



**Abbey Lane Primary School**

# **Marking and Feedback Policy**

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# **Marking and Feedback Policy**

## **Our Rationale**

At Abbey Lane, we provide feedback that is meaningful, manageable and motivating (Report of the Independent Teacher Workload Review Group: Eliminating unnecessary workload around marking.)

*'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.'* (Report of the Independent Teacher Workload Review Group)

*'Feedback is one of the most powerful influences on learning and achievement'* (Hattie and Timperley 2007)

*'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'* (Teaching Walkthrus: Tom Sherington and Oliver Caviglioli)

## **Purposes of feedback**

It is important that we model our school values whilst providing valuable feedback about children's work. That means we encourage independence and creativity, show respect to all our learners and promote teamwork, and recognise the importance of wellbeing.

The main purposes of providing feedback at Abbey Lane are:

- To enable children to improve their work, responsibly and confidently
- To enable the child to know how to take the 'next step'
- To model learning approaches and methods
- To motivate children
- To serve as a record of progress and achievements
- To provide the teacher with feedback on how well the pupils have understood the current work and enable him/her to plan the next stage of teaching and learning
- To enable the teacher to make judgements about pupil attainment and pupil progress at particular points of the year
- To use Assessment for Learning (AfL) to adapt future lessons based on feedback given within lessons.

All forms of feedback are crucial to the success of children. It is to narrow the gap between what they know and what they do not know, or to fill the gap between where they are and where they are going. Offering live feedback in the moment is a vital form of communication between child and teacher/teaching assistant and it enables children to become reflective learners. It is also part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and areas for development within the session and to inform future teaching and learning.

## **Marking and Feedback at Abbey Lane Primary School**

At Abbey Lane, we believe that the process of offering incisive feedback should be provided in the moment: it is a dialogue that takes place between teacher/teaching assistant and child - ideally, while the learning is still being completed. This strengthens the notion of feedback being meaningful and offers motivation for the learner: a child knows immediately what is going well, and what they can do to improve.

Whenever possible, feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in their own learning and developing their ability to self-regulate their learning. Strategies for self-regulation - using working walls, knowledge organisers, displayed spellings, word mats, etc. - should be explicitly taught to enable children to identify their own mistakes and correct accordingly. This depends upon the age and expectation of the individual learner.

Teachers will use assessment for learning and ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly, or make adaptations to future lessons based on feedback given.

### **Acknowledging Learning**

It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome. At Abbey Lane, all learning outcomes will be acknowledged. All recorded work will be recognised through either verbal feedback - individually or as a class collective - or remote marking - through positive written feedback - a tick or motivational stamps/stickers (this is not an exhaustive list), or by addressing any misconceptions.

### **Types of marking and feedback**

<b>Feedback</b>	<b>Purpose</b>
<b>Marking in the Moment</b>	<p>At Abbey Lane Primary, the marking in the moment approach has been adopted to enable all children to receive instant and effective feedback and takes place live during the lesson. Verbal feedback and dialogue is embedded within every session. It should be specific to the learning objective - and success criteria in English and maths - and should identify both positives and areas for development, so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. During the lesson, teachers, and all additional adults, will effectively intervene in the moment and give feedback, remodelling any misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive in order to encourage motivation and resilience and to strive for accuracy and encourage the children's learning efforts. Teachers and additional adults will effectively use assessment for learning and intervene with groups across the class giving immediate feedback on their work. When this feedback approach has been used, it will not be necessary for the piece of work to be remotely marked.</p> <p>All staff should ensure that marking in the moment is performed using a highlighter pen.</p>
<b>Remote marking</b>	<p>Some feedback will take place away from the child, but it will give still meaningful feedback to the child to either improve a piece, act as motivation or give positive confirmation of a child's success.</p> <p>If remote marking is used, children need to be given time at the beginning or end of an activity, or timetabled during the week, to read or respond to it. Where appropriate children will be encouraged to respond to this sort of feedback.</p> <p>Remote marking is written in a contrasting pen colour to the child's written piece.</p>
<b>Self-assessment and peer assessment</b>	<p>Self and peer assessment strategies are taught according to the age of the child (for example, www/ebi, 2 stars and a wish, offering feedback against success criteria) and are used within sessions. In English and Maths, success criteria is used to comment on the</p>

	attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward.
<b>Next steps</b>	Next steps should be provided to secure the student's learning, supporting them how to deepen their knowledge and to enable them to improve their performance. These should be provided, when appropriate, for English and maths, as part of a child's learning journey. This may also take the form of 'fix it' sessions to allow opportunities to address misconceptions and to help close the gap between where they are and where they are going.

### Marking of specific subjects

<b>What feedback looks like in FS2</b>	Marking in the moment - verbal feedback - is the most appropriate method for these pupils. Any written feedback on a child's work should be shared with the child and, as much as possible, marked in front of the child.
<b>Feedback of English</b>	<p>Over the course of a unit of work, pupils will receive feedback about the successes of their writing with a greater emphasis placed upon effective marking in the moment. In KS1, the use of marking in the moment is predominantly used to give instant feedback to learners. This is seen by the use of a highlighter pen to identify errors that have taken place: missing punctuation, capital letter errors, letter reversals (or other handwriting issues) or spelling mistakes. In KS1, or where children have an identified special educational need, all staff are to mark spellings in accordance to children's phonemic stage. Also, common exception or subject specific misspelt words will be identified using a highlighter pen.</p> <p>In KS2, there is an effective use of marking in the moment. As in KS1, the use of a highlighter pen is adopted to identify errors that have been marked against the learning objective or success criteria. At times, other secretarial errors will be highlighted: spellings, handwriting issues, missing punctuation, grammar or tense confusion etc.</p> <p><b><u>The following is only required when marking remotely:</u></b></p> <p>Misspelt words may be identified by 'sp'. Between 2/3 spellings may be identified by the teacher and/or additional adult to be written at the bottom of the children's work in order for the child to rewrite.</p> <p>Where there are inaccuracies in grammar <i>e.g. was/were confusion</i>, the mistake will be identified by a <b>question mark</b> in the margin to denote unclear meaning.</p> <p>Where punctuation is missing, a circled 'p' will be used to indicate that something is missing and the children will be asked to check their work to identify the missing punctuation for their whole piece of work.</p> <p>Where capital letter errors have occurred, the mistake will be identified with <b>CL</b> in the margin.</p> <p>^ is used to identify if a word has been omitted from a sentence. // is used to denote that a new paragraph is needed.</p> <p>Next steps will be provided for pupils who have successfully achieved their learning over a unit of work to develop their completed written piece, or are used to consolidate a key learning idea or concept. <b>Typically, a child will be set a minimum of 1 next step per unit of work.</b></p> <p>Any improvement tasks will be completed in green pencil/pen.</p>
<b>Feedback in Mathematics</b>	Over the course of a unit of work, pupils will receive feedback about the successes of their maths with a greater emphasis placed upon effective marking in the moment.

	<p>All pupil's recorded work is to be marked with a greater emphasis on effective live feedback. There should be effective modelling of good practise used to demonstrate clear expectations in mathematical concepts and methods, but also to display expected presentation.</p> <p>In KS1 and KS2, where an answer is incorrect, children must be given time to self-regulate and find the mistakes in their calculation and correct this themselves. <b>Incorrect calculations should be corrected at the bottom of a piece of work rather than rubbing out the original calculation.</b></p> <p>Where it is required, teachers should comment on number formation and presentation of work to ensure that pupils understand the importance of presenting their work to a high standard. This is identified with a highlighter pen.</p> <p>In KS2, the children will be given, where appropriate, the answers to check their calculations themselves or the calculations of their peers. Children should be encouraged to self-correct calculations when errors have been identified. The children will be given opportunities, when and where appropriate, to use a calculator to check their calculations.</p> <p>Next steps will be provided for pupils who have successfully achieved their learning over a unit of work to develop, or to be used to consolidate their understanding of a mathematical concept. This may be in the form of additional support or 'fix it' sessions. <b>Typically, a child will be set a minimum of 1 next step per unit of work.</b></p> <p>Any improvement tasks will be completed in green pencil/pen.</p>
<p><b>Feedback in all foundation subjects</b></p>	<p>All recorded work will be acknowledged through either verbal feedback or remote marking. This could be seen through a variety of methods that provide positive feedback, for example a tick, a positive comment or motivational stamps/stickers (or other motivational methods); or it should be used to address any misconceptions. Staff should ensure that they use effective marking in the moment and give verbal feedback in order to deepen children's understanding during the learning. As writing is a school priority, cross-curricular writing may be marked in accordance to the writing feedback as shown above.</p> <p>Feedback in PE, Citizenship, Music, Computing, Art and Design Technology will be mainly verbal - either individually or as a class collective - and the pupil's performance assessed by the teacher to inform future planning and assess levels of attainment.</p>

### Responsibilities

It is the responsibility of the English Team, Maths Team, Senior Leadership team and Headteacher:

- To monitor the consistent use of this policy across the school
- To ensure the policy is reviewed and at least annually
- Share developments with the Governing body at Abbey Lane.

### It is the responsibility of all classroom teachers:

- To ensure that all classwork is marked according to the feedback policy
- To explain the feedback system to their pupils
- To ensure that assessment information informs further curriculum planning
- To be aware of children's individual needs and modify their feedback appropriately
- To model clear instructions and joined handwriting when giving written feedback in books.