

Wimbledon Park Primary School

Feedback and marking policy

The importance of feedback

The importance of feedback is very well established. The Education Endowment Foundation toolkit (comparing the efficacy of a range of educational interventions) scores feedback among its most effective approaches. This is supported by Hattie's meta-analysis of research studies on education which suggests that good feedback can improve the rate of learning in one year by at least 50%

Seeking feedback is also integral to a growth mindset. Those with a fixed mindset believe that intelligence is largely fixed and would be unlikely to seek or act on feedback on performance. Those with a growth mindset understand that their intelligence and performance can be improved and that receiving and acting on feedback plays a key part in this.

Principles of feedback

Our policy has at its core, a number of underlying principles

1. If written feedback is appropriate, these should be focused on the key learning which has been shared with the children prior to their starting work
2. The focus of feedback comments should be to further the children's learning, and need to be specific, accurate and clear
3. Feedback to a pupil can be written or oral, and can be given by the teacher, teaching assistant, or through self- or peer-assessment
4. Written comments for the child should only be used where they are accessible by the child (by age or attainment) and when there is time given to respond
5. Feedback delivered close to the point of action is the most effective
6. Feedback (in all forms, and both from teacher to pupil and from pupils to the teacher) is integral to our assessment approach
7. Feedback is only ever effective if it is acted on – children should always be given the time and opportunity to respond to feedback
8. All pupils' work should be reviewed by the teacher at the earliest opportunity so that this can impact on the next steps in their learning. When work is reviewed, it should be acknowledged in pupils' books.

The starting point – Learning Objectives and Steps for Success

Feedback (whether oral or written) should be given against the expected standard of learning. It must therefore follow that the starting point of feedback is for the teacher to have a very clear idea of what the intended learning is and has communicated this to the pupils. Pupils need to be shown what standard to aim for, and then be kept on track for this learning destination through precise and regular feedback.

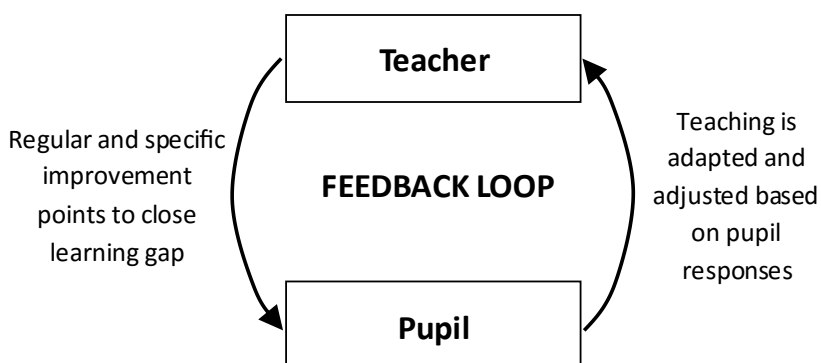
We achieve this through teachers' having clear and precise learning objectives (usually broken down into mini goals or steps – steps for success), a clear understanding of the quality of work/outcomes they expect from children, and then ensuring that the children understand precisely the definition of quality held by the teacher (Teaching and Learning Framework Principle 5). Feedback is then given regularly in small chunks compared to the standard as well as what actions to take to close the gap (Teaching and

Learning Framework Principle 6). Also, clear learning objectives/steps for success help to increase the effectiveness of feedback because the comments can be directly tied to these.

The idea of a journey is a useful analogy – the teacher needs to have very clear idea of the destination at the outset, and make sure that the children share this understanding. There will be landmarks and other checkpoints along the way to the destination. As they “journey”, pupils needs to be kept on track and steered through the steps to get to the destination. Tennis coaching is also another useful analogy – the coach doesn’t wait until the end of a game to give tips for improving, but in small steps at regular intervals while playing.

Feedback as a reciprocal process

Feedback at its best is a reciprocal process, as exemplified on the diagram below:



Following the identification of a “learning gap” (something the pupil cannot yet do or does not yet know/understand), consequent feedback should be aimed at closing this gap. It could be written or verbal feedback from the teacher, peers or even self-generated. The intention is always the same: to close the gap.

Feedback from the performance of pupils should then inform future teaching (extending the analogy of the journey – the teacher continually adapts the route depending on where the pupils are at, to get to the same destination). This adapting of the teaching plan (Teaching and Learning Framework Principle 7) can happen:

- Within the lesson, allowing the teacher to nip misconceptions and mistakes in the bud.
- In between lessons, not just moving on to the next lesson planned if the children don’t understand.
- After units of work or when reviewing the long term curriculum.
- Use of interventions to close the gap for targeted pupils

Oral vs Written Feedback

Research has shown that immediate feedback is the most effective and is therefore more likely to be **oral** than **written**, after which children are able to take immediate action on their feedback.

Oral feedback...

- Is most powerful when pointing out successes and improvement needs against the learning objectives and steps for success. The quality of thinking can be higher when feedback is oral.

- Is usually interactive and developmental. It may give reassurance or a quick check on progress or may also be used to extend the child's learning. The effect of teacher comments will be seen in a child's response in moving on to the next learning step.
- May be given to an individual, a group or the whole class.

Written feedback...

- Is most likely to be needed with children in Years 2 and above when the children are able to engage with their feedback independently. However the use of developmental pink and green marking in year 1 and Reception works effectively through the use of marking symbols (see marking codes below).
- The most effective marking takes place with the children, e.g. when staff are working with a focus group. It offers guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in their learning.
- The use of marking symbols (seen below) use to help children amend, edit and improve their learning

Marking and Assessment

The teacher's review and reflection on the outcomes of learning is integral to our assessment systems:

1. Learning objectives and steps for success take the form of a printed banner glued into children's books at the start of a piece of work. These need to be phrased in a way which is age appropriate for the child and may be abbreviated or simplified for younger children and children new to English.
2. There will be a column of boxes for the teacher to judge the learning outcome against the steps for success.
3. The adults should use the following abbreviations in judging achievement against the intended learning:
 - ✓ Learning achieved
 - PA Learning partially achieved
 - NA Learning not achieved
4. The learning objectives are cross-referenced against our assessment Key Objectives by code, and where learning is achieved by the child, this achievement can immediately be dated in the Key Objectives grid (usually at the front of the child's book)
5. Blue pen should be used by the children to self-assess/reflect on their learning in a way appropriate to the task. This could include: editing seen throughout a piece of writing or a reflective sentence written at the end.

Marking Written Work in Year 1/2 to 6

Written feedback should be legible and clear – adults (teachers and support staff) should themselves model a high standard of handwriting and grammar at all times. Feedback should be positive in tone and celebrate the successes of the children and encouraging the children to persist with their learning. Published pieces of work (in English) should be acknowledged with a tick and a sticker to celebrate the child's successes with their writing.

Green and Pink are used consistently by adults to direct the children's reflection on marking and further actions:

'Green for Great'

To draw children's attention to successful learning. Green highlighter identifying 2 or 3 examples of where a child has met the learning intention/steps for success within the body of work and when appropriate, green pen for any short written comments, e.g. fantastic, keep this word, phrase, sentence, paragraph, you have followed the steps for success, the process is correct, you have drawn an accurate conclusion (this is particularly useful for children needing encouragement or at the end of an extended piece of work).

'Pink for Think'

Highlighter to draw children's attention to areas for improvement within their work, focused against the learning objectives and steps for success.

Pink pen written comments should be. developmental, constructive and provide children with the guidance on how to improve, e.g.

- Omit/change this word, phrase, paragraph, consider the outcome, think about viewpoint, scale etc.
- Children are given guidance in making an improvement, usually through a reminder prompt, scaffold prompt or an example prompt.
- Response questions/tasks? Do we need something further

Marking Codes

Consistent use of the same marking codes across the school will result in more efficient marking requiring fewer written comments from the teacher. Written comments will be sparse and only used where they are accessible by the child.

Marking codes used in years 2-6 are shown in Appendix 1. It may be useful for this appendix to be stuck into the children's books and put on clear display within with classroom.

Marking codes/stamps used in reception and year 1 are explain in the section below and also included as Appendix 2.

Spelling, Grammar and Punctuation

- With the emphasis in the national curriculum on a very high level of accuracy and proficiency in the year group expectations for spelling and grammar, particular care needs to be taken giving precise feedback on these as well as creating follow up opportunities for children to practice and embed the learning. The correct use of spelling and grammar is important across all areas of the curriculum.
- Children should be reminded that the accuracy of punctuation and grammar is vital to be able to achieve any learning objective and therefore a focus on quality over quantity is essential.
- Pupils should be taught to reflect, review and improve their work as a matter of habit (using a blue pen). For example, in writing, we would want the children always to self-review and improve the everyday features of their writing (every time we write) like basic age-expected spelling, punctuation and grammar.
- High frequency words or words with a recently taught spelling pattern will be the main focus for feedback on spelling. Also specific topic vocabulary that has been taught within the context of the lesson will be highlighted for the children to return to.

- Key spelling words will be highlighted in marking using a code('Sp') together with the correct spelling written by the teacher in the margin for KS1 and KS2 children should use a dictionary/wordbank to find the correct spelling. Children rewrite these spelling corrections in the margin of that book and, they then practice rewriting the word a further two times. In this way, regular spelling errors become personal targets for each child.
- On occasion when a child has made noticeable progress in applying skills or knowledge not directly linked to the learning intention (e.g. punctuating sentences correctly), this should be acknowledged.

Responding to marking (blue pen)

Children complete their first draft of written work in black ink (year 2 upwards), and make all edits, improvements, corrections, additions and changes in blue pen (year 1 upwards). This reinforces a growth mindset within the children, helping them to see how a piece of work can always be improved and developed. Blue pen also help to show how children have engaged with the feedback and tried to develop their understanding through a response.

Where written feedback is used, children are expected to read the comments made and it is essential that time is allocated to do this. Dedicated time for children to make edits and improvements, respond to questions and reflect on their learning (always in blue pen) before moving onto the next activity is essential:

- Dedicated review and improvement time can be allocated as part of early work, at the start of a lesson, before starting independent work, during guided group time (or a rapid, responsive intervention) or at the end of a lesson.
- We would then expect to see the children being given opportunities to apply their new understanding in future learning.

Children will also be taught to take part in peer and self-assessment activities. This is likely to be carried out in collaboration with their learning partner. Peer assessment will also be part of the oral feedback which will be happening at different points during a session.

Self-assessment (and sometimes peer assessment) will typically happen at different stages of learning (and always be carried out in blue pen):

1. Pauses for reading through, reflection and improvement while they are working
2. At the end of a piece of work to correct basic errors, make immediate improvements
3. After feedback or responding to written comments from the teacher

Examples of marking and feedback on written work

[one page examples from different year groups 2, 4 and 6]

Marking Other Work in Year 1/2 to 6

Maths

The same principles, assessment procedures, marking codes and colours are used in all marking including maths. However, written feedback is likely to be very sparse and there are likely to be far fewer follow up response activities given to children in maths marking – consider the follow common scenarios:

Outcome A – the child demonstrates secure mastery of learning. No follow up is therefore needed. Steps for success are ticked. M target is dated at the front of the book if appropriate.

Outcome B – the child demonstrates a good capability in the key learning, but has made occasional simple errors that they should not be expected to. Follow up may be pink comment advice to check calculations more closely or a pink x beside an answer. Children still complete improvement and response work in blue pen.

Outcome C – The child makes repeated errors showing that they do not have a secure understanding of the learning. Books should show evidence of follow up work with the child. This could be an intervention, a guided group, blue pen work on the same exercise or a comment from the adult outlining any practical work completed.

When several/many children are at outcome C, follow up guided group work or even a reteach of the entire lesson would be needed before moving on.




Other subjects

The same principles, assessment procedures, marking codes and colours are used in all subjects where feedback is useful to move the child's learning forward, However, written feedback is likely to be sparser than in English books and there are likely to be fewer follow up response activities given to children (with the longer length of time between lessons in foundation subject).

Feedback/Marking in Reception (and Year 1 where appropriate)

Most feedback for children in pre-reading and early reading stages needs to be verbal or based on marking icons/symbols along with highlighting. Teachers and support staff may also annotate children's work with comments that help contextualise the work and note any support needed, helping build evidence of working within early learning goals.






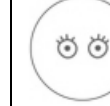

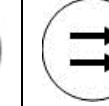
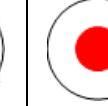
Teachers will use the following codes to indicate the level of adult support received:

	Independent work (used in Early years only)
	Work guided or supported by class teacher
	Work guided or supported by teaching assistant

At some appropriate point during the academic year, Reception children start writing in writing books. This is to:

- build confidence
- teach children the importance of good presentation
- practice handwriting and writing on lines
- encourage quality and quantity
- Support the transition to more formal learning in Year 1
- Allow children to see the progress they are making

The following symbols/icons are used in reception and year 1 writing:

								
Finger spaces	Full stops	Pencil grip	Letter formation	Capital letters	Check and read again	Use Fred fingers to sound out and spell words	Write from left to right	Red words

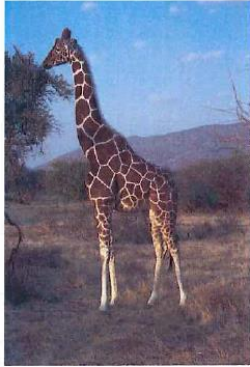
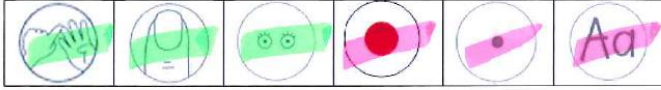
Icons are selected for children as the “steps for success” for a particular piece of writing, created as a banner sticker at the top of the piece of work. Children use the icons as they write as reminders of what their targets are, and adults use the icons as prompts for verbal feedback during writing.

Teachers and support staff mark written work, highlighting the icons for the piece of work either in green (where this has been successfully demonstrated) or in pink (where further practice is required), and highlighting in green and pink similarly within the children's writing. Children are given time and encouraged to reflect on their work helping them prepare for the next task.

An example of this marking approach is shown below:

Reception writing books:

11.5.16 Non Fiction Set 1 book 4 What Am I? Writing a description



I have 4 legs. (CT)
I like mud.
What am I?
~~Pig~~ ~~am~~ ~~Pig~~
I am a pig.

I have 8 legs. hoo (I)
am I? I am a spider.
I like flies.
like flies/flys

[FIND EXAMPLE FROM YEAR 1]

Training the children

Teachers need to explain the marking approaches to children so they can use it to improve their work: e.g. using the visualizer, review a child's work with them, pointing out the learning objective, reading it through, finding the successes together, etc, so that the strategy is discussed often as a whole-class activity. This is a useful thing to do every now and again, because you can then engage in a dialogue with the class about the reasons for the successes. Young children can be trained to look for successes and improvements themselves. They should be given time to understand their 'pinks' and be supported in changing them to 'greens'.

Approved by the Full Governing Board
at its meeting on 5th December 2017

Chair of Governors

Date of next review: ?? 2019

APPENDIX 1 – YEAR 2-6 MARKING CODES

Teachers will indicate their review of a pupil's achievement of the learning objective and steps for success in the assessment grids stuck in using the following codes:

NA	Learning not achieved
PA	Learning partially achieved
✓	Learning partially achieved

Teachers will use the following standard codes to indicate areas for improvement using pink pen (teachers also use pink highlighters to draw attention to areas for improvement):

●	Incorrect
~~~~~	(underneath a section of work) Check that this makes sense

**sp** (in the margin or next to the word sometimes with the correct spelling given by the teacher) Spelling mistake of high frequency word. Please write out three times in you spelling journal

○	Missing punctuation or capital letter (round the letter or the space)
[     ]	This section is not needed
^	Something is missing (usually a word), add it in.
//	Start a new paragraph.

Teachers will use the following codes indicate the level of adult support received:

ⓐ	Independent work (used in Early years only)
ⓑ	Work guided or supported by class teacher
ⓒ	Work guided or supported by teaching assistant

Supply teachers are to initial work that they mark.

**APPENDIX 2 - RECEPTION AND YEAR 1 WRITING STAMPS/CODES**

Finer spaces	Full stops	Pencil grip	Letter formation	Capital letters	Check and read again	Use Fred fingers to sound out and spell words	Write from left to right	Red words

Copy the stamps required into a frame below:

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