

RIVERSDALE PRIMARY SCHOOL

Marking and Feedback Policy

Date: 4th October 2024

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INTRODUCTION

'Feedback is one of the most powerful influences on learning and achievement'
(Hattie and Timperley 2007)

'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'
(Teaching Walkthrus, Tom Sherington and Oliver Caviglioli)

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'
(Report of the Independent Teacher Workload Review Group)

All forms of marking and feedback are crucial to the success of pupils. It is to close the gap between what they know and what they do not know, or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between pupil and teacher/teaching assistant. It enables pupils to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective John Hattie argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections;
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt;"
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria);
- occur as the pupils are doing the learning;
- provide information on how and why the pupil has or has not met the criteria;
- provide strategies to help the pupil to improve.

MARKING AND FEEDBACK AT RIVERSDALE PRIMARY SCHOOL

At Riversdale we believe that the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and pupil, ideally while the learning is still being completed that is most impactful.

Teachers and teaching assistants should promote pupils' self/peer-assessment into a wider process of engaging the pupil in their own learning and developing their ability to self scaffold their learning.

Whenever possible, marking and feedback should involve the pupil directly. The younger the pupil, the more important it is that the feedback is oral and immediate.

Feedback in the moment will help a pupil to identify their key priorities for improvement and the progress they are making towards personal targets.

Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

All staff will note errors that are made by many pupils in their TIP Books and use them to inform future planning. Teachers and teaching assistants will make and distinguish between mistakes and errors. An error

occurs when answering questions that a pupil has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or pupil and should be self-corrected by the pupil.

FORMS OF MARKING AND FEEDBACK

MARKING	PURPOSE
Marking in the Moment	Intervention marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. 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 or written feedback where misconceptions are remodelled or challenges provided.
Improvement Marking	Verbal feedback will be given to the pupils and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning.
Self-assessment and/or Peer-Assessment	Autonomy is given to the pupils. Adapted success criteria are used to comment on the attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward. Teachers will acknowledge the marking completed by the pupils. This is completed in Purple Pen.
Learning Acknowledgement	All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a pupil is valued and their efforts and outcomes are acknowledged against the intended learning outcome. Strategies for self-regulation should explicitly taught to enable pupils to identify their own mistakes and correct accordingly
Gap Tasks	Gap tasks should be provided to secure student's learning, supporting them to deepen their knowledge and to enable them to improve their performance. These should be provided across the week for English and Maths and across a half term for all foundation subjects.
Target Setting	A significant aim of feedback should be to ensure that pupils are able to identify how they can improve their work or further their learning. In some cases, targets are clearly set out through use of the marking code and accompanying comments. They are reviewed regularly by both pupils and teachers and updated when they are achieved.

NON-NEGOTIABLES MARKING

At Riversdale, the 'In the Moment' marking approach is adopted to enable all pupils to receive effective and instant feedback to feed forward. Verbal feedback and dialogue should be embedded within every session. It should be specific to the Learning Objective and should identify both positives and next steps so that the pupil has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive, encouraging a "growth mind-set", resilience, striving for accuracy and pupils' learning efforts. Teachers and additional adults will effectively intervene with groups across the class giving immediate feedback on the pupil's work. Marking in the moment, in the form of ticks, to indicate correct answers across the school curriculum and areas for improvement, or identified mistakes, should be pointed out to the pupils within the lesson to enable pupils to take greater ownership to correct through self-regulation.

WHEN MARKING 'IN THE MOMENT'

- Date and Titles are checked and pupils are given the opportunity to correct if copied incorrectly;
- Marking is focused upon lesson objectives;
- Verbal feedback to pupils will provide opportunities to self-regulate, address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding;
- Written marking is to be done in a clear legible handwriting using green pen (teacher) or blue pen (teaching assistant) to distinguish between pupil and staff;
- Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson.

Across all lessons, there should be a greater emphasis on 'In the Moment' marking, however sometimes, for whatever reason staff will be unable to mark in the moment or there is some work that has not been marked in the moment.

When staff have been unable to Mark 'In the Moment':

- All learning will be acknowledged in full;
- Dates and Titles should be checked to ensure that habitual errors are not being made;
- The content of the learning should all be read in detail and check against the lesson objectives for accuracy;
- A short, written acknowledgement and a tick or a self or peer assessment will acknowledge the pupil's learning efforts and outcomes in their books;
- Marking is used to support the day-to-day assessments of learning so that difficulties are identified and misconceptions can be used to plan future lessons accordingly.

SUBJECT SPECIFIC MARKING

Writing:

When marking writing, across the curriculum, but more specifically in English, staff are to mark using the schools marking codes, which have been adapted from the school's writing framework, "The Write Stuff".

In KS1, common exception or subject specific misspelt words will be identified and the correct spelling will be written above the word. Between 2/3 spellings should be identified by the teacher and/or additional adults to be written at the bottom of the pupil's work for the pupil to rewrite.

In KS2, misspelt words will be identified in the margin using the SP code (Spelling). Pupils will be expected to find the correct spelling of the misspelt words themselves. This may be done in the lesson or pupils will be provided time to do it before the start of the next lesson.

In EYFS and KS1 and where pupils have an identified special educational need, all staff will mark spellings in accordance to pupil's phonemic stage.

Where there are inaccuracies in grammar e.g. was/were confusion, the mistake will be identified by using the * - * code (Rewrite). For pupils in KS2, they are expected to attempt the correction independently, or with peer support, before requesting support from an adult.

Where punctuation is missing, the P code (Punctuation) will be used in the marking to indicate that something is missing and the pupils will be asked to check their work to identify the missing punctuation.

Where teachers would like a pupil to improve a sentence or short paragraph in order to move learning forward, the ^ code (Reimagine) will be placed in the margin next to the section of work to be improved, The pupils may be given verbal instructions about what they need to edit and/or improve, but this would ideally be done independently.

Where a pupil has inadvertently missed a word or repeated a word within a sentence, the +/- code (Missing or Repeated Word) will be placed in the margin.

Where pupils are self or peer assessing, they should be encouraged to mark a paragraph in line with the policy for teachers (this will then be checked by the teacher for accuracy) and then a self or peer assessment will be made.

As pupils progress through Key Stage 2, the codes used will no longer be placed in the margin but will be given in summary at the end of their piece. This enables pupils to develop a considered editor's eye and ensure active self-assessment takes place regularly.

Mathematics:

All pupil calculations are to be marked with a greater emphasis on effective 'In the Moment' marking and opportunities for self-marking across lessons.

Where an answer is incorrect, pupils must be given time to find the mistakes in their calculation and correct this themselves.

Incorrect calculations should be corrected at the bottom of a piece of work rather than rubbing out the original calculation.

Where a pupil has made a number of mistakes, the teacher is to decide which of the mistakes they feel it would be beneficial to review.

Where pupils have no errors, they should be asked to complete a challenge in order to deepen understanding, when appropriate, that will be given verbally and may be displayed on the interactive whiteboard.

The pupils will be given, where appropriate, the answers to check their calculations themselves or the calculations of their peers. Pupils should be encouraged to self-correct calculations when errors have been identified.

Where it is required, teachers should comment on number formation and presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.

Foundation Subjects:

Staff should ensure effective intervention marking in the moment and give verbal feedback in order to deepen pupils' understanding during the learning.

All subjects will be marked in line with Extended writing books.

In PE, feedback to pupils will be verbal and criteria assessed next to learning targets by whoever is leading the pupils' PE sessions to inform future planning and assess levels of attainment.

Feedback in art and design will be verbal and criteria assessed next to learning targets by whoever is leading the pupils' art sessions to inform future planning and assess levels of attainment. Post it notes can be used to provide feedback that can be put with the pupil's work.

EDITING/IMPROVEMENT TIME

From Year 2, time will be dedicated each week to the pupils editing or improving their own work. Teachers will develop the pupils' ability to become independent learners, self scaffold and give them autonomy in developing and improving their work.

This lesson can be used in a variety of ways:

- The teacher models and demonstrates how to proofread and/or improve a sentence/ paragraph or piece of work, they can demonstrate on work where there are similar weaknesses to the pupils.
- The teacher identifies a piece of work that they would like the pupils to proofread and edit before marking.
- The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the pupils are given quality time in order to have the opportunity to show this in their work.
- The pupils can work independently or with a partner to edit and improve their own or the work of their peers.
- It is important that when pupils are asked to edit and improve their work they read their work aloud. The pupils read their work aloud primarily to 'listen' to it – to hear how it sounds, whether it flows, it also allows them to 'look' carefully to see if there are any obvious mistakes – such as words omitted or mis-spellings.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

When marking the work of children with Special educational Needs and Disabilities, we consider the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made to that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

SPEAKING & LISTENING

To ensure that pupils' oracy is of a continuously high standard, and adheres to standard English, teachers will sensitively and appropriately correct inaccuracies in the moment, and model grammatically correct sentences throughout their interactions with pupils.

MONITORING & REVIEW

All staff are responsible for the effective implementation of this policy.

The policy will be reviewed at least every three years, or before where necessary.