Overleigh St Mary's CE Primary School

Feedback and Marking Policy
2023 -2024

Signed by:

Head teacher   Date: Sept 2023

Chair of Governors   Date: Sept 2023

At Overleigh we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding fragility of new learning.

Our policy is underpinned by evidence of best practice from the Education Endowment Foundation 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 pupils 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 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 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. However, central to the aims of this policy are the children, and ensuring they are well supported to accelerate their learning and achieve their potential throughout their time with us.

Feedback at Overleigh St Mary's will:

Help children become better learners by giving a clear picture of what they have done well, and what they need to develop through oral and written feedback

Use dialogue: we believe that talking to pupils is key! Relying just on repeated written feedback is no guarantee that pupils read comments, so it is more effective to speak to pupils within lessons on how they can improve their work. This is achieved through "point of impact" marking or verbal feedback.

Celebrate mistakes! We learn from our mistakes. We encourage our pupils to correct their spelling errors (deliberate or not) and highlight common mistakes in a supportive way.

Give recognition: We praise for achievement through the use of praise stamps.

Make the time: Managing the DIRT (Dedicated Improvement Reflection Time) is an essential part of all activities where the children can respond and reflect on feedback given.

Keep a focus on learning targets: We avoid overloading with too many steps for improvement and make steps challenging, manageable and achievable. We mark against the learning targets and do not attempt to assess everything.

Our Feedback Essentials:

- Help children to understand the success criteria and how their work will be assessed.

- Feedback is seen as positive in improving their learning, either within a session or in subsequent sessions.

- Equip children with skills and encourage them to peer and self-assess.

- Inform future planning and individual, group or class target setting.

- All marking is completed in blue pen.

- Children follow up on their feedback with a green pen in KS2 after the session; all editing by children should be in green pen.

- We recognise not all work needs quality feedback. At times, it is appropriate to mark against the Learning Target to acknowledge if achieved and use a praise stamp. Quality feedback will be judged on the impact it has on children's learning.

Key Principles:

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

- The sole focus 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 empower children to take ***responsibility*** for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work 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.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. <u>Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it</u>. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

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 timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust to their teaching. Feedback occurs at one of five common stages in the learning process:

1. **Immediate feedback** – at the point of marking within the teaching session and might be verbal feedback (VF / praise stamp)
2. **Acknowledge marking** – mark against the learning objective – use praise stamp
3. **Summary feedback** – at the end of a lesson / task through whole class feedback, prompt or scaffold
4. **Next lesson feedforward** – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after previous lesson has finished
5. **Summative feedback** – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study to inform formative assessment

These stages can be seen in the following practices:

Type	What it looks like	Evidence for Observers
Immediate Feedback	Includes teacher gathering feedback from teaching within the course of the lesson, including whiteboards, work in books and mini-plenaries Takes places in lessons with individuals or small groups Often given verbally to pupils for immediate action using VF May involve use of a Teaching Assistant to provide support of further challenge and impact of VF alongside the teacher input. May redirect the focus of teaching or the task Provides challenge and progresses the learning of the child on	Learning observations Learning walks
Acknowledgement Feedback For other subjects such as non core subjects	Where the teacher acknowledges the work completed and that it has been seen by the class teacher Marked against the learning objective and / or success criteria Praise stamp may be used where appropriate	Book scrutiny
Summary Feedback	Takes place at the end of a lesson or activity Often involves whole groups or classes Provides an opportunity for evaluation of learning in the lesson with praise given in the form of stamps or team points	Lesson observations/ learning walk Some evidence of peer / self assessment

	May be whole class feedback (see appendix) May be where teacher provides a scaffold or prompt for individual pupil (see marking triangle) May take form of self / peer assessment against an agreed set of criteria	Mini tests / end of unit assessments may be recorded in books or logged
Next lesson feedforward	Often a significant part of the beginning to the next lesson will be spent giving feedback to the class about strengths and areas of development giving time for development areas to be worked on before moving on (during starter activity) Work is analysed daily, and errors and misconceptions are addressed in subsequent lessons (particularly in maths). These should be clearly set out within books or completed by children in green pen.	Lesson Observations / learning walks Evidence in books of pupils editing their work and redrafting in green pen.
Summative Feedback	Assessments are used termly or at the end of units to assess learning	Activities may be within books (end of unit writing) Test results

Guidance for Teachers
Marking of Writing
- When giving feedback to a piece of writing, if learning objective is met (mastery target) then it is double ticked, or the praise stamp used.
- Staff are to acknowledge good elements (Success Criteria) within the piece of writing using a discrete single tick (this could be done through the lesson or through peer assessment).
- Where children have written independently, or have successfully completed tasks within the lesson without support, the T/TA records I at the top of the child's page.
- Mistakes, on occasion, will be identified with marking codes. d
- Where appropriate, the teacher may use a prompt or scaffold to support a pupil where necessary.
- T to complete the weekly class feedback form, to record observations of formative assessment. If a child has a misconception linking to the objective/lesson, then place a single dot next to their name on the form. Once the misconception has been addressed, through intervention/next lesson recap, then turn the dot into a tick on the form. There is a space for additional notes/next steps underneath.

Proof reading and editing in writing lessons
Most writing lessons, where it is the final piece for the genre, will be followed up by an editing session where children receive whole class feedback and about strengths and areas for development, and direct teaching to help them identify and address their own weaknesses.
Teachers will have looked at children's work soon after the previous lesson and identified strengths / weaknesses looking at both the technical accuracy of the writing, spelling errors, punctuation omissions and other mistakes – as well as the actual content. Where individual children have done particularly well or badly at something teacher will make a note and then use within the lesson as a teaching point, or to provide support.

It is suggested that the editing session is organised using "editing stations" focusing on:

- Proof reading for spelling
- Punctuation
- Grammar

- Improve composition.

Before the editing stations begin, the teacher will share extracts from pupils' work, either using an iPad or by typing out a few lines and displaying them on the interactive whiteboard – initially showing good examples of work. For example, for punctuation the teacher might showcase positive examples of where a pupil has used a comma after a sub-ordinate clause, they then may share a piece – anonymously usually – with poor punctuation and reteach the class the relevant punctuation rules. They might then point out some spelling errors that several children are making, and remind children of correct spelling and how to remember it.

To model the improvement of composition, the teacher might show a different couple of pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less strong example which the children would suggest possible improvements.

The pupils then visit the various "editing stations" and together improve each other's work, and suggest improvements, alterations and refinements which the author of the piece then adds – in green pen – to help the teacher see what changes the child has made. At these stations teachers may well encourage self and peer assessment.

Intervening when children find editing hard

Some children may need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need more support as they learn to become more independent, although many younger children are able to edit and read independently after teacher modelling.
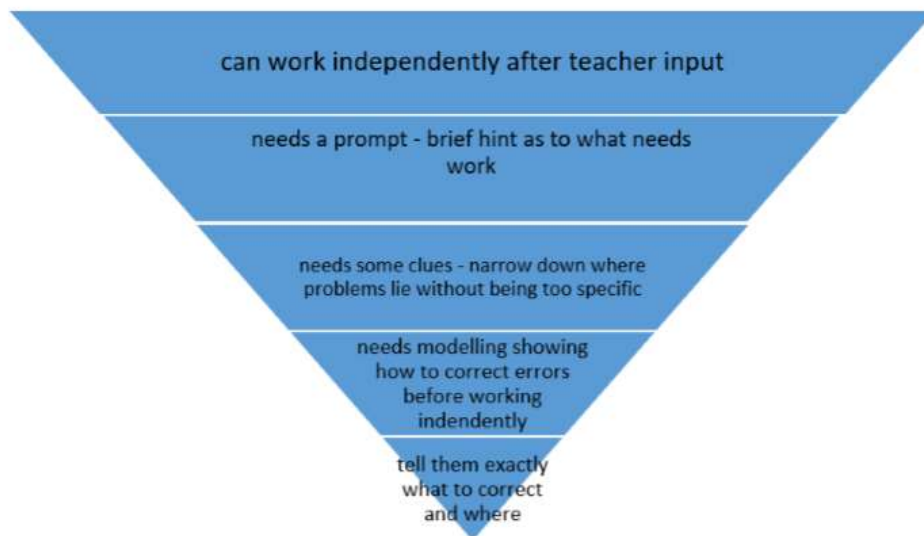
As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written command alerting them that there are some missing full stops – without telling them how many or where. Or a simple pointer – "description" perhaps or "ambiguous pronouns" or "figurative language". This would be in addition to, and not instead of, the teacher modelling examples of editing these areas before the independent section of the lesson and would be for a few children rather than the majority.

Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to draw a box around a section of the text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumbled or that the same sentence structure has been over used. It may be added that there are 8 run-on sentences or 6 instances of non-standard English. Stampers may be used to prompt children to look for certain, common mistakes.

Where mistakes are deeply entrenched, or the children are very young or lack confidence, the teacher may need to do some direct work modelling how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as prelude to this, depending on their learning needs. The marking codes should not be used to do all the error identification for the pupil as this takes away any responsibility of the pupil of thinking how to improve.

The Strategically Minimal Marking Triangle

The strategical minimal marking triangle

can work independently after teacher input

needs a prompt - brief hint as to what needs work

needs some clues - narrow down where problems lie without being too specific

needs modelling showing how to correct errors before working indendently

tell them exactly what to correct and where

Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work; not you.

Sometimes it is children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an even better piece of writing might look like.

Teachers can assist by:
- Setting group or individual challenges "before you have finished editing you need to have….."
- Use their work in modelling and expect them to improve in the same way

Spelling Corrections
- Spelling corrections should be limited so as not to overwhelm
  This can be completed with varying degrees of support and scaffolding. Eg:- sp at start of paragraph where error is and child to spot and correct, sp on line next to where error is to be spotted or underlining of actual word which needs correcting.
- Corrections should be completed before starting the next session. The correction should be written 3 times in either the margin or beneath the finished piece.

Other non-negotiables (varied by year group) should be highlighted using marking codes within text for pupil to correct independently.

** Please note that any writing completed within topic books needs to be marked using the above feedback strategies. Any other activities – map work / diagrams etc – can be completed using acknowledgement marking **

Feedback in Maths
Guidance for teachers: Marking of Maths
- When giving feedback to a piece of Maths, where success criteria has been met the work should be ticked or praise stamp used
- Mistakes will be identified at the bottom of the page for the pupil to find and correct using appropriate stamp
- If pupil needs further support, the teacher might highlight the level specifically
- If marking individual calculations, teachers mark with a blue pen – tick for correct and dot for error.
- When not providing individual feedback, staff use whole class feedback sheet:
  - T to complete the weekly class feedback form, to record observations of formative

assessment. If a child has a misconception linking to the objective/lesson, then place a single dot next to their name on the form. Once the misconception has been addressed, through intervention/next lesson recap, then turn the dot into a tick on the form. There is a space for additional notes/next steps underneath.

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term with use of summative assessment. These can be end of unit, or end of term and can be included within books if preferred. These will then inform formative assessment process. They provide vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through an intervention.

In terms of day to day maths learning, teachers should be aiming to 'live mark' in lessons as the majority of children are expected to complete the Power Maths practice books independently. Live marking provides immediate feedback to the children and any errors should be identified and corrected by the pupils within the lesson. We know that verbal feedback given to a child during maths lessons is one of the most powerful ways of moving on the learning of that child and we focus on providing verbal feedback, wherever possible.

Alternatively, another strategy teachers can use is to get children to compare answers in a group for peer assessment and where answers do not agree, challenge each other and try to find where the other person has gone wrong. Children are also given opportunities to self-assess and mark their own work. Again, any errors should be identified and corrected by the pupils within the lesson.

The onus is always on the learner checking their work and if they have the answer wrong, trying to identify their own errors. Children need to be taught how to do this purposely: otherwise they think it is just scanning their work, reading but not really thinking about it. Checking involves thinking deeply about the work you have just learnt. When you think deeply about something, it is more likely to be stored in your long term memory, available to be recalled at will.

As an alternative to providing answers, teachers may use a visualiser or ipad to model ways of checking in a certain way and then expecting children to do the same (using the inverse etc). So for example, the child may repeat the question in green pen and see if they have got the same answer. For addition calculations with larger numbers, the child may add them in a different order, Teachers should model how children can use the inverse operation to go and check they get back to where they started.

With 2/3 part word problems, a classic error is to give the answer as the first part of the problem and forget about following the subsequent stages of the question. Often, word problems are written with each instruction on a different line, a bit like success criteria. Teachers should show children how to check work as they go, returning to the question and ticking off each line – writing each answer alongside, being really clear they are answering the final question – doing all of the previous steps.

When children have made mistakes, and are finding it hard to identify where they have gone wrong, a prompt sheet, shared at the beginning of the lesson (or on the Maths working wall) can help. In effect this is just a process form of success criteria, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed. This can be completed during directed editing time.

For example:

Find my mistake – Column Addition
• Did I put each numeral in the right place value column? Check each one • Did I forget to regroup? • Did I forget to add the regrouped ten (or hundred)? • Did I make a silly mistake with my adding? • If you can't find your mistake, ask your partner to go through this checklist with you

Find my mistake – Finding fractions of shapes
• Did I count all the parts were equal? • Did I count how many parts the shape had been divided into? • Did I write that number underneath the line (denominator)? • Did I count how many parts were shaded in? • Did I write that number on top of the line (numerator)? • If you can't find your mistake, ask your partner to go through this checklist with you • If still stuck, is there a child who looks like they are confident with this that you could ask?

• If none of this works, ask an adult for help

It is important that the children move towards internalising what they are doing (over the course of several lesson) so that they no longer need a written checklist because they have their own mental checklist stored in their long term memory, which they are able to retrieve as well. Giving children work to "mark" from fictitious other children, which includes common misconceptions, is a really good way of helping to develop this.

Marking in other subjects
- In most cases, for other subjects it is acceptable to give just immediate feedback or acknowledge mark by ticking against the learning objective. This includes R.E – however any longer writing opportunities should be marked in the same way as English.
- Teachers may use marking stamps where appropriate.

All work should be titled to make it clear what subject is being taught within the session at the top of the page next to the WALT.
E.g. Geography, History, RE, PSHE etc.

Presentation Policy
Teachers should take a "fussy" approach to presentation to ensure it is clear that it matters, and the outside and inside of books should be well maintained. The aim is to ensure that children have pride in their work and care is valued. Team points can be awarded for excellent presentation, and the maintaining of books, as well as for achievement.

In KS2 all work should be presented as: date, underlined, miss a line, title / WALT/ L.O, miss a line, start (DUMTUMS)

IN KS1 labels can be used to present the above or it should be presented as the above.
Use a ruler for all straight lines and a pencil for underlining

Miss a line and rule off after each piece of learning - only start a new page if there is no available space on the page before

KS2 children are encouraged to earn a pen license. This will be black and is at the Headteacher's discretion. Maths should always be completed in pencil.

Pupils respond to their feedback in their green pen, including spelling corrections.

Pupils in KS2 can peer and self-assess in pencil or green pen.

Rubbers do not need to be used unless publishing a book / leaflet for display. Errors should be neatly crossed through, using a ruler where possible.

Maths
Questions should be labelled and displayed clearly on the page.

One digit per square.

Pencils to be used only –rubbers do not need to be used, errors should be neatly crossed through by the

child. Corrections should be completed as a new calculation or question.

English / Wider Curriculum
Handwriting: Use the agreed syllabus which shows appropriate joins and formation. When teaching, use strategies as shared in the syllabus and model handwriting when recording any written marking. Handwriting sessions should be planned and timetabled explicitly.

For every piece of work – the date and learning objective (WALT) should be clearly displayed. This needs to be clearly written or can be stuck in on a typed label if preferred in KS1. **In topic books the subject being covered within the lesson needs to be clearly displayed at the top of the page, along with the learning objective.**

Spelling

Marking and feedback

It is important that during the marking process there is time spent checking for spelling errors and identifying these for pupils to correct. By correcting spellings for pupils, we are not supporting them in becoming independent spellers and they will not retain these spellings.

Support in identifying spelling errors for pupils should be given and withdrawn in stages as suggested below.

Stage	Teacher action	Example
1	Highlight the error the pupil has made within the word for the pupils to correct.	I went on the tr**ay**n. Do**nt** rush!
2	Highlight the word where the error has been made. The pupil will need to identify the error before correcting it.	I went on the **trayn.** **Dont** rush!
3	Use a symbol or highlight in the margin to show that there is an error on that line. The pupil will have to look carefully along the line to identify the error before correcting it.	SP I went on the trayn. P Dont rush!
4	Write a general reminder for pupils to check spellings at the end of a paragraph or block of text. This is suitable for independent work to use for assessment.	Check your spellings

Often, teachers in year groups with statutory assessments are concerned about giving too much support with spelling. It is important to remember the focus for most of the year is on teaching pupils to spell and edit independently.

KS1

- When marking pupils' work, identify misspellings for pupils using stages 1 or 2 from the hierarchy above, depending on pupils' developmental stage.
- Identify no more than three words in a piece of writing for pupils to correct. Be sensitive and selective in choosing these words, prioritising common exception words and words or graphemes that have been a focus in phonics or spelling lessons.
- Pupils should be given time each day to make corrections to spellings from the previous day, using classroom resources for support e.g. working wall, word mats, spelling lists, phoneme chart, phonic dictionaries.

KS2

- When marking pupils' work, identify, using stage 1 to 4 from the hierarchy above depending on pupils' developmental stage.
- Identify no more than five words in a piece of writing for pupils to correct. Be sensitive and selective with choices and where pupils are struggling with spelling, fewer may be more appropriate in line with KS1 pupils.
- Prioritise common exception words or homophones as well as words or patterns that have been a focus in spelling lessons.
- Pupils should be given time each day to make corrections to spellings from the previous day, using classroom resources for support e.g. working wall, word mats, spelling lists, phoneme chart, dictionaries.
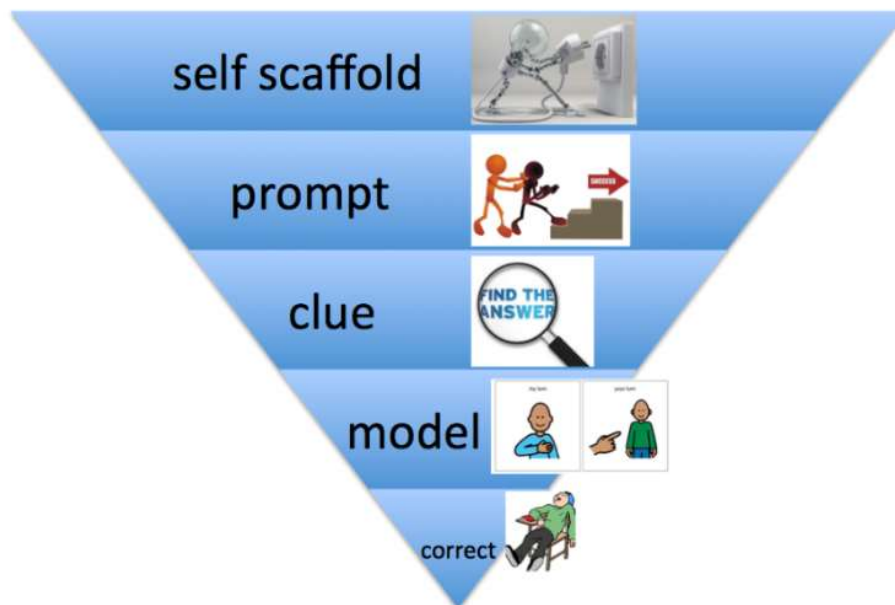
Appendix 1 – Feedback Codes

VF (or praise stamp)	your teacher has talked to you about your work
✓ ✓	evidence of mastery target applied
✓	excellent idea (etc.) well done
Sp	spelling error - see stages of support
P	punctuation - write P in the margin for corrections to be made
T	tense - underline word and write code above word or in margin
//	new paragraph needed
TS	this piece of work was supported by teacher or an adult
I	this piece of work was completed independently

Appendix 2 – The Support Triangle

Some marking / feedback styles can over scaffold support for pupils – leaving them with little thinking of their own to do.

Yet, looking at the triangle reminds us that some pupils will need a gentle prompt to narrow down their focus when hunting for mistakes. So if it isn't enough for some pupils, we can provide scaffolding through a quick comment to alert them of errors. Or even a simple pointer such as "description" or "ambiguous pronouns"

Others might need even more support such as a prompt. For example, the teacher might need to draw a box around a section of text to narrow down the search area for the pupil or use a code such as t (tense) or p (punctuation). Further support might be needed, using an additional clue by adding a comment such as "there are speech marks missing".

Where mistakes are deeply entrenched the teacher may need to do some direct work modelling how to overcome these. For example to clear up the confusion with apostrophe use.

Appendix 3: Maths Whole Class Feedback Format

Power Maths Mark Sheet	Year 3 – Autumn 1
Unit: 1 Number: Number and place value Place value within 1,000	**NC objectives:** Recognise the place value of each digit in a two-digit number (year 2) Compare and order numbers up to 1,000 Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Identify, represent and estimate numbers using different representations Recognise the place value of each digit in a three-digit number

Name:	Represent and partition numbers to 100	Number line to 100	100s	Represent numbers to 1,000	Number line to 1,000	Number line to 1,000 (flexibly)	100s, 10s, 1s	Use a number line to 1,000	Estimate on a number line to 1,000	Find 1, 10 and 100 more or less	Compare numbers to 1,000	Order numbers to 1,000	Count in 50s	End of unit test – answer

Next steps:

Appendix 4: English Whole Class Feedback Format

English Mark Sheet		Year 3 Autumn 1		W/C:
Genre:		Text:		

Class:	Genre target	Mastery Targets				Ongoing targets
Name:						

Next steps:

Appendix 5: Stamper Cards

Verbal feedback given.	Used by Teacher / Teaching Assistant when verbal feedback has been given
Please check your work	Used primarily in maths. When pupils see the stamp they needs to find the mistakes and correct them.
Really Impressive Work Today	Positive feedback where the pupil has excelled personally
Much Improved Well Done	Positive feedback where there is evidence that feedback has impacted and clear evidence of progress made.
You didn't give up Great job	Secrets to Success – where pupil has worked hard for their level of ability
Learning Objective Achieved	To show that learning objective has been achieved when acknowledge marking.