direct the focus of teaching or the task May include highlighting/annotations according to the marking code	• Lesson observations/learning walks • Some evidence of annotations or use of marking code /highlighting • Level of support codes used
Summary *(at the end of a lesson /task)*	Takes place at the end of a lesson or activity Often involves whole groups or classes Provides an opportunity for evaluation of learning in the lesson May take form of self- or peer- assessment against an agreed set of criteria In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer assessment • Level of support codes used
Review *(away from the point of teaching)*	Takes place away from the point of teaching May involve written comments / annotations for pupils to read / respond to Provides teachers with opportunities for assessment of understanding Leads to adaptation of future lessons through planning, grouping or adaptation of tasks May lead to targets being set for pupils' future attention, or immediate action	• Acknowledgement of work completed • Written comments/ visual codes and appropriate responses /action • Whole class feedback sheets, indicating adaptations to teaching • Level of support codes used

GENERAL

- All learning objectives with success criteria and date noted) will be stuck at the top of each piece of work (this includes foundation subjects).
- Ensure success criteria has '*I have included my targets*' – linked to child's writing target card.
- The expectation of the lesson will be made clear to all children verbally and via success criteria in books.
- The use of detailed success criteria in lessons will help to scaffold learning and offer appropriate challenge where necessary.
- If the objective and/or success criteria has been met it will be highlighted in **pink** to show work has been checked. If not, it will be highlighted/marked in **green** with a marking code or target to identify next steps (verbal feedback and time given to correct work are vital elements to make this process successful).
- Progress from the feedback should be evident in subsequent pieces of work.
- Teachers are expected to make time for pupils to read the teachers marking, edit their work or make corrections as identified in the marking.
- Level of independence indicated using codes (see appendix 2)
- All adults, including teacher, teaching assistant and supply teachers will mark work as appropriate, in accordance with this policy.

- If a pupil is absent from school, teachers should note 'absent' alongside the learning objective in the book.
- All independent pieces of work i.e. end of unit checks or writing pieces must be teacher assessed.
- **Purple** pens will be used by the children to self-mark (tick or fix) – teachers must model where possible and check that the children's corrections are accurate.
- Any work not being taught by a teacher needs to be marked by the class teacher at least once a week with next steps identified i.e. RWI get writing books, Power Maths, Fresh Start.

EYFS

- Use RWI marking guidelines for RWI writing books (see appendix 4).
- During learning opportunities, adults will provide children with verbal feedback and next steps/scaffolds in the moment, at an age appropriate level.
- Progress and evidence of learning will be documented on Tapestry and learning journey walls.

KEY STAGE 1

- Use RWI marking guidelines for RWI writing books (see appendix 4).
- For all written pieces of work, including topic work an agreed upon visual code will be used to show success (highlighted in **pink**) and next step (highlighted in **green**) *(see Appendix).*
- Children will understand what the visual code means and be able to explain if asked.
- Feedback will be given using visual prompts or verbally.
- Spelling corrections should focus on appropriate high frequency words or phonetically decodable words – no more than 3 should be highlighted. High frequency words may be modelled at the end of the piece for children to copy.
- Persistent letter reversals should be modelled at the end of the piece for children to copy. (1-2 per piece)
- Good presentation should be encouraged and praised but only set as a target where is appropriate for the child's stage in development (consider child's fine motor development).
- In maths where possible use self/peer marking. Teachers to check the children's editing is correct.
- Progress from targets/ next steps given from the success criteria should be evident in subsequent pieces of work.

KEY STAGE 2

- All work will be marked by highlighting the Lesson Objective/ Key Question/ Success Criteria in '**tickled pink'** or '**green for growth'**.
- Spelling mistakes will be identified using the appropriate marking code and **3** correct spellings will be listed at the end of a piece of work, with high frequency words being the focus.
- Some work will be assessed verbally and constructive feedback will be provided to individuals, groups of children or whole class, suggesting possible ways of improving future learning. The use of Whole Class Feedback sheets should be shared at the start of the following lesson.
- Good presentation and writing target card objectives are expected across every subject.
- Consistency throughout the school will be ensured by following the agreed core marking code; this will be easily available for pupils to refer to and will be displayed in every classroom or in exercise books.

- Year 3 will continue to use the KS1 visual marking codes in the autumn term and where appropriate before moving on to the written marking codes.

CORE SUBJECTS – ENGLISH AND MATHS

Reading

- Whole class feedback or self-marking should be carried out for retrieval and vocabulary questions. Teachers must review explanation and inference elements of reading comprehension and either provide individual, small group or whole class feedback where needed.

Writing

- Target cards for writing for all children from the summer term of year 2 to year 6 – max of 3 targets. These should be reviewed regularly by both pupils and teachers, and updated when they are achieved. **See below for more detail.**
- English work must be marked daily with a focus on objective and target card objectives – teachers must check any self or peer marking.
- There is no expectation for an additional written comment.
- Three high frequency words should be identified for spellings.
- One piece of writing per week can be whole class feedback but it must be evident that children have edited work in response to the feedback. **However**, teachers must check work to ensure the edits are correct.
- Colour coded marking can be used with the children – see example below.

Writing Target Cards:

- These should be taken from the bold key writing objectives unless all have been met,
- They should be small, clear next step targets, e.g. use commas accurately in a list, spell the words 'where', 'what' and 'because' correctly
- Refer to school supporting documents of spelling and grammar progression for appropriate choice in grammar/ words
- Should be part of the success criteria for every writing session
- Once target card has been achieved it should be stuck at the back of their book to show progress and highlight expectation of these targets remain.

Maths

- Use self and peer marking in the moment where possible – teachers must check for accuracy.
- Where self/peer marking is not used, teachers must pink or green work. No written comment is needed in maths books apart from the level of independence codes. Teachers must address any misconceptions either individually, through small group work or via whole class review at the start of a lesson or during 15-minute maths.

FOUNDATION SUBJECTS

- Learning objectives with success criteria and date will be stuck at the top of each piece of work and highlighted **green** or **pink** to acknowledge learning.
- Good presentation and writing target card objectives are expected in foundation subject work.
- Once teachers have reviewed books or learning, whole class feedback can be given by using the format in appendix 3. This can be up to 50% of the marking for foundation subjects. **However**, if they are doing independent writing do not use whole class feedback for this lesson as objectives need to be checked individually.
- Within a whole class feedback session (this can be part of the review at the start of a lesson) children must have a chance to correct or self-edit their work to show progress and that misconceptions/spellings have been addressed.
- Topic specific spellings can be addressed in whole class feedback where appropriate.
- SLT and subject leaders will ask to see whole class feedback sheets as part of the monitoring process.
- Purple pen (tick or fix) can be used alongside colour coded self-marking linked to success criteria – teachers must still check this is accurate and address any mistakes or misconceptions not corrected appropriately.

WHOLE CLASS FEEDBACK SHEET

Whole Class Analysis

The books are handed in at the end of the lesson and the teacher then analyses each child's work. The success criteria is highlighted **pink** or **green** to acknowledge that the work has been checked – if it has been self-edited, teachers check the marking is accurate. Any basic errors (e.g. spelling errors, punctuation) will be indicated by the teacher using the school's marking codes. Books are organised into 3 piles indicating children who need further help, children who understood the concept and those who performed particularly well. During the book analysis, the teacher makes notes using the template (see appendix 3). Whole class feedback sheets must be kept for reference and assessment by the class teacher for the academic year (this can be electronically, in a book or folder).

The whole point of this approach is that **the next step is the next lesson**. You don't need to write down the next step for each pupil; you either give them the opportunity to put it into action or teach them whatever the next step is for them. See example of whole class feedback below.

Whole Class Feedback Sheet   Date: 4th Sept '17   Lesson: English

Work to Praise and Share	Need Further Support
Saba – excellent vocabulary choices Anees – description in opening (show under visualiser) Sophie – great dialogue (show under visualiser)	Hayden, Tanima, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson. Selena, Tom - Not finished. Josie – Absent

Presentation	Basic Skills Errors
Great Show Sophie's book – good e.g. of setting out speech and correct punctuation placement Reagan, Lena – errors not corrected with a single ruler line	Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie's book Spellings – • extraordinary • unconscious • symbol Teach and check with mini-whiteboards

Misconceptions and Next Lesson Notes
Problems with tense - Swapping from past at start to present later on. E.g. Jack's work. Need to reteach key points from previous lesson. Next lesson - show these sentences and identify the error. 'The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.' Rewrite on whiteboards then check own work for errors with tense. Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.

Feedback Session

At the start of the next lesson a 'Feedback Session' takes place and children in Y2 - 6 use purple pen to correct or improve their work. Where individual children have done particularly well or poorly, the teacher will make a note and use these in the lesson as a teaching point to address misconceptions or review the learning (where it is an error, use the mistake anonymously or write a similar sentence with the same error). Teachers will share extracts from pupils' good work, using either the visualiser or just a few typed lines.

Self-Checking

In lessons such as maths and grammar, self-checking can be embedded into the lesson structure. Teachers simply make answers to problems available to children and children check their own work after they have completed 4 or 5 questions. This introduces an ethos of addressing mistakes quickly and ensuring children don't waste entire lessons misunderstanding the topic.

Self-checking helps to increase pupils' confidence too as they quickly see that they are getting questions right and move on to a greater level of challenge or they have a chance to address difficulties straight away and make progress in every lesson.

For writing tasks and analysis activities, children can use the success criteria and their target cards to check their own and their peers' work.

Redrafting

For writing tasks, you can use examples found in the analysis of particularly good work for children to check their own work and redraft where appropriate. For example, highlight excellent use of embedded clauses with the whole class and ask them to redraft their work to include an embedded clause. Redrafting can also be used to correct common errors. Children can read a piece of work and suggest how it could be improved, discussing and highlighting this in pairs or small groups. This approach can be effective in quickly addressing misconceptions and improving writing immediately. Following a redrafting lesson, the next step involves a writing task which builds on the work covered. If children work on redrafting by including more varied descriptive words today, tomorrow they would write a different descriptive piece of writing and put their learning into practice straight away.

The Next Step is The Next Lesson

The guiding principle of a whole class feedback is that the next step is the next lesson. It addresses next steps in the context of the whole class, rather than writing 30 individual next steps and then moving onto a whole new topic. It empowers learners and uses teacher time more effectively so that children make progress and have misconceptions dealt with quickly.

Staff Wellbeing Marking Tips:

- Be familiar with your **marking policy** and use it to your advantage. The policy states how regularly marking needs to happen and in what style.
- Encourage children to **mark their own work** whenever possible. This may be through using purple pen to mark work or using specific success criteria and encouraging them to colour code by underlining the points achieved.
- Use **peer assessment** to mark each other's work against the success criteria.
- **Mark during the lesson**. If you or a TA are working with a small group, make sure you mark the books in the moment.
- Get the children to hand their books **open on the page** to be marked. This can save 7 minutes per 30 books. This is a total of 28 minutes per day for four sets of subject books which equates to 91 hours per academic year.
- When you are marking test papers, mark the same two pages from every **test paper** before turning the page. This means you remember the answers as you go along and less time is needed to check them.
- **Use your time wisely.** If your class are completing a silent task, you can be marking work from a different lesson. You might be able to give one to one feedback in this scenario as well.
- **Mark together**. Sometimes marking at the end of the school day and feel lonely and dull. You can sit with a colleague or put some music on and have a hot drink to help make the task more enjoyable.

Writing visual code	Meaning
	Write on the line
	Full stops
	Capital letters
	Finger spaces
	Correct letter formation
	Use phonics
	Interesting vocabulary (adjective, adverbs)
	Exclamation marks
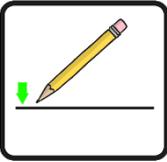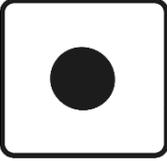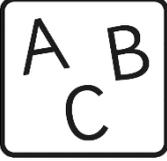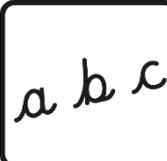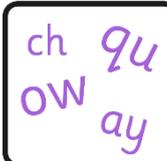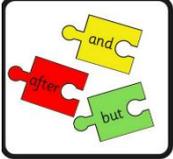
		Question marks
		Conjunctions
		Openers
		Say your sentence

Code	Explanation
	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome
	Work which needs further attention or displays an error or misconception
✔	Correct/good point/well written.
??	This needs to make sense/be clearer.
CL	Find missing capital letter in line and correct.
FS	Find missing full stop in line and correct.
LC	A letter needs to be in lower case.
sp.	Find spelling error in line and correct- use a dictionary if necessary.
T1 ????	Evidence towards target (with appropriate number).
//	New paragraph.
Tense	You need to correct the verb tense.
HP	House point has been awarded.
^	Find missing word and write in.
V	Verbal Feedback

Level of Independence

Code	Explanation
I	Independent
P	Prompted
M	Modelled
S	Supported

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Date:

Class:

Teacher:

Learning Objective and Success Criteria:

Work to Praise and Share	Need Further Support
Presentation	**Basic Skills Errors**

Misconceptions and Next Lesson Notes

APPENDIX 4: MARKING GUIDELINES FOR READ WRITE INC GET WRITING BOOKS

In the Lesson

Fred Fingers Spelling

Marking: The children mark their own work.

1. The teacher writes the word on the board
2. The children tick and fix the sounds, not the letters.

Hold a Sentence

Marking: The children mark their own work.

1. The teacher displays the sentence on the board.
2. The children:
   - Tick correct and insert missing punctuation.
   - Tick words spelt correctly and correct words with sounds spelt incorrectly.
   - Insert a missing word with a ˄

Proofread

Marking: - Children mark their own work.

1. The teacher displays the edited sentence on the board.
2. The children:
   - Tick each corrected error and correct and missed edits.

Reading teachers will use Green or Pink to highlight where in the moment verbal feedback has been given.

At the end of each week Class Teachers will mark the Get Writing Books. (children to take Get Writing Books back to classes on Fridays.

Build a Sentence

Marking: - Class teachers mark children's writing at the end of each week using the marking guidance. Pink and green the writing and write the next step on the next week's page for the children and Reading Teacher to refer to.