



# Feedback and Marking 2021

**Approved by:**

**S Conlon**

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Next review due Summer 2022

by: R Siddons

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the (DfE) Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, manageable and motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

### Key Principles

Our policy on feedback has at its core a number of principles:

- The sole purpose of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should enable children to take responsibility for improving their own work. Adults should not take this responsibility away by doing the hard-thinking for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.

- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.



Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with well-timed and purposeful feedback that expands their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

### Our School Learning Definition:

"Learning is the process of acquiring new knowledge and skills and having them readily available in our memory so that we can make sense of future problems and opportunities that we are faced with."

All lessons will encourage children to consider the knowledge, skills and understanding that they are learning. Pupils will also have the opportunity through their lessons to consider whether they are **developing** (learning something new for the first time), **consolidating** (practicing), **mastering** (applying) or have **mastered** their learning outcome each lesson. In maths this will serve as an assessment on the previous day's learning and provide the children with which superhero challenge they will be undertaking.

Fast 4 grids will be used at the beginning of each Maths, Science and History or Geography lesson as a means of making knowledge 'stick'. Children will be given "1 minute, 1 box" and then the teacher will go through each box with the children allowing them to "tick it or fix it".





<p><i>Last lesson</i> Mrs Siddons had this much money</p>  <p>Her grand gives her £6 and 70p more. How much does she have altogether?</p>	<p><i>Last week</i> Emily is counting the tentacles on three octopuses.</p>  <p>Write a multiplication for the problem and calculate the answer.</p>
<p><b>MATHEMATICS</b></p>	
<p>Create 2 number sentences using the digit cards below</p> <div style="border: 1px solid black; padding: 5px; display: flex; align-items: center; gap: 5px;"> <span style="border: 1px solid black; padding: 2px 5px;">48</span> <span>=</span> <span style="border: 1px solid black; padding: 2px 5px;">8</span> <span style="border: 1px solid black; padding: 2px 5px;">6</span> <span style="border: 1px solid black; padding: 2px 5px;">72</span> <span>÷</span> </div>	<p>Ellie's dad washes some cars. He uses 12 buckets of water. Each bucket has 5 litres of water. How many litres of water does he use altogether?</p>
<p><i>Last month</i></p>	<p><i>Last year</i></p>

### Introduction to learning

Each piece of work, in Maths, English and Science, will begin with a learning slip. These will contain the Learning Objective (beginning with 'We are learning to...') for the lesson and the success criteria (if this is not being generated collectively with the children in

the lesson). If the success criteria is being generated with the children, it will need to be placed in the feedback folder. (paper copy or photo)

The success criteria will be the steps that the children need to take in order to achieve the learning objective.

<u>Date: Monday 15- March 2021</u>		
<u>We are learning to recognise word classes.</u>		
<u>T4W-We are learning to innovate the first paragraph of a story</u>		
<u>Success Criteria</u>	<u>Teacher assessment</u>	
I can read sentences T4W-I can make suggestions to innovate a text		
I can identify which word class that words belong to T4W- I can stay close to the original text		
I can include a word for a given word class in a sentence T4W-I can make independent changes to a shared write		
<u>Chance to challenge yourself:</u>		
 Amazing!	Support reading the sentences from an adult using questioning T4W-support from the shared text	A
 Fantastic!	Supported by example cards T4W-independently using shared write to support own ideas	F
 Incredible!	Working independently T4W-independently continuing on from shared write	I
<u>Review of learning – where are you on your learning journey?</u>		
<div style="display: flex; justify-content: space-between; padding: 0 10px;"> <span>Developing</span> <span>Consolidating</span> <span>Mastering</span> <span>Mastered</span> </div>		

### Opportunity for Challenge

Every learning slip will include 'Super Hero Challenges'. These are accessible for all children to help them to develop reasoning and deeper understanding within their lessons. Challenges set for **Amazing**, **Fantastic** and **Incredible** are the levels of differentiation used within the lesson. These challenges are to provide progression in skills, knowledge and understanding. The **Incredible** task needs to be sufficiently challenging from the outset. If the success criteria has been generated with the children, the challenge and review part of the learning slip will still be used.

In lessons, there may be further challenge throughout the lesson in the form of mini challenges or deeper thinking questions so that those who have the potential to achieve Greater Depth Standard are not left waiting to begin activities.

### Pupil articulation of learning

Children should be able to answer the following questions which will be displayed in each classroom and referred to in every lesson:

- What am I learning in this lesson?

- What skills or knowledge am I learning in this lesson?
- Why am I learning this (what is the final outcome) and how will it help me?
- How will I know that I have been successful in this learning?
- Where am I on the learning journey and how can I get to the next stage?

**Teachers should evaluate and reflect on their lessons using the questions:**

1. Is there any learning going on?
2. Is the learning appropriate?
3. Is the learning sufficient?
4. Is the learning engaging?
5. What are the adults doing to help learning in the classroom?
6. What is the school doing to help/hinder learning in the classroom?

### **Providing Feedback to pupils**

At Glenmere Primary, we believe that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning. Therefore, we have adopted an '**In the Moment**' feedback approach.

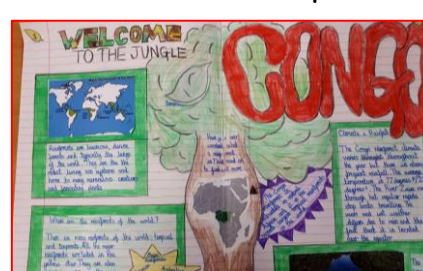
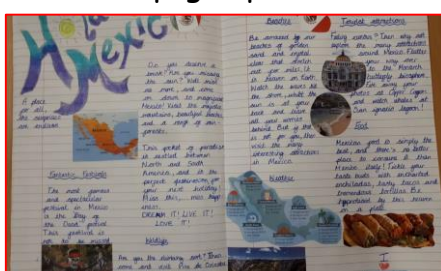
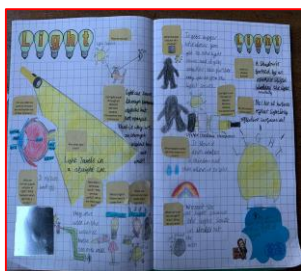
Throughout independent learning stages of a lesson, the class teacher and learning support staff will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. This may lead to fluidity in ability groupings within lessons so that the needs of all children are met.

Rapid and responsive interventions may also be used and could be delivered by teachers or support staff. These may take the form of a pre-teach, in-lesson intervention and/or a post-lesson intervention.

Marking may take place at this time too - showing the children the successes they have achieved and giving extra direction to support or extend learners.

### **Making Sure that Learning Sticks**

To ensure that children are able to apply what they have learned, to make sure that learning sticks and to assess knowledge and skills, a range of strategies will be used. In English, there will be a 'hot write' at the end of each unit. In maths there will be a unit assessment from White Rose printed onto blue paper and stuck into books. In the Broader curriculum books a double page spread will be used at the end of a topic.



## Marking

At Glenmere Primary School all work will be marked, however, due to 'in the moment feedback' that has been given, there is no expectation for written feedback in books beyond 'in the moment feedback'. A lengthy next step comment is not necessary as misconceptions will be addressed in the next lesson.

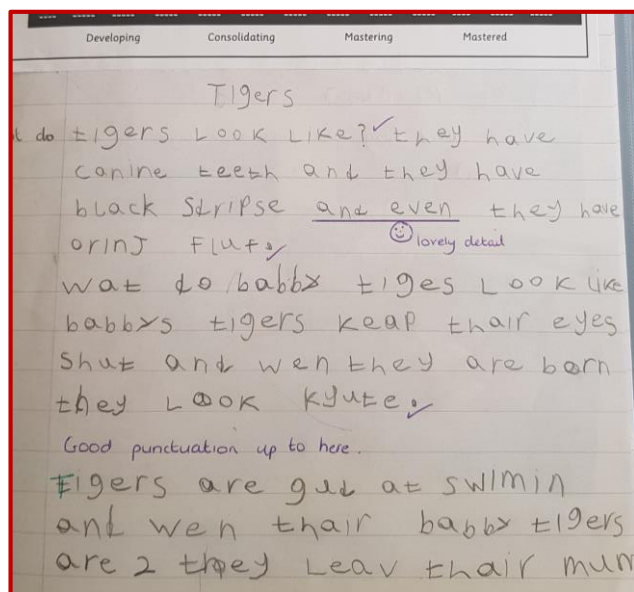
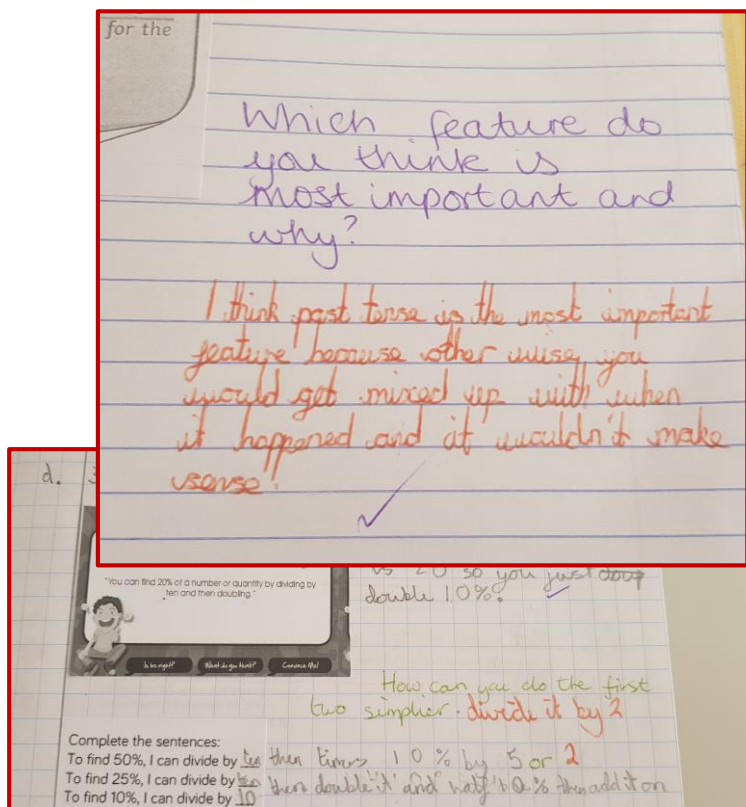
However, **basic skills errors** must be marked and children should be given time to polish their work using their purple polishing pen. In addition, **regular written praise** to highlight significant achievements should also be included in all books to help children identify when they are making significant gains in their learning.

Teachers are required to **identify the successes and areas for development** using the agreed procedure:

- Teacher writes in green pen and successes are shared in this colour
- Children's corrections and/or reflections are written in purple pen (polishing pens)
- Pink pen is used by adults for all incorrect answers, misconceptions and/or basic skills errors to develop. (pink to make you think)

In addition, class reward systems should be used where necessary to indicate where a child has worked very hard indeed and has shown great progress within a lesson.

## Examples of meaningful marking



Date: Friday 18 January  
Q: Can I write a selling description?

Success Criteria		Teacher assessment
I can think about what a character would hear, see and feel		✓
Put my ideas into sentences		✓
Use interesting vocabulary		✓
Chance to challenge yourself		
Mild	Write sentences for each of the senses	✓
Hot	Put my ideas into sentences to write a descriptive paragraph	✓
Spicing hot	Use a range of punctuation in my writing	✓

Review of learning - where are you on your learning journey?

Developing consolidating mastering **x** Mastered

Why do you think you are here? What will help you get to the next stage of learning?

The brackets are in the wrong place

Hogarth knelt down on his knees and felt the rough bark of his fishing rod as he slowly picked it up in his cold and tired hands, shivering in the cold moonlight air. As Hogarth lifted the rod he gazed at the stream and wondered, "Will I ever catch a single fish?" After he completely gave in, he stood up on a pile of rocks, disappearing in the darkening mist on the gritty sand was disappearing and was now nothingness.

As soon as Hogarth unhooked his hook from some shiny (and that smell of salt) seaweed, the fresh air began to turn a pale green. He thought it was the only one he was waiting for but in the distance, a tall, dark figure appeared with the pale green light beaming out like eyes on top of a old, ridged cliff as if it had eyes, scanning the sparkling, blue ocean. Hogarth came closer, it was the woman! He returned!

sp. stand  
stood, stood, stood  
Lera, you have used some beautiful description here! (HP) ✓

EX T E N D

Raja goes surfing for 3 hours 45 minutes. He expected to pay £29.50.  
The shopkeeper charges him £31. They argue about the cost.  
Why did Raja think it would cost £29.50?  
Why did the shopkeeper charge £31?

Raja thought it was £29.50 because he ~~thought~~ halved £3 which equals £1.50 as 15 is ~~tot~~ half of 30. ✓

The shopkeeper though it was £31 because he thought you could not half out £3. He wanted more money. ✓

Raja

76	6	6	4.5	£29.50
1hr	1hr	1hr	45	

Shopkeeper

76	6	6	6	£31
1hr	1hr	1hr	1hr	

This helps explain, how?

This helps to show what they are thinking. It helps to understand that Raja worked out the exact price and the shopkeeper rounded it up.

## Whole class feedback

Whilst looking at books at the end of the lesson, teachers will make notes on the key messages to feedback to children at the start of the next lesson using the proforma. This will be completed at least once per week for English and Maths and one for every two science lessons. This can feed into the next lesson and, can be a useful tool to address misconceptions and model techniques such as editing and improving work. Modelling may occur at any stage of the lesson to address deep rooted misconceptions, clear up confusion or provide further scaffolding.

Whole Class Feedback		Subject: MATHS Learning Focus: WRITTEN MULTIPLICATION Date: 02.10.18
Work to Praise and Share	Need Further Support	
Thomas - self correction. Henry - residence	Louse - place value Sam & Ben } multiplication facts	
Presentation	Basic Skills Errors	
Hannah - organisation - ruler	<ul style="list-style-type: none"> <li>Inserting commas into calculations</li> <li>Multiplication errors.</li> </ul>	
Misconceptions and Next Lesson Notes		
Adding place holder into the tens column. (share example)		

## **Evaluating Learning**

### **Reflections**

To help the children to reflect on their learning, the 'learning journey' road map is always included on our learning slip so that the children can evaluate where they feel they are in their learning journey. This helps the teacher to understand who may need further support and challenge in future lessons.

Our double page spread is also a good way for the children to show how they have developed their learning throughout a topic. It helps them to think more deeply about the learning process and find their own ways towards mastery. This reflection will show knowledge and understanding of the thinking processes, monitoring and evaluating learning from the of chosen strategies or methods, making connections across contexts.

Children will also receive regular opportunity to peer assess in at least one lesson a week to help support one and other on the learning journey.

### **Equity**

Work and tasks are structured to be challenging to promote progress. We have a wealth of experience at Glenmere Primary School; Teaching Staff and Support Staff. Different groups will work with different support throughout the week and will also work independently. To ensure what support has been given and as a means of showing differentiation, a code will be used alongside the children's work in their Vipers and Broader Curriculum books which will state:

1. Teacher Assisted Work (T)
2. Support Staff Assisted Work (S)
3. Independent Work (I)

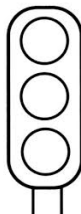





### **Other points**

The Broader Curriculum promotes independent learning and all children are expected to investigate areas of learning. There may also be times when learning takes place through practical activities which may result in no written recording, but instead, a photo may be used to demonstrate the learning that took place. If a practical activity takes place, the learning objective will still feature in the child's book and assessed by the teacher.

Progress and attainment will be evaluated by the subject leaders and head teacher on a termly basis and will ensure that marking and feedback is being used to develop learning

The Headteacher and senior members of staff will conduct termly work scrutiny and lesson observations to monitor that the Feedback Policy is being effectively applied and that procedures are promoting progress for all pupils regardless of ability and position.

## KS1 marking codes

	<p><b>Red</b> - I found this difficult and needed a lot of help</p> <p><b>Orange</b> - I only needed a little help with this work</p> <p><b>Green</b> - I was able to do this independently</p>
	Finger space
	Full stop
<b>ABC</b> 	Capital letter. This will be identified by a circle in year 1 and early in year 2.
<b>WOW!</b>	Adjectives/Adventurous word choice
<b>+</b>	Conjunctions (and, because...)
<b>ph</b>	Look at the letters, make the sounds and blend the sounds together
<b>Sp x3</b>	Spelling mistake- copy the correct spelling three times in the margin
	Missing word
	Come and talk about this

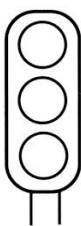
## KS2 Marking Code

I have a **responsibility** to work hard and present my work to a high standard at school in every lesson and I have the **right** to know what I am doing well and what I need to do to improve.

My teacher has the **responsibility** to mark my books to tell me how to improve.

I have a **responsibility** to check through my teacher's comments and think about (reflect) on what he/she has written. I will use the comments to improve and my correct my mistakes.


I have the **right** to know how my teacher will mark my work. I have a **responsibility** to check and remind myself of the codes that are being used.


Code	What it means
	<b>Red</b> - In my self -assessment, I don't think I achieved the Success Criteria
	<b>Orange</b> - In my self -assessment, I think I partly achieved the Success Criteria
	<b>Green</b> - In my self -assessment, I think I fully achieved the Success Criteria
✓	Great- my work is correct
○	I've missed out some punctuation or a capital letter.
SP	I made a spelling mistake of a word I should know how to spell
Sp x3	I need to correct my spelling mistake and write it out three times using my best joined up handwriting in the back of my book
^	I've missed a word out
NP	I should have started a new paragraph
CAT	Come and talk to me


## Broader Curriculum Marking and Feedback

In addition to 'in the moment' marking the following 'triangle' codes will be used to assess the learning that has taken place:










This will be placed on the top line on the right side of the same page as the learning objective.









Learning objective has almost been met 

Learning objective has mostly been met 

Learning objective has been fully met 

A coloured square will also be placed on the top line on the right of the page using the subject colour key code.

KS2 Broader Curriculum Subject Key	
	History
	Geography
	RE
	PSHE
	Art & Design
	Design Technology
	Computing & ICT
	Mgt
	Music

KS1 Broader Curriculum Subject Key	
	History
	Geography
	RE
	PSHE
	Art & Design
	Design Technology
	Computing & ICT
	Music

## Vipers Marking and Feedback

The same triangle code used for Broader Curriculum will be used in the VIPERS books. The reading domain pictures will be used and discussed with the children in order to support their understanding of the domains that they are learning about. This can be done in a number of ways. When one or a few domains are being focused on the domain picture will be used in conjunction with the picture, question or

statement. When a set of questions are being used, the table including the questions will be accompanied by the domain picture. Ensure that the more able are challenged to go deeper into the text and provide opportunities for analytical thinking. (See English policy)

## Examples:



The Lucky Dip

**Text Title:** The Chocolate Touch by Patrick Skene Catling



- Summarise the story thinking about
- What was the first thing that happened in the story?
  - Write a few sentences about the middle and end.
  - Which parts of the story were funny/sad?

Would you recommend this book?  
Why? Why not?

**Intriguing Inference** Make inferences from the text / explain and justify inferences with evidence from the text.

What we'd like to find out: (Qs)

What we don't know:

What we can infer:

What do we know:



Which word tells you that the boy was a quick learner?



What was Joan thinking when she named the boy Roger?



'he curled up tightly, looking for all the world as though he were trying to wrap a long tail around himself'  
How does the author engage the reader here?

## Truth or rumour?

Sort the statements into what you think is true and what could be just a rumour.



Mr Twit is married to Mrs Twit	Mr Twit was a stupid man	Mr. Twit was a dirty man
Mr Twit didn't have a job	Mr Twit was revolting to look at	Mr Twit had no friends
Mr Twit lived alone	Sunday was the day for Mr Twit to get washed	The hair on Mr Twit's head wasn't like normal hair
Mr Twit had a glass eye which he did tricks with	Mr Twit had hair growing out of his ears	Mr. Twit was older than 40 years old
Because Mr Twit was sixty years old, he was hairy and wrinkled	Mr. Twit had tried to improve his hair, but it hadn't worked so he gave up	Hair grew out of Mr. Twit's eyes
Mr Twit had always been a twit from birth	Mr Twit also had hairy arms	Mr Twit had pet monkeys

I hear ...	And that makes me think ...	Now I wonder ...



Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Summarise

## Once upon a picture

Can you find synonyms for the word ship?

Are the men peaceful?

Where do you think the men are going?

Why do you think they are going there?

Why do you think the sky is dark and stormy?

Approximately how many men are on each ship?

What power does the ship use?

Summarise what you can see on the ships.