Spalding Parish Church of England Day School

We are a caring Christian Community built on Compassion, Trust, Friendship and Hope.

Draft

Marking, Feedback and Response Policy

Date of Policy:	December 2015
Date of Review:	December 2017
Adopted by Governing Body:	December 2015
Signed by Chairman of Governors:	Melvyn Price

1) Introduction

Spalding Parish Church of England Day School is striving to become a learning community through a culture of continuous improvement. Our main purpose is learning - for both staff and pupils. Through the continuous learning of our staff and governors the school improves and develops, bringing ever greater benefits for our pupils. The support and guidance given to all new members of staff contributes to maintaining the excellence and enjoyment in our school whilst ensuring continuity of provision for our children. It enables new personnel to maximise their contribution and further their professional development.

'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)

In Hattie's research 1999 comparing 500 meta-analysis of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socioeconomic factors.

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?)"

This policy sets out how the use of effective marking, feedback and response, referred to at Spalding Parish Church of England Day School as 'Learning Conversations', 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 (WALT; We Are Learning To... and WILF; What I'm Looking For...); enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. At Spalding Parish this important stage of the teaching and learning process is also called *Developmental Marking.*

2) Commitment to Learning

At Spalding Parish Church of England Day School we believe feedback and marking should be constructive for every child, focusing on success and improvement needs against learning intentions: enabling children to become reflective learners and helping them to close the gap between current and desired performance.

3) Aims and Objectives

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:

- Inform the pupil what they have done well and what they need to do to improve;
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning;
- 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;
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

4) Approach

Four types of marking and feedback occur during teaching and learning at Spalding Parish:

- **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 conversation with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.
- **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- **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.
- **Self-assessment and peer assessment** of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to effective marking and feedback at Spalding Parish Church of England Day School.

5) Procedures (Non-negotiables)

- All marking is to be carried out in pink (WOW) and green (NOW) 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.

- Pupils' work is to be at least 'light' marked by Teaching/Support Staff.
- In both Maths and English there should be weekly developmental marking. Adult supported groups will be given Group NOWs (up to 2 a week – 1 CT and 1 TA) whilst all other pupils will receive individual WOW/NOW feedback (at least twice a week in both Maths and English).
- Learning Journey work should be marked using the same approach. There should be developmental marking within all work with the same principle of Group NOWs for adult supported groups evident and individual WOW/NOW comments for all other children. Group NOWs should be used for up to two groups.
- Where pupils have self or peer marked/assessed this will also be acknowledged by the Class Teacher and may lead to a Learning Conversation, where relevant.

Developmental Marking

- When identifying specific success, the respective work in the pupils' book will be underlined or identified in pink. The corresponding comment will also be written in pink.
- When identifying an area for specific improvement and/or extension the respective work in the pupils' book will be underlined or identified in green. The corresponding comment will also be written in green.
- Feedback comments must be constructed to require response by pupils (MRI; My response is…), at an appropriate level of challenge, and 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.

Self-assessment

- Pupils will self-assess their work against their learning objective accordingly using the 3 lines of the triangle.

  ___ 'I have not met the learning objective (WALT) and need to revisit this'

  ⟍ 'I have partly met the learning objective (WALT) but need more practise'

  △ 'I have fully met the learning objective (WALT) and this shows in my work'

- Where a Learning Objective (WALT) refers to Success Criteria (WILF) – for example key features of a text type or genre in English - then the success criteria will be stuck into the exercise book so the child can self-assess against all aspects.

Peer Assessment

- Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work (WOW) and suggest one area for improvement(NOW). This should be done in black pen or in pencil and the peer assessor's initials must be also left.

Responding to comments

- Pupil response to comments should be made in black pen or in pencil. If in KS1 or FS2 this is verbal, it should be recorded at such. Response should be made as soon as reasonably possible in order to support pupils effectively.

Frequency of Developmental Marking

- **All pupils' work is to be at least light marked by Teacher or Support Staff.** No work should go unmarked. Preparation work including text maps, plans and drafts in English and jottings, working out and exploration in mathematics should be collated either in pupils' books or using 2BAP or Classroom Monitor. This is important as it charts the process and progress of pupils' learning.

- **In English and Mathematics** there should be weekly developmental marking. Adult supported groups will be given Group NOWs (up to 2 a week – 1 CT and 1 TA) whilst all other pupils will receive individual WOW/NOW feedback (at least twice a week in both Maths and English). 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.

- **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 using 2BAP.** This will be recorded in pupils' learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate.

- **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.

6) Effective Feedback

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 (WOW)** feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective (WALT).
- **Specific Improvement (NOW)** feedback identifies where mistakes or misconceptions lie and how work can be improved.
- **Specific Extension (NOW)** 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 (identified in pink);
- identify an area for specific improvement or extension followed up with an improvement task …..(identified in 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.

Examples of feedback prompts can be found in Appendix 2
When constructing feedback teachers need to consider:

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

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.
- 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.

- For pupils in KSI and where developmentally appropriate as designated by SEN ISPs, 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 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.

7) Other Adults

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. A copy of this policy can also be found in the class Purple File.

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 Head Teacher or Deputy Head Teacher to ascertain whether the marking of all pupils' work is monitored or a sample.

8) 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 Curriculum Team has the responsibility for monitoring that the policy is being consistently carried out in their particular curriculum 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 (DHT) to liaise with the SLT Links re Curriculum Teams and to feed back to the Head Teacher 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 Head Teacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

9) Equality of Opportunity
All pupils are entitled to have their work marked in accordance with this policy.

10) 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 Individual Support Plan required.

11) Monitoring and Evaluation
Monitoring of the policy will be done through work scrutiny led by the Head Teacher, Deputy Head Teacher and SLT links as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Head Teacher and Deputy Head Teacher will also monitor the impact of developmental marking through work scrutiny in both maths and English 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. 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, as part of the MER timetable, 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.

12) Policy Review
This procedure has been agreed by the staff and Governors in Term 2 2015 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than Term 2 2017.

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

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

Content prompts

✔ correct

● incorrect

__ 'I have not met the learning objective(WALT) and need to revisit this'

◣ 'I have partly met the learning objective(WALT) but need more practise'

△ 'I have fully met the learning objective(WALT) and this shows in my work'

Aa	capital letter
FS(stamp)	full stop
a	spelling mistake (word underlined)
G	grammatical error/doesn't make sense so read again
FSP	finger space
L	start a new line
[(stamp)	start a new paragraph

Assessment prompts
WALT	Learning Objective
WILF	Success Criteria
WAGOLL	Great example
WOW	Specific achievement
NOW	Specific improvement/extension
IA	Independent activity
AL	Adult led
AD	Adult directed
AS	Adult supported (individual support given)
CL	Child led
CI	Child initiated
T	Target met
VF	Verbal feedback (individual)
DM	Initials for reviewer (person who is marking)
MRI...	Response to verbal feedback
CD(stamp)	Class Discussion (group/class)

ST   Supply Teacher

Appendix 2 Examples of feedback prompts requesting response.

English Comments	Maths Comments
Read your work – now add…	Look back at your work – now include…
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Where did you go wrong?
How could you check this?	How could you check this?
Now try these… (adding punctuation/ grammar features to writing)	Now try these… (extension questions/ consolidation questions)
If answer was ….. What could question be?	If answer was ….. What could question be?
Is there another way you could write this?	Is there another way you could do this?
Write this in a shorter sentence?	Find a quicker way of doing this?
Finish this sentence: …..	Finish this sentence: ….. (Explaining work)
Fill in the blanks: …..	Fill in the blanks: ….
Highlight the sentence where you have used… (adverbials, punctuation etc)	Highlight where you have used (column method, a strategy to check your answer, etc)
Tell me … that have …?	Tell me … that have …?
Tell me 1/2/3 reasons why I should give you a House point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me two sentences that have adverbials.	Tell me two numbers with difference of 12.
What … would you use to…(e.g. word to show what character is feeling)?	What … would you use to…(e.g. unit to measure the width of the table)?
Please write another …sentence/phrase/clause that shows how the caterpillar moved.	What is another … method that might have worked?
Show me how you think this sentence would work with …adverbials/adjectives.	Show me how you think this will work with …other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Show me how you could write it with … adverbials, punctuation?	Show me how you could do it with … simpler numbers… using a number line?
What would happen if…?	What would happen if…?
What new words today? What do they mean? What words also mean…?	What new words today? What do they mean? What maths words also mean…?
What if you could only use…? e.g. Short sentences, complex sentences, The adjectives for sight and sound?	What if you could only use …? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
What if you could not use…? Short sentences, simple sentences, the adjectives for sight?	What if you could not use…? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?
What if you could only use…? Short sentences, simple sentences, the	What if you could only use…? Multiples of 5, 3 digit numbers, numbers less

adjectives for sight?	than 0, one digit numbers?
What are the … of … ?	What are the … of … ?

adjectives for sight?	than 0, one digit numbers?
What are the … of … ?	What are the … of … ?