



# St Luke's Church of England Primary School

*know, love, serve; God, Ourselves and Others*

February 2018

## Effective Feedback, including marking, Policy

This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Date Approved: 9<sup>th</sup> March 2018

Date of Review: Triennially, Spring 2021

### 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)

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?)" (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 St Luke's this important stage of the teaching and learning process is also called 'Developmental Marking'

## **I Non-negotiable Procedures for Marking**

All marking is to be carried out in a pen other than red.

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.

Where regular or repeated errors are made these must be addressed.

All pupils' work is to be at least marked by Teacher or Support Staff where they have had Verbal Feedback.

When 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.

All work will have a Red, Amber or Green rating to reflect the child's progress against the Learning Objective.

In both Maths and Literacy at least 1 piece of work per pupil should be developmentally marked in depth per week.

### **Developmental Marking**

When identifying specific success, the respective work in the pupils' book (literacy or maths) will be identified in green highlighter. Any corresponding Success Criteria will also be highlighted green. Any corresponding comment will be identified with a WWW (What Went Well).

When identifying an area for specific improvement or extension the respective work in the pupils' book (literacy or maths) will be identified in yellow highlighter. Any corresponding Success Criteria will also be highlighted yellow. Any corresponding comment will be identified with a EBI (Even Better If).

There will be a maximum of 2 identified specific areas for both yellow 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.

### **Responding to comments**

Pupil response to comments should be made in red – so that it is clear they have been completed. If in KS1 or FS this is verbal, it should be recorded at such. Response should be made as soon as reasonably possible in order to support pupils effectively.

*Rewards: as Adults in school we want to recognise good work with stickers, house points, smiley faces etc. However empty praise is ineffective, therefore specific praise is preferred to boost the confidence and self-esteem of our young learners.*

## 2 Aim

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

Effective 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 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.

## 3 Processes

Three types of feedback occur during teaching and learning at St Luke's:

- i) **Verbal Feedback** 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 or in on a group basis. This should always be noted to show that it has taken place and for younger pupils this can be noted down to record the feedback and response process.
- ii) **RAG rated LO** or '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.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Feedback at St Luke's.

## 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 Inclusion Lead has responsibility to ensure the policy is appropriately adapted and implemented for SEND pupils. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the SLT to liaise with the Subject Leaders and to feed back to the 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 Headteacher 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.

## **8 Monitoring and Evaluation**

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

The Headteacher 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 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 SEND provision and impact of the Pupil Premium Grant.

## **9 Policy Review**

This procedure has been agreed by the staff and Governors in the Spring Term 2018 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than Summer 2019

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

Where appropriate prompts should be added in the margin.

Supporting a child's level of development

### Content prompts

	Verbal Feedback with indication of what was discussed
Eg  or 	
✓	correct
.	check
	check
CL	capital letter
P	Punctuation including . , ? ! ... it may be appropriate to use P <sub>1</sub>
SP	Spelling
Wiggly line	Grammatical error
FS or /	finger space
//	start a new paragraph
^	missing word or phrase

### Assessment prompts

LO	Learning Objective	
WWW	What Went Well	<b>Green Highlighting</b>
EBI	Even Better If	<b>Yellow Highlighting</b>
I	Independent – Used to denote where a child moves from WS to working independently. Across a piece of work a child could regularly alternate between I and WS.	
WS	With Support	

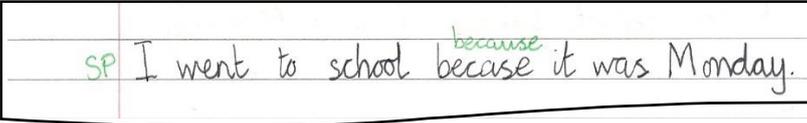
### Learning Objective RAG Rating

 LO <sub>green</sub>	Achieved Independently
 LO <sub>orange/yellow</sub>	Supported or Partially Achieved
 LO <sub>red/pink</sub>	Not Yet Achieved

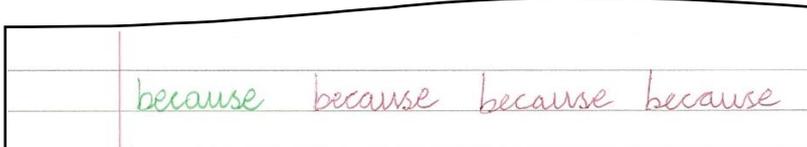
## Appendix II Using the Marking Code/Prompts

This marking code should be used in a way that allows children to edit their own work. They should be responding to the marking at a level appropriate to them and within a class Teachers and LSAs will need to use their professional judgement which of the following strategies to use.

Top of the page

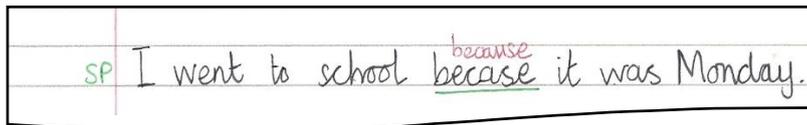


Here the adult has drawn the child's attention to the line where a spelling error has been made and shown them the correction in their work.

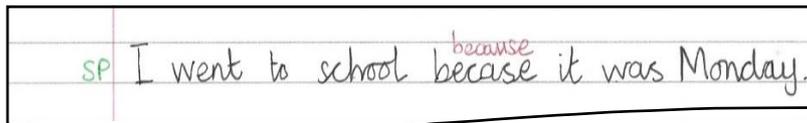
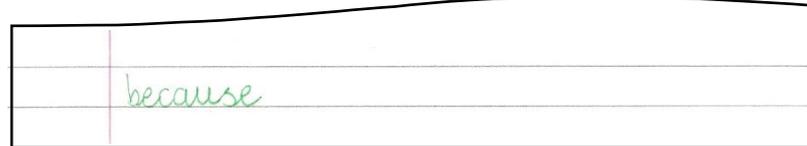


At the bottom of the page the child then has the opportunity to practise the correct spelling.

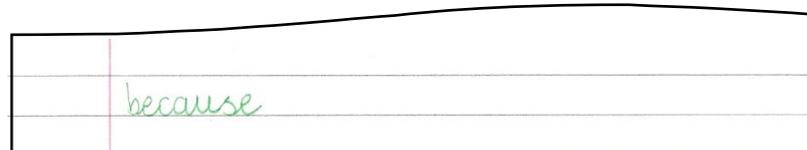
Bottom of the page



Here the adult has once again identified the line but then also give the child guidance on which word on the line is misspelt by underlining it. The child can then correct the error in their red pen. It is important to note that the correct spelling of the word is written at the bottom of the page.



Here the only guidance is that there is a spelling error on a line. As the adult has decided that the child should be able to find the error.



In this case the correct spelling is at the bottom of the page however if it is a word that is up in the class or one regularly discussed the adult may choose to leave it off.