

Royal Borough of Kingston upon Thames

Green Lane Primary and Nursery School



Marking and Feedback Policy

Rationale:

To create a feedback policy that puts the relationship between pupils and teachers at the heart of it. To enable teachers to be professionals and to allow pupils to make progress.

What is the aim of feedback at GLPNS?

- To provide accurate, useful feedback to our pupils that makes a difference to their outcomes; academically and personally, emotionally and socially.
- To allow pupils to access feedback that supports them in making progress.
- To allow the professionals (teachers and TAs) to determine the most effective way to provide feedback to their pupils, thus protecting teacher workload and ensuring that the policy is applied consistently.

What is our policy?

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

- All adults working with pupils across the school will provide feedback to pupils on their work with the sole focus being to further children's learning.
- Teachers are free to determine how this looks within their individual classes.
- Class teachers have a responsibility to communicate the methods of feedback to their pupils and ensure that all pupils understand how they will be provided with feedback. Pupils can clearly articulate how they are provided with feedback in their classrooms.

From feedback given, pupils will know:

- What they are trying to achieve
- How much progress they have made so far to encourage and support further effort
- What they should do next by providing specific guidance on how to improve

What are the expectations?

- Each class teacher has the autonomy to determine with their class how they will provide feedback that is specific, accurate and clear
- All work should be reviewed at the earliest appropriate opportunity to determine what feedback is needed and how best to provide it to maximise impact
- Feedback is delivered at the closest point for action, with the vast majority of feedback given before the work is complete (within the lesson, during the drafting stages, before a polishing etc.)
- All class teachers use visualisers to provide feedback within lessons
- Polishing and editing completed as a result of self-reflection or peer-assessment is completed in pen or pencil whereas any polishing and editing following feedback from an adult is completed in purple
- The codes I or TS1-TS5 are used to indicate the level of adult support given for completed work
- Pupils should be able to explain how they get feedback from their class teacher
- There is no expectation that verbal feedback will be recorded
- There is an expectation that feedback will have a direct impact on pupils' outcomes
- Any written feedback should be meaningful, manageable and motivating.
(Appendix 2: DfE Workload Report :2016)

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Policy on: Marking and Feedback

English:

- Steps to success which link directly to audience and purpose will be used in writing lessons to provide clarity around what the pupils are trying to achieve and how well they have achieved it
- Proofreading checklists (bookmarks) provide feedback on non-negotiable age-related skills for all writing outcomes
- Feedback on spelling is personalised to each individual pupil

Maths:

- Individual calculations in maths books will be marked either by pupils or teachers daily

How is the policy monitored?

- All staff are responsible for the effective implementation of this policy.
- Leaders judge the effectiveness of feedback based on the impact rather than what has been written. The impact of feedback is evident in books through the progress that the pupils make.
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- The policy will be monitored through robust conversations with pupils and class teachers.
- Pupils' work will form an important part of the monitoring process; however, this will always be carried out alongside the pupils to allow them to provide vital input into the feedback process.

Who is the policy for?

- Pupils – to ensure that the feedback they are provided with enables them to make progress
- Staff – to enable them to use their professional judgement in how best to provide feedback to their pupils
- Leaders – to ensure that pupil outcomes and teacher workload are protected
- Parents – to support them in understanding how feedback is provided to their children

Appendix 1: Key questions for measuring impact

Example questions

- What were you learning in this piece of work?
- How successful were you against the LO? How do you know?
- How do you receive feedback in Maths? How do you know what to do next to get better?
- How do you use steps to success in your class?
- How does your teacher provide feedback on your writing?
- What are your targets in English?

Appendix 2: DfE Workload Report Summary 2016

Embedding Effective Marking	DfE Workload Principles
● 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. This is written into any assessment policy.
● Motivating	● marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes 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.
Source:	DfE Workload Report (March 2016)

Appendix 3: Types of Feedback

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting • Improvements evident in books, either through editing or further working
Summary	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

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MATHS MARKING FEEDBACK

PRAISE **MISCONCEPTIONS** **PRESENTATION**

BEST COMMENTS/QUESTIONS

CONSIDER/PRODUCE CARD

POLAROID MOMENTS

English Whole class feedback

Date: 2/11/18 Class: 4/1

Praise: Charlie - interesting story, well-written, clear, easy to read, good use of punctuation, spelling, grammar, and vocabulary. Well done!

What went well: Easy to read, well-written, clear, easy to read, good use of punctuation, spelling, grammar, and vocabulary. Well done!

Targets for improvement: Use more punctuation, spelling, grammar, and vocabulary. Well done!

Polaroid Moments: Charlie - interesting story, well-written, clear, easy to read, good use of punctuation, spelling, grammar, and vocabulary. Well done!

The yellow box indicates the area you are to use to make your improvements to the work which has been assessed.

The size of the box will determine how many improvements need to be done.

These improvements maybe:

- To complete or improve the original task set
- To improve the level achieved to reach your target
- To an extension question to achieve better than your target
- To repeat a process or apply it to another situation

THE YELLOW BOX

Drawing a yellow highlighted box on the student's piece of work indicates the area you are using to make your improvements to the work which has been assessed. You can use this technique in two ways:

1. Draw a large yellow highlighted box around one section of the work that you will focus your marking on. So if a child has been very weak in the middle section of their essay, for example, you would highlight this section only and mark this part. You can repeat the same action for the vast majority of students in your class, perhaps changing the size or the position of the yellow box based on the students' needs.
2. Draw an empty yellow highlighted box on a blank page next to the piece of work. The size of the box indicates the amount of work that needs to be re-drafted. You will need to indicate which part of the student's work needs to be re-drafted into the empty yellow box.

Techniques such as the yellow box are incredibly powerful for a shift in growth mindset and a re-drafting population of students. By creating a standard feedback action – which could be in a prominent coloured box – you can enable feedback to be embedded across an entire school.

Feedback Rubrics (co-constructed)

Category	4	3	2	1
Coverage of the Topic	Details on the poster capture the important information about the topic and increase the audience's understanding.	Details on the poster include important information but the audience may need more information to understand fully.	Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand.	Details on the poster have little or nothing to do with the main topic.
Use of Graphics	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic.
Organization	Information is very organized with clear titles and subheadings.	Information is organized with titles and subheadings.	Information is organized, but titles and subheadings are missing or do not help the reader understand.	The information appears to be disorganized.
Layout and Design	All information on the poster is in focus and can be easily viewed and identified.	Most of the information on the poster is in focus and the content can be easily viewed and identified.	Some of the information on the poster is in focus and some of the content is easily viewed and identified.	Much of the information on the poster is unclear or too small.
Mechanics	No grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling, or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

Planned in Editing Lessons (D.I.R.T)

Dedicated improvement and reflection time

D.I.R.T

Task

- Write the title 'DIRT Session' in your books
- Stick your copy of the sheet below the title

Well Done!

Praise and Polaroid Moments

- Great work from the following: Ella, Tara, Cameron, Xico, Kayleigh, Abbie, Lizzie, Jack, Agata, Leonie, Sophie, Jack, Ollie
- All students for effort in first lessons
- See Mr. T

Activities

1. Spag Time - I have underlined any spelling errors in green pen.

2. Key Words

Common Misspell Key Words

- Smallpox
- Industrial Revolution
- Vaccine
- Edward Jenner

3. Golden Words

Read through your assessment and underline ANY times you used specific key words in your assessment

4. Golden Words

Read through your assessment make any changes to sentence starters or your English to improve

CRITIQUE

IF IT'S NOT EXCELLENT, IT'S NOT FINISHED.

YOU MOVE YOUR WORK CLOSER TO EXCELLENCE

YOU GET FEEDBACK

YOU GET TIME TO RESPOND TO THE FEEDBACK & MAKE IMPROVEMENTS.

VERBOS WORDS GIVEN

TIME FOR FEEDBACK

BRIDGWATER COLLEGE ACADEMY: DEDICATED IMPROVEMENT & REFLECTION TIME

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A rubric for a DT project to build a new nativity scene for the church.

A rubric to create an effective story setting map using geography, maths and art skills.

DIY Pokémon GO

Are all your answers in the simplest form?
Can you check that your answers are correct by using another method? I.e. Numerically, Algebraically or Geographically N.A.G.
Dedicated Improvement and Reflection Time.
Have you corrected any mistakes and/or responded to marking? Have you shown working out of a problem?
Have you labelled any tables, charts or graphs correctly?
Have you clearly explained what you have done, would a stranger understand it?
So you think you finished huh! Now go back and check the following...
Checked for success

10 MINUTES OF GRITTY EDITING



1. Correct your **S**, **C** and **P** mistakes. Re-read the whole sentence if you are unsure. Use a dictionary to help.
2. Find alternatives to any highlighted words. Use a thesaurus to help. e.g. nice becomes splendid walks becomes dawdles
3. Add in more words if you see this **A**
4. If you finish the first 3, read the whole piece through again and make three changes of your choice – you can cut out, you can add in.

Rule 1: you must remain silent
Rule 2: you must not stop working.
Rule 2: you can ask only one question.
Rule 3: that question must be written on a post-it note and brought to my desk.

Editing Stations

Masterclass
When a pupil moves to a different station, you can take their place!
Teacher Focus

Awesome Intro
Read the great examples. **STEAL** ideas!
Use colouring pencils to lightly shade in each W you have used in your introduction.

Spelling Stop
Check any words you are unsure of using dictionaries.
Use a thesaurus to improve your vocabulary.
Use some shout out words and highlight in orange!

Cohesive Glue!
Read your whole piece of writing with a polish pen! **STEAL** some adverbials to add in. **Underline with a ruler.**
Use conjunctions to link your ideas and circle them!

Editing Stations!

Punctuation Pit Stop
Challenge yourself to add in different punctuation!

Perfect Pronouns
STEAL some pronouns. Highlight them in orange. Challenge: Use one of the pronouns to add another **STEAL** word.

Live Marking (Pit Stops)

- Whole class visualiser stops to provide feedback followed by independent times to edit and re-draft
- Guided group sessions to provide feedback and editing time
- 1 to 1 conferencing sessions to provide feedback against targets

Marking Stickers

Key Word Scramble: Write down 3 key words from the lesson today

Mastermind: Create a 5 question quiz on what we have studied today



Key Points: Read through your notes. Highlight the 3 key points on the page

Brainstorm: Create a mind map to summarise what you have learnt this lesson

Text an alien: Write a text to explain to an alien what you have learnt about...

Visualiser screen: Feedback: How do you know? (Know that... System...)

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Find and Fix /Margin Marking	Self- Marking/Peer Assessment
<p>Margin Marking Instead of marking each spelling or grammar mistake, put a mark in the margin for some of them for the students to find their own mistakes, and correct them.</p> <p>Find and Fix Instead of marking answers as correct or incorrect, tell the students the number of answers that were wrong. Give them time in class to find and correct their mistakes either individually or in groups.</p>	

Research Base:

<https://reflectingenglish.wordpress.com/2013/12/13/strategic-marking-for-the-dirty-minded-teacher/> (D.I.R.T)

<https://belmontteach.wordpress.com/2013/12/06/fast-feedback-4/> (Marking Icons)

<https://www.teachertoolkit.co.uk/2016/10/20/live-feedback/> (Live Feedback)

<https://www.teachertoolkit.co.uk/2015/01/30/power-from-the-floor/> (Yellow Box)