



Marking and Feedback Policy

Hayward's Primary School



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MARKING AND FEEDBACK POLICY

“Effective marking 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. This can often be achieved without extensive written dialogue or comments.”

“In summary, we recommend that all marking should be meaningful, manageable and motivating. This must be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DFE).”

Report of the Independent Teacher Workload Review Group March 2016

Marking and Feedback at Hayward’s

The critical purpose of feedback and marking is simple: it is about moving learning forwards.

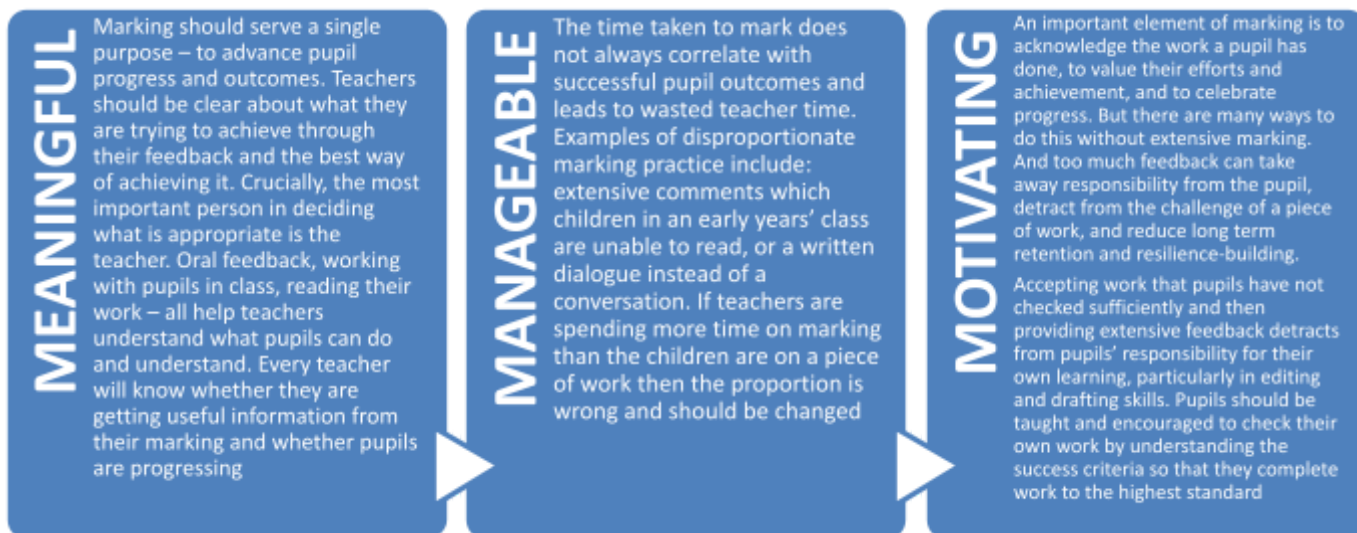
This has three key elements:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning

Wherever possible, feedback and marking takes place with the child and is shared as immediately as possible. We believe that this is where the greatest impact takes place. We refer to this at Hayward’s as live marking.

Our Approach:

We believe that marking/feedback should always be meaningful, manageable and motivating:



Why is marking and feedback important?

- It shows that we value their work produced by the children.
- It helps children make progress and move forward with their learning.
- It helps pick up misconceptions in a child’s learning and helps them develop and improve the taught skill quickly.
- It identifies progress and helps the child see that they are achieving. It can help boost a child’s self-esteem and aspirations, through use of praise and encouragement.
- It helps the teacher identify important next steps in planning future lessons.
- It offers the child specific information on the extent to which they have met the learning intention and/or individual targets set for them.

- Where relevant, it gives children the opportunity to respond and think about their learning further or at a deeper level.

Types of Feedback used at Hayward's

Feedback on children's work at this school takes a variety of forms and will include:

Verbal Feedback

This means discussion about the learning with the child. It is the most valuable form of feedback for all children (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers. It may take place during focused group or in a 1:1 discussion and be either spontaneous or planned for. We ask our staff to use VF to indicate when verbal feedback has been used in order to take learning forward.

At Hayward's we will see verbal feedback in the following ways:

- **Individual verbal feedback** from the teacher or teaching assistant to the child.
- **Group and Whole Class feedback** from the teacher to the whole class during a lesson, for example in a plenary session.
- **Peer oral feedback** from another pupil, particularly in the form of discussion

This can occur in a number of ways:

- **'Active-Marking'** – The process of the teacher and teaching assistant scanning the room and assessing the level of understanding of all pupils. Staff will use a green and pink highlighter to identify success and areas that require further work. The 'active marking' will focus on ensuring that we are keeping on top of the non-negotiables within a lesson - grammar, punctuation and key spelling - while also addressing the learning intention of the session.
- **Tutoring** – Where relevant and when a pupil is engaging with funded tutoring, the tutor can address and provide feedback during this time.
- **Conferencing** – Teachers can address feedback through their hourly conferencing time.
- **Visualiser** – Work will be shared through the visualiser and will be discussed with a group/class. It can be used to identify good practice and also to support children in amending and improving work. This will always be done in a sensitive way with care taken about the impact on the individual child.
- **Within time allocated outside of the lesson** – Following marking, time will be allocated for children to go through and make amendments to errors in their work which are highlighted in green.
- **Pit Stops** – Teachers will stop the lesson and feedback to the children. This can be used to address misconceptions, further teaching or to share excellent work.
- **Whole Class Shared Marking** – could take place during or at the end of the lesson, or the start of the next lesson. The teacher takes the opportunity to work through examples and to discuss the answers achieved and the thinking behind them.

Written Feedback

Effective written feedback needs to be timely, written in a manner that is understandable to the student and actionable so that the student can make revisions. Written feedback needs to include information about where the student has met the learning intentions and/or success criteria and where improvement is still required.

Marking will be used to move children forward and to inform future planning. The marking should be done in a suitable timeframe for this to happen and to ensure that misconceptions do not become embedded.

Wherever possible, children are encouraged to self-assess their own learning, in addition to discussing and reflecting other children's work through peer assessment. This formative assessment enables children to understand the next steps required to improve and deepen their learning experience.

Wherever success and improvement comments are shared, either after or during the lesson, learning time must also allow for children to reflect, act or respond to them – this is crucial to actually moving learning forwards over time.

At Hayward's we will see written feedback in the following ways:




- Written feedback provided for the child by the teacher.
- Work self-check or self-marked by the child themselves.
- Peer reviewing or marking by another pupil.
- Paired or small group feedback between peers.
- Highlighting of the WALT based on achievement of the learning intention (Meaning of Pink, Green and Yellow).

Marking Codes

Marking codes must be consistent within the class and the children should have a copy of any codes on display in the classroom, attached to their books, or both. Children **independently improve their work with a purple 'polishing' pen**. Children **respond to any feedback with a green pen**. Children are expected to respond to any questions asked of them and to correct anything that is highlight in green.

I	Independent
GW	Guided Work
PW	Paired Work
TA	Work with a teaching assistant
VF	Verbal Feedback Given
Next Step	Next step that needs to be achieved (when relevant)
😊	I understand
😐	I haven't quite understood it
😞	I don't understand it yet

CORRECTION

	Learning Intention achieved (Tickled Pick)
	Learning Intention partly achieved
	Learning intention not yet achieved (Green for Growth)
Sp	Spelling error
P	Punctuation
?	This doesn't make sense
//	New Paragraph
^	Add an interesting word

Which is best?

We recognise that the approach used will vary from situation to situation. It is down to the teacher to make the best decision. It is important that whatever approach is chosen learning is taken forward and it is meaningful, manageable, and motivating.

Feedback and Marking across the curriculum

The style of feedback for different activities and different curriculum areas will vary according to the judgement of the individual teacher and will be based on the benefit it will have on the learning of the child and the future direction teaching will be taken in.

Feedback and Marking across the Curriculum

<p>ENGLISH</p> <p>In English, we might see a range of verbal feedback taking place – we would expect there to be evidence of active-marking taking place. All WALTs, where used, will be highlighted.</p> <p>Sometimes there may be a teacher comment - next step approach. Children continue to ensure that anything marked incorrectly or highlighted in green is corrected.</p> <p>We would expect at least one detailed mark to take place during a block. It may be more but will be based on the teacher identifying the best time for a more detailed marking to take place.</p>	<p>MATHS</p> <p>In Maths, we might see - self mark, peer marking, marking taking place in the lesson at the end or a teacher mark. All WALTs will be highlighted.</p> <p>Sometimes there may be a teacher comment - next step approach. Children continue to ensure that anything marked incorrectly or highlighted in green is corrected. Active Marking would work well in Maths sessions.</p> <p>There may be times, for example during investigative tasks, when extended marking will be required.</p>
<p>CHALLENGE CURRICULUM</p> <p>The WALT/Question will be highlighted to reflect level of understanding. This is best done, alongside the child, within the session.</p> <p>There will be a plenary at the end of the session where the teacher will work through the activity. Children mark their own work, and leave no misconceptions/mistakes left not corrected. Any changes are made in green.</p> <p>There may be occasions where the work produced is more open and the teacher will provide written feedback.</p>	
<p>RE</p> <p>The WALT will be highlighted to reflect level of understanding. This is best done, alongside the child, within the session.</p> <p>There will be a plenary at the end of the session where the teacher will work through the activity. Children mark their own work, with no misconceptions/mistakes left untouched by the child. Any changes are included in green.</p> <p>There may be occasions where the work produced is more open and the teacher will provide written feedback.</p>	<p>SCIENCE</p> <p>The WALT will be highlighted to reflect level of understanding. This is best done, alongside the child, within the session.</p> <p>There will be a plenary at the end of the session where the teacher will work through the activity. Children mark their own work, with no misconceptions/mistakes left untouched by the child. Any changes are included in green.</p> <p>There may be occasions where the work produced is more open and the teacher will provide written feedback.</p>

How will we know the policy is working well for the children?

- Children will know what has gone well and what needs doing differently.
- Children will be actively discussing their learning during a session.
- Children will respond to feedback quickly.
- Children will be making rapid progress

How will we know the policy is working well for the teachers?

- Teachers will be consistently applying PIT STOPS within lessons to address misconceptions.
- Teachers will be able to quickly judge the direction of subsequent lessons.
- Teachers will be able to talk confidently about individual children's' learning.
- Teachers will be making informed decisions about the type of feedback and marking that needs using.
- Teachers will be seeing a reduction in their workload.