

Great Ouse Primary Academy (GOPA)
Effective Marking and Feedback Policy

Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to children regarding their work in order to accelerate progress and support pupils in becoming effective learners.

Effective marking and feedback are integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every child to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling children to become reflective learners and helping them to close the gap between current and desired performance. At GOPA, this important stage of the teaching and learning process is also called “Developmental Marking.”

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers’ assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

2. Processes

Four types of marking and feedback occur during teaching and learning at GOPA:

i) Teachers’ well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. This could be whole class feedback. Teachers have to and will look at every book every day, but they will be making general notes as to who needs what next, rather than individual highlighting or comments or ticks. Please see **Appendix 1** for the Whole Class Feedback template. It may also be verbal feedback given during a 1:1 learning conference with a pupil or on a small group basis. For younger pupils, this can be noted down to record the feedback and response process.

ii) “Light” marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils’ work.

iii) Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

iv) Self-assessment and peer assessment of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and feedback at GOPA.

3. Non-negotiable Procedures for Marking.

All marking is to be carried out in green and pink pen

All marking is to be done in a clear legible hand aligned to the school handwriting script.

The marking code is to be followed in all cases. (see Appendix 2)

The marking code should be accessible to all pupils in the learning environment

All pupils' work is to be at least 'light' marked by Teacher or Support Staff.

In both English and Maths, most work is to be developmentally marked (where appropriate) in depth per week.

In developmental marking:

When identifying specific success, the respective work in the pupils' book (English and Maths) will be identified in pink highlighter. The corresponding comment will also be highlighted pink.

When identifying an area for specific improvement the respective work in the pupils' book (English and Maths) will be identified in green highlighter. The corresponding comment will also be highlighted green

Or

When identifying an area for specific extension, the respective work in the pupils' book (English and Maths) will be identified in green highlighter. The corresponding comment will also be highlighted green

There will be a maximum of 2 identified specific areas for both pink and green highlighting for each piece of work.

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.

When developmentally marking writing, attention should be given to Grammar, Punctuation and Spelling (GPS) in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling, no more than 3 spelling corrections for a piece of work will be given.

To manage marking post-it notes may be used to identify where response is required, or to enable the pupil to transfer a comment forwards to the next piece of work

Self-assessment

This is to be done in purple pen. Children need to be clear about what aspect they are improving on.

Peer Assessment

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement (WWW/EBI). This will be done in purple.

Responding to comments

Pupil response to comments should be made in purple – so that it is clear they have been completed. If in EYFS or KS1 this is verbal, it should be recorded at such. Response should be made as soon as reasonably possible in order to support pupils effectively.

Rewards: as Adults in school we want to recognise good work with stickers, Carrot Rewards, smiley faces etc. However empty praise is as ineffective as empty criticism, therefore specific praise is preferred whenever possible to boost the confidence and self- esteem of our young learners.

3a) Procedures in greater detail:

3ai) The Frequency of Developmental Marking

- All pupils' work is to be at least light marked by Teacher or Support Staff. No work should go unmarked. Preparation work including text maps, plans and drafts in English and jottings, working out and exploration in Maths should be collated in pupils' books. This may be the form of photocopies of white boards and material captured electronically and reproduced as appropriately. This is important as it charts the process and progress of pupils' learning.
- In English and Maths, all pupils should have their work marked developmentally by their teacher. This Marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made also each week. The overseeing of such a task may be carried out by another adult other than the class teacher.

- In EYFS (see **appendix 3**), developmental marking process may be exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils' learning journeys, and as the EYFS year progresses directly onto recorded work as appropriate.
- Additional Developmental Marking may also be used as a strategy to support pupils who are in need of acceleration. This may be particularly pertinent to pupils in receipt of the Pupil Premium Funding and be an agent to close gaps in achievement. In such situations, an additional adult could be provided for this purpose.

3ib) Giving effective feedback to pupils.

- Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve.

It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

- Effective feedback comes under three main headings:

Specific Achievement feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective / Pupil self-assessment made by traffic light or learning ladder target set for the individual.

Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.

Specific Extension feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:

- be positive, specifically identifying what has been done well. (Tickled pink)
- identify a specific area for deeper investigation/ extension of understanding (Green for growth)

Or

- identify a specific area for specific improvement followed up with an improvement task

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practise – e.g. times tables, attention to place value, GPS

When constructing feedback, teachers need to consider:

- 1 Does feedback inform the pupil what they have done well and what they need to do to improve?
- 2 Relate to planned learning objectives and success criteria?
- 3 Can feedback be read clearly and understood?
- 4 Does feedback indicate a next step/improvement in learning?

3ic) The Frequency and Nature of Pupil Response to Feedback

Work that is marked developmentally requires a response from the pupil.

Pupils are to respond to comments made by an adult. However, developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from YR to Y6, and

throughout the school year appropriately.

In each class, effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Y2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEND will need support to enable this.

Likewise, tasks must be effective in improving work, yet brief in execution.

For pupils in KS1 and where developmentally appropriate as designated by SEND Provision Maps, communication of the feedback will be augmented by adults, until developmentally pupils are able to access this independently

Acknowledgement of response

This should be swift, in line with the marking policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher will wish to address this with the child through another medium than feedback and response.

4. Role of other adults supporting

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done, then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the September File/Staff Handbook on arrival in the school.

Students in school are required to follow this policy as appropriate, however, the class teacher is also required to initial marking completed by the student to ensure quality assurance. Teachers will use professional judgment in discussion with the Principal or Deputy Principal to ascertain whether the marking of all pupils' work is monitored or a sample.

5. Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise, the SENDCo has responsibility to ensure the policy is appropriately adapted and implemented for SEND pupils. This includes reference in Provision Maps and agreements as appropriate.

It is the responsibility Subject Leaders and to feed back to the Principal and Local Governing Body (LGB) on the implementation of the policy, its consistency across the school and the impact it has upon progress

It is the responsibility of the Principal to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

6. Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

7. SEND and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Provision Map as required.

8. Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Pricipal and SLT leads as appropriate. It will be

monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Principal will also monitor the impact of developmental marking through work scrutiny in both English and Maths as part of lesson observations to monitor the quality of teaching and learning in the school. In EYFS, this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEND provision and impact of Pupil Premium Funding.

9. Policy Review

This procedure has been agreed by the staff and SAF Board of Trustees in the Autumn Term 2020 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than Autumn 2021.

Writing Prompts	Maths Prompts
<i>Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)</i>	<i>Look back at your work – can you add...(your method, a number line)</i>
<i>Try to find the sentence which needs to be changed /doesn't make sense and improve it.</i>	<i>Can you find where you went wrong?</i>
<i>How could you check this?</i>	<i>How could you check this?</i>
<i>Now try these...(if activity writing about prompts/pictures/adding punctuation/grammar)</i>	<i>Now try these...(extension questions/Consolidation questions)</i>
<i>If the answer was... What could the question be?</i>	
<i>Is there another way you could write this information (highlight sentence)?</i>	<i>Is there another way you could do this?</i>
<i>Can you find a way you could write this in a shorter sentence?</i>	<i>Can you find a quicker way of doing this?</i>
<i>Finish this sentence: ...</i>	<i>Finish this sentence: ... (Explaining work)</i>
<i>Fill in the blanks: ...</i>	<i>Fill in the blanks: ... $2 + 6 = 6$</i>
<i>Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)</i>	<i>Highlight where you have used (column method, grid method, a strategy to check your answer, etc)</i>
<i>Boom! This sentence by adding ...</i>	
<i>Tell me 1/2/3 reasons why I should give you a/some Carrot Reward(s) for this work.</i>	<i>Tell me 1/2/3 reasons why I should give you a/some Carrot Reward(s) for this work.</i>
<i>Tell me ... that have ...?</i> <i>Tell me two sentences that have adverbials.</i>	<i>Tell me ... that have ...?</i> <i>Tell me two numbers that have a difference of 12.</i>
<i>What ... would you use to...?</i> <i>e.g. What word would you use show me what the character is feeling?</i>	<i>What ... would you use to...?</i> <i>e.g. What unit would you use to measure the width of the table?</i>
	<i>What are the ... of ... ?</i> <i>What are the factors of 42?</i>

<i>Please write another ... connective/sentence that shows me how the caterpillar moved.</i>	<i>What is another ... method that might have worked?</i>
<i>Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.</i>	<i>Show me how you think this will work with ...other numbers/3 digit numbers?</i>
<i>Verbal: Please talk me through what you have done so far.</i>	<i>Verbal: Please talk me through what you have done so far.</i>
<i>Show me how you could write it with ... adverbials, connectives, punctuation?</i>	<i>Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?</i>
<i>What would happen if...?</i>	<i>What would happen if...? e.g. What would happen if you started with 52?</i>
<i>What new words today? What do they mean?</i>	<i>What new words today? What do they mean? What maths words also mean...?</i>
<i>Would it work with different numbers?</i>	
<i>What if you could only use...? e.g. Short sentences, complex sentences, The adjectives for sight and sound?</i>	<i>What if you could only use ...? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?</i>
<i>What if you could not use...? What if you could only use...? Short sentences, simple sentences, the adjectives for sight?</i>	<i>What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?</i>

Reviewed September 2021

Next Review July 2023

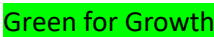
GOPA Whole Class Feedback

Lesson:		Date:
Call to Action		
Incomplete	Presentation Issues	Non-Negotiables
Misconceptions/Errors		Next Steps in Learning
Good Examples	Ready for a Challenge	Digging Deeper

Appendix 2
Great Ouse Primary Academy

Marking and Feedback code

Our aim is to create a safe, supportive and aspirational environment, in which all members of our school community achieve academically and thrive socially, morally and spiritually.

Symbol	What does this mean?
	This is really good and has met the success criteria/learning objective.
	This aspect of learning would be better if.....
	Check through this answer
	The work is finished and completed.
	Brilliant learning (Carrot Reward)
	Something that has been done really well.
	Next steps
LO	Learning Objective
SC	Success criteria – how I know I've been successful in my learning.
VF	Verbal feedback given
WS	Worked with adult support
I	I worked by myself
	Finger space
	Punctuation reminders
	Self- corrected work

Appendix 3

EYFS

Tapestry Online Journal - used as a tool for marking and assessment

Tapestry, the online learning journal is used alongside other assessment procedures to record evidence of children's progress in all 17 areas of learning. This is shared with parents, enabling them to work in partnership with school and be involved in the progress the children make.

This could be observations of:

- Child led play
- Examples of maths and English learning
- Mark making
- Directed practical activities
- Formal recording of writing, phonics and maths

Practical activities and play

The child's stage in development and the next steps in learning are recorded at least one observation a week. Observations record what children have said or done. Videos and photos can be used.

These observations will be recorded as:

Intent – The opportunity for learning

Implementation – What took place

Impact- How the adult supported learning. The next steps are implied.

Time should be spent interacting with children and supporting learning rather than making extensive notes. Therefore, these comments should be brief and succinct. They can be elaborated verbally if needed in later discussion with staff or parents.

Formal marking

Formal learning opportunities have a written lesson objective (intent).

Implementation is written on the work in the form of a positive comment relating to the LO in pink. (Tickled Pink).

Impact is written in green and shows how the adult supported learning (Green for Growth).

This is discussed with the child at the time and again when beginning a new piece of work.

This work is photographed and added to Tapestry to share with parents.

Phonics is marked weekly from Autumn 2. Writing is marked every half term.