



Wise Owl Trust

Marking & Feedback Policy

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Due for review: February 2020

Introduction

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, *Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112*)

However feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective ..."feedback must answer three major questions asked by a teacher and/or by a pupil:

*Where am I going? (What are the goals?),
How am I going? (What progress is being made toward the goal?), and
Where to next? (What activities need to be undertaken to make better progress?)" (ibid p86)*

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. At Wise Owl Trust this important stage of the teaching and learning process is also called *'Developmental Marking'*



1. Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

2. Processes

Four types of marking and feedback occur during teaching and learning at Wise Owl Trust:

i) **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.

ii) **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

iii) **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

iv) **Self-assessment and peer assessment** of the attainment and success of a piece of



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work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and feedback at Wise Owl Trust.

3. Non-negotiable Procedures for Marking.

All marking is to be carried out in pink and green pen

All marking is to be done in a clear legible hand aligned to the school handwriting script.

The marking code is to be followed in all cases. (see Appendix 1)

The marking code should be accessible to all pupils in the learning environment

All pupils' work is to be at least 'light' marked by Teacher or Support Staff. It is an expectation that incorrect grammar and spellings are addressed.

In both Maths and Literacy at least 1 piece of work per pupil should be developmentally marked in depth per week. *If evidenced within Topic books then the same applies. If being used as an editing lesson, then this piece of work can remain unmarked for that purpose only.*

In developmental marking:

When identifying specific success, the respective work in the pupils' book (literacy or maths) will be identified in pink highlighter – Tickled pink

When identifying an area for specific improvement the respective work in the pupils' book (literacy or maths) will be identified in green highlighter - Green for growth

There will be a maximum of 2 identified specific areas for both pink and green highlighting for each piece of work.

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given. *Spellings identified should be of relevance e.g. common exception words, words relevant to age/stage of the child.*



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To manage marking stick-it notes may be used to identify where response is required, or to enable the pupil to transfer a comment forwards to the next piece of work

- If L.O is met the full L.O is highlighted in Pink e.g. L.O – Rhyming poems
- If L.O is partly met just the L.O is highlighted e.g. L.O – Rhyming poems
- If L.O is not met none of the L.O is highlighted and a comment as to why they did not meet it must be written in green.

- Codes must be used during guided groups to say whether the children have achieved their L.O. The correct code must be put in the top right corner of the pupil's work **S** – any additional support **T**- Teacher, **TA** -Teaching Assistant. However, if the pupil then completes the work independently an 'I' will also be put in the top right corner. (e.g. **TI** = teacher group but done independently or **T** = Teacher group supported)

- Children should be given the opportunity to self-correct (RAR time).
- Self and peer assessment is crucial and must be done in yellow for self-assessment and blue for peer-assessment.

3a) Procedures in greater detail:

3ai) The Frequency of Developmental Marking

- **All pupils' work is to be at least light marked by Teacher or Support Staff.** No work should go unmarked in ALL books. Preparation work including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics should be collated in pupils' books. This may be the form of photocopies of white boards and material captured electronically and reproduced as appropriately. **This is important as it charts the process and progress of pupils' learning.**
- **In Literacy and Mathematics all pupils should have at least one piece of work marked developmentally by their teacher per week.** This Marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made also each week. The overseeing of such a task may be carried out by another adult other than the class teacher.
- **In the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down.** This will be recorded in pupils' learning journeys (Tapestry), and as the Foundation year progresses directly onto recorded work as appropriate.



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- Additional Developmental Marking may also be used as a strategy to support pupils who are in need of acceleration. This may be particularly pertinent to pupils in receipt of the Pupil Premium Grant and be an agent to close gaps in achievement. In such situations an additional adult could be provided for this purpose.

3b) Giving effective feedback to pupils.

- Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve.

It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

- Effective feedback comes under three main headings;

Specific Achievement feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective.

Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.

Specific Extension feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:

- be positive, specifically identifying what has been done well. (highlighted pink)
 - Identify an area for specific improvement followed up with an improvement task(highlighted green)
- Or
- identify a specific area for deeper investigation/ extension of understanding (highlighted green)

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual



pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar

Topic Books

A range of different subjects will be evidenced within the Topic Books. ALL pieces of work need to be marked. If it is the foundation subject focus for that week, then it should be developmentally marked with a RAR, which is known as a MISSION CHALLENGE in the topic books.

The LO (Learning Objective) is replaced by MB (Mission Brief).

If the Mission Brief has been achieved then a stamp saying MISSION COMPLETE will be stamped across the right hand side of the MB

If the Mission Brief has been partly achieved then a stamp saying MISSION IN PROGRESS will be stamped across the right hand side of the MB

If the Mission Brief has not been achieved then no stamp is stamped.

Examples of feedback prompts can be found in Appendix 2 pages 9-10

When constructing feedback teachers need to consider:

- 1 Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning objectives and success criteria?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement in learning?



3ic) The Frequency and Nature of Pupil Response to Feedback

Work that is marked developmentally requires a response from the pupil.

Pupils are to initial all comments made by an adult. However, developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from FS to Yr5, and throughout the school year appropriately.

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this.

Likewise tasks must be effective in improving work, yet brief in execution.

For pupils in KS1 and where developmentally appropriate as designated by SEN Support Plans, communication of the feedback will be augmented by adults, until developmentally pupils are able to access this independently

Acknowledgement of response

This should be swift, in line with the marking policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher will wish to address this with the child through another medium than feedback and response.

4 Role of other adults supporting

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the Staff Handbook (welcome pack) on arrival in the school.



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Students in school are required to follow this policy as appropriate, however the class teacher is also required to initial marking completed by the student to ensure quality assurance. Teachers will use professional judgment in discussion with the Principal or Senior Leaders to ascertain whether the marking of all pupils' work is monitored or a sample.

5 Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the Assessment Leader to liaise with the Subject Leaders and to feed back to the Principal and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress

It is the responsibility of the Principal to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

6. Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

7. SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Support Agreement as required.



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8. Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Principal and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Principal will also monitor the impact of developmental marking through work scrutiny in both maths and literacy as part of lesson observations to monitor the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys (Tapestry). This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant.



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Appendix 1 Marking Code/Prompts (to be displayed in classrooms)

(will be printed in handwriting script)

Content prompts

- ✓ correct
- ? incorrect
- CL capital letter
- FS full stop

Word underlined spelling mistake

Grammatical error/doesn't make sense so read again



FSP : finger space

- L start a new line
- // start a new paragraph
- ☐ indent reminder

Assessment prompts

- LO Learning Objective
- I independent work
- S supported work
- T target met
- VF verbal feedback
- JC initials for reviewer (person who is marking)
- ST supply teacher

Appendix 2 Examples of feedback prompts requesting response.

(shaded statements illustrate similarity of tasks/response requests across maths and writing.)

Writing Prompts	Maths Prompts
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add...(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
	If the answer was What could the question be?
Is there another way you could write this information (highlight	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence:	Finish this sentence: (Explaining
Fill in the blanks:	Fill in the blanks: e.g. \square \square $2 + 6 = \square$
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me ... that have ...?	Tell me ... that have ...?
Tell me two sentences that have adverbials.	Tell me two numbers that have a difference of 12.

<p>What ... would you use to...? e.g. What word would you use show me what the character is feeling?</p>	<p>What ... would you use to...? e.g. What unit would you use to measure the width of the table?</p>
	<p>What are the ... of ... ? What are the factors of</p>
<p>Please write another ... connective/sentence that shows me how the caterpillar moved.</p>	<p>What is another ... method that might have worked?</p>
<p>Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.</p>	<p>Show me how you think this will work with ...other numbers/3 digit numbers?</p>
<p>Verbal: Please talk me through what you have done so far.</p>	<p>Verbal: Please talk me through what you have done so far.</p>
<p>Show me how you could write it with ... adverbials, connectives, punctuation?</p>	<p>Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?</p>
<p>What would happen if...?</p>	<p>What would happen if...? e.g. What would happen if you started with 52?</p>
<p>What new words today? What do they mean?</p>	<p>What new words today? What do they mean? What maths words also mean...?</p>
	<p>Would it work with different numbers?</p>
<p>What if you could only use...? e.g. Short sentences, complex sentences, The adjectives for sight and sound?</p>	<p>What if you could only use ...? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?</p>
<p>What if you could not use...? What if you could only use...? Short sentences, simple sentences, the adjectives for sight?</p>	<p>What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?</p>

(after David Hibbert 2013)



References:

The Power of Feedback John Hattie and Helen Timperley
REVIEW OF EDUCATIONAL RESEARCH 2007 77: 81

<mailto:http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf>

