

# EXCALIBUR PRIMARY SCHOOL

## Marking and Feedback Policy

**The Marking and Feedback Policy in respect of Excalibur Primary School has been discussed and adopted by the Governing Body**

*Chair of Governors: Sarah Sproston*

*Head Teacher: Juliet Jones*

*Ratified at the meeting of Full Governing Body on: 14<sup>th</sup> September 2020*

*To be reviewed Sept 2023*

## **Context**

This policy needs to be used in conjunction with the following:

- Assessment Policy

## **Contents**

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***“ The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback’”***

***Professor John Hattie (Influences on Student Learning)***

### **1. Effective Feedback Introduction**

At Excalibur Primary School, we want all children to achieve their full potential and develop positive attitudes to their learning. We recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and apply it consistently.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation 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
- Provide specific guidance on how to improve and not just tell students when they are wrong.
- 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 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.

## **2. Key Aims**

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Creates a culture of quality feedback between staff and pupils and their peers
- Develops reliable processes in the school which equally balance the need to provide marking and feedback and, where it is appropriate, to provide it.

## **3. Key Principles**

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

- The sole focus of marking and feedback should be to further the children's learning;
- Evidence of marking and feedback is incidental to the process; we do not provide additional evidence for external verification;
- Marking and feedback will always be constructive and sensitive;
- Written comments should only be used where they are accessible to the students according to age and ability;
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided to pupils as part of assessment processes in the classroom and takes many forms other than written comments;
- Feedback is 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;
- Marking and feedback should empower children to take responsibility for improving their own work.
- All pupil's work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson.

Within these principles, our aim is to make use of the good practice approaches 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 them to adjust their teaching both within and across a sequence of lessons.

## **4. Approaches for Marking and Feedback**

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Feedback occurs at one of the three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson or task
3. Review feedback – away from the point of teaching (including written comments)

These stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on a review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Excalibur Primary School, we use a range of approaches for giving effective feedback and for marking.

#### **4.1 Verbal Feedback**

As a school, we place considerable emphasis on the provision of immediate feedback. Feedback closest to the point of teaching is likely to be most effective in driving further improvement and learning, especially for younger pupils. It can be given instantly, motivating the children and stimulating their learning experience.

The 'verbal feedback' stamp will be used on a piece of work to acknowledge that this strategy has been used.

#### **4.2 Closed Exercise Marking**

Children marking their own work whilst the teacher goes through the answers and processes orally can be extremely useful, particularly in a maths activity. It is better for a child to complete fewer questions but learn more about the skill or concept during whole-class marking, than to spend time doing more questions wrongly. It also allows the teacher to rectify any misconceptions before they become embedded.

#### **4.3 Acknowledgement Marking**

This is a courtesy look at a child's work and may include a tick or a stamp. It implies that some dialogue has taken place during the lesson, which has had an impact on learning. The acknowledgment simply informs that the work has been dealt with individually, in a group or whole class setting.

#### **4.4 Self-Assessment**

We want to involve children as far as possible in the analysis and constructive criticism of their work. We want children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. In adopting this strategy, we will:

- Help pupils to reflect on their own work.
- Support pupils to identify areas for development without risk to self-esteem.
- Give pupils time to work problems out.
- Help pupils to understand the criteria/standards that will be used to assess their work.
- Empower pupils to make judgements about their work in relation to success criteria.

#### **4.5 Peer-Assessment**

Peer assessment gives the pupils the opportunity to explore each other's work and allows them to see different ways of tackling the same problem. In this way, pupils are able to develop their own repertoire and learn new and more efficient strategies.

#### **4.6 Shared/ Whole class Marking**

This strategy enables children to share each other's work and enables the teacher to model their marking process. Using a piece of finished work the teacher shares the learning intention and then begins to identify success areas.

#### **4.7 Formative marking**

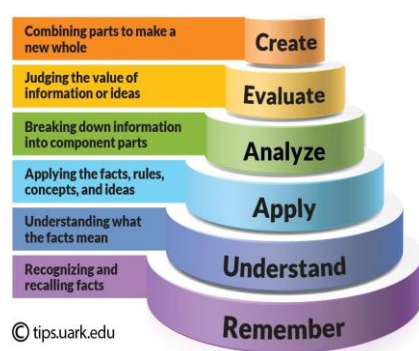
Quality written feedback is given with the focus relating to the learning intentions, success criteria, personal targets and improvement needs. A positive comment should always be included to ensure that the child's work is valued and alongside a comment on an aspect of their work that could be improved. The improvement comment should help the child to close the gap between what they have already achieved and what they could have achieved. In Excalibur Primary School, we informally call this marking technique, 'Two stars and a wish'.

When work has been marked, time will be given for children to read and make some improvement based on the improvement suggestion – Fix it time. In order for the marking to be formative, the information must be used and acted on by the pupil.

### **5.Quality Questioning**

During lessons and in written feedback, where necessary, teachers should consider the quality of questioning. Teachers must refer to Blooms Taxonomy and achieve a consistent balance of questions that retrieve facts and knowledge to those that deepen thinking, analyse, evaluate and aid creativity. This approach should be consistent across the school.

#### **Blooms Taxonomy**



Teachers should try to use higher order categories of questioning to model and develop progressively more complex thinking, promoting links with other learning and across subjects, developing judgement focused thinking. These questions require much more 'brain power' and increase the expectation for more extensive and elaborate answers. They also promote a form of thinking that will address more complex ideas consistent with examination questions. Teachers should use Bloom's Taxonomy to help them plan learning experiences, pre-planning suitable questions and lessons in the language that shifts the focus to higher levels.

## **6. Marking Procedures**

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks and smiley faces or the use of stamps.

In Early Years Foundation Stage and Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with the children at the next appropriate opportunity. A verbal response stamp will indicate this. Where children have achieved the learning objective, a stamp will indicate this.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage of learning, a learning objective achieved stamp will indicate this and a next step challenge may be offered. In most cases, written comments will be focused on extended pieces of written work or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

## **7. Practice**

### **AT EXCALIBUR PRIMARY SCHOOL WE:**

- Ensure written responses are neat and legible so that they are clear for children to read and understand.
- Use "green for growth" and "tickled pink" to help children to reflect on their work. (We underline and use ticks – we do not highlight over children's work)
- Use "purple pen of progress" for children to edit and improve their own work.
- Ensure the learning objectives and success criteria are shared and modelled at the start of every lesson and are clear within the pupils' written work.
- Give children sufficient time to read and respond to the comments
- Seek opportunities for children to demonstrate their success to others in all areas of the curriculum e.g. in PE, asking children to demonstrate a sequence of movements, a skill or part of a dance. In music, asking a child to perform individually to the rest of the group.

### **Written Feedback in subject areas – in addition to the above practice**

#### **English Writing**

- All children will have their work marked. This may take the form of self-marking, peer marking or teacher marking.
- Work will be marked using our **marking code** and against predefined success criteria.
- At the end of each piece of extended writing, two stars and a wish will be used which will relate to success criteria and have a focus on sentence level.
- The following lesson, after quality marking, children will be given the appropriate time to respond and make the necessary improvements to their work.
- Targets identified in writing should be written on a post-it and be ready to use in the next piece of writing.

### **English comprehension/ sentence level activities**

- All children will have their work marked. This may take the form of self-marking, peer marking or teacher marking,
- Work will be marked using the marking code.
- Where learning objectives are achieved, a stamp will show this and next step challenges may be given. This should happen for at least two pieces of work over the school week. Differentiated next step challenges may be written in books, printed on labels or displayed on whiteboards for children to copy.
- The following lesson, after quality marking, children will be given the appropriate time to respond and make the necessary improvements to their work.

### **Written Feedback in Mathematics**

- All children will have their work marked. This may take the form of self-marking, peer marking or teacher marking, including the highlighting of written answers, when children have been investigating.
- Where answers are either right or wrong, children can mark their own work, using pink or green pens with the teacher leading the answers and processes involved. This approach gives rapid feedback to children about their success in the lesson.
- Mini plenaries to check answers will allow staff to identify extra support needs at an early stage of independent work.
- Quality marking may take the form of verbal feedback to a focus group. This will be shown by a verbal feedback stamp.
- Where learning objectives are achieved, a stamp will show this and core skill challenges may be given. This should happen for at least two pieces of work over the school week. Differentiated core skill challenges may be written in books, printed on labels or displayed on whiteboards for children to copy.
- Where learning objectives have not been achieved, children should receive focus teaching to address misconceptions. This should be evident in their book.
- The following lesson, after quality marking, children will be given the appropriate time to respond and make the necessary improvements to their work.

### **Written Feedback in Science**

- All children will have their work marked. This may take the form of self-marking, peer marking or teacher marking.
- Where answers are either right or wrong, children can mark their own work using pink or green pens with the teacher leading the answers and processes involved.
- Next Step Challenges
  - When appropriate (approximately every other lesson), next step challenges will be set for the children. This will be indicated by a stamp.
  - These may be written in books, printed on labels or displayed on whiteboards for children to copy.
  - The children will be provided with sufficient time to complete these either at the start of the next lesson.
  - Next step challenges should consist of a question designed to either secure understanding of a scientific concept, such as “What do red blood cells carry around the body?” or help the child to develop their

understanding further, such as “Why are the red blood cells so important?”.

- Twice each term, children should carry out an extended scientific investigation and record their findings in a manner appropriate to their year group. This should be read through by the teacher and marked, to include the following:
  - Underlining of any incorrect spellings, either common words the children should know, or scientific terminology linked with the topic area.
  - Feedback should be provided to comment on the child’s application of scientific skills. This may take the form of two stars and a wish or it could be verbal in which case a verbal feedback stamp will be used.

### **Written Feedback in Topic work**

- All children will have their work marked. This may take the form of self-marking, peer marking or teacher marking.
- Where answers are either right or wrong, children can mark their own work using pink or green pens with the teacher leading the answers and processes involved.
- Next Step Challenges
  - When appropriate (approximately every other lesson), next step challenges will be set for the children. This will be indicated by a stamp.
  - These may be written in books, printed on labels or displayed on whiteboards for children to copy.
  - The children will be provided with sufficient time to complete these either at the start of the next lesson.
  - Next Step challenges should extend or deepen children’s thinking about the task completed and take the form of a question – refer to Bloom’s Taxonomy.

### **8. Self Reflection**

A significant aim of marking and feedback is to ensure that children are able to identify how they can improve their work or further their learning. At the end of most English and maths lessons, the children write self-reflection comments or use smiley faces to show how they feel about their learning in that lesson. In Key Stage 2, sentence stems provided by the teachers can support these reflections. In KS2 Maths, the children usually self-mark after 4/5 questions to see if they are ready to move on to the next challenge or need a little bit more help. They then need to find their errors and correct their mistakes (supported by an adult if needed). The teachers look at these books every day.

### **9. Target Setting**

The teachers and pupils work together to set Reading, Writing and Maths targets on a regular basis. Core skill target sheets are stuck in the back of children’s maths and English book and are highlighted when the target is met. Reading targets are allocated for groups of guided readers.

In Maths, targets for the children are based on the key number skills needed for each stage of learning that underpin broader mathematics learning, including number bonds, multiplication facts, place value and standard written methods.



In Writing, targets are based on the key spelling, punctuation and grammar rules for each stage of learning as well as key sentence level skills. There is no expectation that targets are updated on a fixed term, but these should be reviewed regularly by both pupils and teachers, and updated when they are achieved. Targets should not remain for a long period but take account of a child's need and progress so that they are achievable.

## **10. Procedures for the standardised setting out and presentation of work**

### **End of EYFS/Start of year 1**

- Children should work in books for each subject, working from the front of the book only
- Children should be taught to write the date on each piece of work
- On entry to school and in line with their physical development, children are taught to hold a pencil correctly. The children in EYFS/KS1 should use a pencil or other mark making materials to complete tasks. Pencils should be sharpened regularly to allow clear presentation of work
- Erasers will be provided to allow children to self-correct as appropriate

### **By the end of KS1**

- The full date must be used in all subjects except mathematics where the short, number date should be written.
- The title should be included on all pieces of work
- The date and title should be underlined with a ruler (DUMTUMS)
- Whilst we make minimal use of worksheets to encourage independent writing skills, the same standard of presentation is expected on worksheets as in exercise books

### **By the end of KS2**

- The above criteria should be reinforced throughout Key Stage 2 encouraging children to continue the good practice taught previously
- The use of worksheets should be strictly limited to encourage independent writing skills.
- Leave four lines after the last piece of work before starting a new piece.
- On entry to Key Stage 2, children will still be working in pencil. As children's handwriting and presentation skills develop, they will be expected to use blue handwriting pens – through acquiring a pen license. If children make an error, they should be taught to cross out using one ruled line. Self-correcting fluids are not to be used.

### **Monitoring and review**

The Headteacher and SLT are responsible for monitoring the implementation of this policy.