

Grimsdyke School



Responding to Learning: Feedback and Marking Policy

Approved by: Governing Body

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Grimsdyke School
Responding to learning: feedback and marking policy
EYFS, KS1 and KS2

Effective marking and feedback " is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress."

(Report of the Independent Teacher Workload Review, March 2016)

Preamble:

This policy sets out how we use responding to learning, feedback and marking consistently and inclusively across our school to benefit all of our students. Effective feedback given to, and developed with pupils, through marking and reviewing work will provide constructive steps and targets 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 Grimsdyke School this important stage of the teaching and learning process is also called 'developmental feedback' or 'developmental marking'.

Staff at Grimsdyke School are committed to provide relevant and timely feedback to students, both orally and written. This is to ensure that –

- Students are engaging in their learning and taking ownership for their next steps and therefore making expected progress.
- Students are motivated to learn and a "growth mind set" is fostered through effective feedback / feed forward.
- Teachers are developing an in depth knowledge and understanding of the pace and direction in which students in their class are developing through the use of formative assessment.

Aims:

- Show we value the children's work and motivate them to produce high quality work.
- Raise children's self-esteem and through praise for what they do well and encourage them to raise their aspirations.
- Gauge the children's understanding and identify any misconceptions.

- To demonstrate what the children's strengths are and how they can improve their work in the future through timely and high quality feedback.
- Give feedback in an inclusive way appropriate to the needs of the learner.
- Create an ethos where mistakes are acceptable as long as learning allows children to remedy them with increasing independence.
- Embed opportunities for the child to learn how to assess their own work critically in order to create independence in learning and responsibility their own improvements.
- Embed opportunities for the children to assess each other's work identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
- Create, where appropriate, an ongoing conversation between child and adult which will aid progression.
- Create challenging but achievable targets for improvement.
- Provide a basis for summative and formative assessment.
- Provide a basis for lesson planning.
- Establish a consistent approach to marking against specific learning criteria so that children understand how their work is marked.

Principles of Marking and Feedback:

The following principles should underpin all marking and feedback at Grimsdyke School:

- It must be manageable.
- It should be positive and motivating for children.
- It must be at the child's level of comprehension.
- It may be given verbally.
- It should be given promptly and regularly.
- It will provide the basis, where required, for further small group or 1:1 feedback.
- It ought to give recognition to effort and achievement noting improvements made.
- The process should directly engage the child, either orally or through written response.
- It should give clear strategies for improvement focussing on one or two areas at a time which link into the learning objectives or learning targets for the child (which may be cross curricular).
- Time should be given for children to consider marking comments and for them to respond to them. Students will also have the opportunity to record their responses in a range of ways including by adults scribing them, using self- assessment proformas or by using green response pens / pencils as part of an activity referred to as Green Time.

Types of Feedback and Marking:

Teachers will mark and provide feedback as they deem appropriate for the context on the lesson and learning focus. The type of feedback given should be suitable in supporting pupil progress and achievement, build learning and positive learning behaviours or address misunderstandings

- Verbal Feedback – High quality feedback is most effective when it is delivered verbally to pupils. This process is enhanced when matched with high quality teacher modelling and when pupils are required to respond, either to correct a misconception or to demonstrate ‘next step learning’. It can be given at any point in the lesson or following. Where this has been part of the assessment and support process, it must be followed by the correct marking code or stamp of the teacher or supporting adult giving the feedback.
- Formalised verbal feedback – student conferencing – teachers may use a more structured verbal feedback conference where appropriate for example in response to a specific writing task or maths investigation.
- Highlighting – a pink highlighter may be used as part of the verbal feedback process to indicate positive feedback given for certain aspects of a child’s work or progress.
- Peer / Self-Assessment – This will be linked back to the success criteria of the lesson. Students will develop these skills as they progress through the school and be explicitly taught how to consider and give feedback that is meaningful.
- Peer / Self-Marking – students will be trained to use this effectively to review their own learning.
- Teacher acknowledgement and monitoring marking (Light touch marking) – teachers and teaching assistants may note in/on a students work when they have reviewed it with them or as part of ongoing assessment. Staff could use growth mind set phrasing and include a recognition of effort not just output.
- Marking codes may be used to record this kind of marking. A triangle can be completed by the teacher next to the Learning Focus which indicates assessment of the task as follows:
 - 3 sides** – achieved
 - 2 sides** – partially achieved
 - 1 side** – working towards
- Teacher Comments (in depth marking) – where more detailed feedback is to be given in writing as part of the marking process then ‘Stars’ will be used to note where success has been achieved and ‘wishes’ to explore development points. These may provide the starting point for a “green time” activity.
- Whole class or group targeted feedback as part of teaching and learning. Teachers could create ‘Feedback Slides’ to share this kind of response to review of the students learning.
 - These slides will collate the main areas of learning that need to be shared or developed onto a slide that the class will explore in more detail, either because of misconception or as a next step, as a direct response to a previous lesson.
 - The teacher will also acknowledge examples of excellent work through this process and may do this verbally, using a visualiser or by copying written examples.

- The teacher may deliver a whole class 'feedback slide' in a subsequent lesson which may include key questions, re-teaching/modelling of key skills/knowledge and an opportunity for a green time response.
- Teachers will be able to select the most appropriate ways to do this whether it is by classroom display or printing and sticking into students' books.

Feedback and Marking Non-Negotiables:

It is expected that:

- Teachers are expected to make appropriate professional judgements about how to most effectively use feedback and marking as part of the teaching, learning and assessment process for the students they are working with.
- Reception class teachers will follow the specific guidance for recording and providing feedback to students within the EYFS.
- In Key Stage One and Two:
 - Work related to the writing process will be marked in depth for each student twice a term (usually once each half term)
 - Maths will be marked in-depth when a teacher needs to give a student specific feedback about their learning to support or challenge them.
 - In foundation subjects, work should be regularly marked using any of the methods outlined in the 'Types of Marking' section as the teacher deems appropriate for groups of children and benefits to the teaching and learning process.

In addition to this the following points are also non-negotiable –

- Marking by any adult must be completed in red pen for clarity.
- Any highlighting of positive outcomes should be completed using a pink highlighter.
- Lesson objectives in the form of 'Learning Focus' must be shared with students at the start of all lessons and should be written at the beginning of all pieces of work. These are mostly hand written in KS2 due to the value of the discussion / engagement that can take place with them. Stickers will be used in the books of younger children to ensure that lesson time is used most effectively.
- Success criteria must be shared with students during a lesson and in KS2 presented in the English, maths and science books. For foundation subjects the success criteria must be available in some form within the lesson. Children should be encouraged to reflect on these as appropriate to the context of learning (e.g. throughout a lesson to support learning, at the end to self-assess learning or to reflect on in future lessons e.g. when responding to whole class feedback slides or completing 'green time wishes'.
- All new pieces of work start at the top of a new page with the space immediately following the piece of work left for marking and feedback / feeding forward.

Growth Mindset Phrasing:

Growth Mindset phrases can be used in giving feedback and marking. These comments are there to encourage success in the learning process, and are more effective than just commenting on the output of a piece of work.

<ul style="list-style-type: none">• Wow! 😊• Look at that! An amazing effort to generate new learning.• Tell me about your work.• Show me more.• What challenged you today?• That extra practise you did really made a difference• I can tell you have been practising.	<ul style="list-style-type: none">• I like the way you have tried different strategies• How did you do that? / How did you figure that out?• I see that you...• That looks like you have put a lot of effort into your learning.• How would you rate your resilience today?	<ul style="list-style-type: none">• How many ways did you try it before it turned out the way you wanted it?• What do you plan to do next?• How do you feel about it?• What are you most pleased with today?• I like the way you kept trying with your questions/work as it became more challenging
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Marking Guidelines:

A variety of marking strategies dependent on task and the appropriateness for the learner will be used, e.g. stampers, stickers, etc.

- Written positive comments made as part of in-depth marking will be prefaced by a star. The balance of marking should always ensure that there is at least an equity between positive and developmental comments – and good practise would include more positive reinforcement for learners.
- Developmental comments will be prefaced by a “W” in a circle (denotes a wish). These should act as a prompt to some interaction from the student.
- Errors will be highlighted – punctuation errors will be corrected unless a green time activity is being included to self-correct these. Spelling errors will have “sp” and be underlined – where appropriate the correct spelling may be modelled for a student. Children may also be asked to self-correct a sample of words as a green time activity. Please note: Not all errors will be highlighted in a piece of work – good practise would be to highlight up to 3 things that a student might review.
- “VF” or a teacher’s stamp notes verbal feedback received by pupil where work has been reviewed as part of an individual or group student conference.
- Student self and peer assessment will be done in green pen. Students/adults will note this with a “PM” in a circle for peer marking or with “SM” in a circle for self – marking.
- Where an adult has provided significant support for a piece of work and this needs to be considered for assessment in relation to student independence, they will note this with a “S” in a circle in red pen.
- Teachers do not need to initial work done by their class or a group they regularly teach. Any other adults marking work by these students such as teaching assistants, other school staff or supply teachers should initial marking they have done.

Self-Assessment strategies:

These include:

EYFS: To use thumbs up, thumbs down.

Key Stage1: Triangle system for how they feel about the progress they have made within a lesson. This may be denoted against the success criteria for the lesson.

3 sides – achieved

2 sides – partially achieved

1 side – working towards

Key Stage 2: Children in KS2 may use a range of strategies to self assess learning. These will be directed by the teacher and may range from:

- self-assess against the given success criteria using triangle assessments (LKS2) or colour coding (UKS2)
- Comments which may refer to self reflection about progress made in lesson and next steps.
- Students at this stage may also create their own success criteria for tasks supported to do so as part of the teaching and learning process.

Feedback and marking Home learning:

- Home learning is the class teachers responsibility to mark and assess.
- Feedback may be given 'live' when feedback within a lesson or may be given remotely.
- Home learning must be marked and commented on by the class teacher at least three times per half term. Feedback from the class teacher may be given in the form of: in depth marking with a star and/or wish; verbal feedback given to individuals at school
- Work may be self marked if answers are uploaded onto google classroom. Teachers will use these to make assessments and provided further individual feedback as appropriate.
- Teaching assistants may provided any other acknowledgement and monitoring marking eg. light touch marking, verbal feedback

Monitoring of feedback and marking:

- Marking and feedback will be reviewed as part of the regular monitoring procedures in school and during any learning walks, book looks or lesson observations.
- Teachers are expected to make professional judgements about the benefits of the type of marking used to assess a child's learning.
- The impact of marking and feedback on effective learning and student outcomes will be considered as part of the monitoring process and feedback to support professional development shared.

- Student learning and recorded work is regularly monitored through book scrutiny in a range of contexts - by curriculum teams, as part of lesson observations and as a year group, phase, key stage or whole school activity.

All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects.

(EEF Teacher Feedback to Improve Pupil Learning, Oct 2021)

Presentation Guidelines for books.

Staff should encourage pupils to take a responsible and conscientious attitude to their own work and study. Staff should set high expectations amongst the children they teach and must ensure that all children understand the importance of presenting their work to a high standard.

General Guidelines:

- No self-correcting pens to be used in school (e.g. tippex, ink erasers, friction pens etc.)
- Rubbers to be used at the teacher's discretion. E.g. for accuracy in mathematical drawings
- When colouring, colouring pencils to be used unless directed by the teacher.
- Mistakes to be crossed out using a horizontal straight line in pencil using a ruler and the correction written above where possible.
- In maths where a mistake occurs cross out in pencil and rewrite from the point of error.
- In maths a suitable gap to be left between each calculation.
- In Years 5 and 6 it is expected that Literacy punctuation rules will be adhered to, e.g. paragraphs, new line for speech.
- All exercise books should not be defaced but may be covered at the teachers' discretion.
- Worksheet should be trimmed to size if they are to be stuck in books.
- All pupils will have Home Learning Files/Books and the same standard of presentation is expected.
- Presentation and handwriting will be taught in all year groups with opportunities and support to practise and develop these skills.

Reception:

- To write their name as neatly as possible using lead pencils.
- To form single letter sounds with progression into exit flicks when individual children are ready to do so.

Year 1:

- To write their name and numeric date as neatly as possible using lead pencils.
- To join two letters/cursive diagraphs.
- Children should begin to code work with SM or PM in green pen.

Year 2:

- Names must be written, date (word date for Literacy and numeric date for maths) and Learning Focus (if written) should be all underlined.
- A margin must be drawn using pencil in Maths books approximately 2 centimetres wide.
- In maths it is expected that when using squared paper that only one digit is placed in each square.
- To begin pre-cursive handwriting for those children who are ready to develop this.

Year 3:

- As above but pupils will start to use pens for writing and underline in pencil.
- Learning Intentions' (LI) should begin to be hand written at the start of a new piece of work. The success criteria (SC) should be stuck in clearly after in relevant subjects.
- Handwriting practise should continue in year 3 and "Pen Licenses" to be presented to students over the course of the year when they have the correct letter formation, joined writing and legibility.
- Pupils must use biro/BIC (blue and medium tip only).
- Numeracy work to be completed in pencil.
- A margin must be drawn using pencil in Maths books approximately 3 centimetres wide. Students will begin to use a middle margin in maths books with smaller squares as appropriate.

Year 4:

- Learning Intentions' should be hand written at the start of a new piece of work. The success criteria should be stuck in clearly after in relevant subjects.
- At the beginning of the year the class teacher will make a quick assessment of the students handwriting, students will be asked to continue with their "pen licenses" or not based on the discretion of the class teacher and their observations.
- Illustrations should be titled and all diagrams should be labelled with lines drawn using a ruler and pencil. All words used to label will be written in pen (or pencil for any mathematical tables, diagrams or illustrations).
- Children should become more independent in coding work with SM or PM in green pen.
- Children can use begin to use different coloured pens or pencils when annotating and analysing texts

Year 5:

- Learning Intentions' should be hand written at the start of a new piece of work. The success criteria should be stuck in clearly or handwritten neatly after the learning intention.
- Students will be allowed to use blue ink fountain pens if they wish but only at the clear discretion of the class teacher.
- Children independently code work with SM or PM in green pen.
- Children can use different coloured pens, pencils or highlighters when annotating and analysing texts
- Otherwise as above.

Year 6:

- Learning Intentions' should be hand written at the start of a new piece of work. The success criteria should be stuck in clearly or handwritten neatly after the learning intention.
- Children can use different coloured pens, pencils or highlighters when annotating and analysing texts
- Children should understand and follow any specific guidance given when completing any testing.

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