SCOTTON LINGERFIELD PRIMARY SCHOOL
Market Flat Lane, Lingerfield, Knaresborough. HG5 9JA

Marking and Feedback Policy

Headteacher:	Debbie Calvert	Date reviewed:	Jan 2020
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Introduction

At Scotton Lingerfield Primary School, 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.

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. We have investigated alternatives to written marking which can provide effective feedback in line with the DfE's expert group which emphasises that marking should be: meaningful, manageable and motivating. We have also noted 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.

Agreed Principles
- Feedback is an ongoing and essential part of excellent pedagogy, used to deepen learning and improve teaching
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments
- 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
- Feedback should support and encourage further effort.
- The focus of feedback and marking should be to further children's learning
- Feedback is most effective when it is timely (not too late after the task), frequent, specific and acted upon.
- Feedback delivered closest to the point of action is most effective: feedback delivered in lessons is more effective than comments provided at a later date
- Written comments should only be used where they are accessible to students according to age and ability
- Teachers need to plan so that children are given time to respond to feedback.
- Feedback should put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Feedback should alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.
- The quality of the feedback, however given, can be seen in how a pupil is able to tackle subsequent work.
- Effective teachers adapt the type of feedback to match the needs of the individual children in the class.

Marking and Feedback Policy

Feedback and marking in practice

Feedback occurs at one of four stages in the learning process:

Immediate feedback – at the point of teaching
Summary feedback – at the end of a lesson/task
Next lesson feed-forward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

The stages are numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective, especially for younger pupils. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Immediate	Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. May take place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve use of a teaching assistant to provide support of further challenge May re-direct the focus of teaching or the task
Summary	Takes place at the end of a lesson of activity Often involves whole groups or classes Provides an opportunity for evaluation of learning in the lesson May take form of self or peer- assessment against an agreed set of criteria May take the form of a quiz, test or score on a game In some cases, may guide a teacher's further use of review feedback, focusing on areas of need
Feed-forward	For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. Errors and misconceptions are addressed in subsequent lessons.
Summative	Regular mini tests or quizzes New learning is fragile and often forgotten unless steps are taken over time to revisit learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is secure (2, 6 and 12 week intervals).

Marking and Feedback Policy

Feedback in Writing

Editing is often included as a part of the writing process, with children making improvements to their work following immediate feedback. Alternatively, teachers may plan for an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching to help them identify and address their own weaknesses.

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing and the actual content. Where individual children have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point.

The editing lesson will often have two elements:
Proof-reading (changing punctuation, spelling, handwriting and grammar mistakes).
Editing (improving their work to improve the composition).

The teacher may share extracts from pupils' work. For example, within the proof reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, making sure they are paying attention to letter heights. Then s/he might share a section of text with poor punctuation (anonymously) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof read their work, checking for similar errors and putting them right. Children may work in pairs and support each other in the identification and correction of mistakes.

Within the editing section of the lesson the teacher might show work where children have described a character well, pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then in their pair they read together each other's work, and suggest improvements, alterations and refinements.

A few children will 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. 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.

The teacher may draw a yellow box around a section of text to narrow down the search area for the pupil, or indicate which type of error needs to be corrected. Similarly, teachers may use a variety of means to help a child identify an error depending on the amount of support that is appropriate for an individual, e.g. underlining/circling a word provides more support than putting a dot in the margin and expecting the child to find the mistake. This needs to take account of statutory assessment requirements.

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Feedback in Maths

Teachers adapt each lesson so that misconceptions can be immediately addressed during the current lesson or in the next session.

When marking written work, the onus is on the learner to check their work and try to identify their own errors. Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt.

As an alternative to providing the answers, teachers may sometimes model ways of checking and then expect children to do the same, in effect 'proof reading' maths. For example, children might repeat a calculation in a different coloured pen and check they've got the same answer. Teachers should model how children can use the inverse operation to go and check they get back to where they started. Children can use alternative ways to solve a calculation as a means of checking their answers.

In KS2, teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves. That way, if they have misunderstood something, they can alert the teacher immediately. Another strategy is to get children to compare answers in a group and where answers do not agree, challenge each other and try and find where the other person has gone wrong. Work may be provided at several levels of difficulty, enabling children to build confidence before moving on to more challenging work.

Where children have made mistakes, and are finding it hard to identify where they have gone wrong, a prompt sheet might be used. E.g.

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 error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and
- see if they can help 7
- If you are still stuck, is their another child who looks like they are confident with this 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 lessons) 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 at will. Giving children work to 'mark' from fictitious other children, which includes all the common misconceptions, is a good way of helping them develop this.

Marking and Feedback Policy

<u>Marking – written comments in book</u>

Marking can be an unhelpful burden for teachers, when the time it takes is not repaid in positive impact on pupils' progress. This is frequently because it is serving a different purpose such as demonstrating teacher performance or to satisfy the requirements of other, mainly adult, audiences. Marking can act as a proxy for 'good' teaching as it is something concrete and tangible which lends itself as 'evidence'. In some cases, the perception exists that the amount of marking a teacher does equals their level of professionalism and effectiveness. These are false assumptions.

No strong evidence suggests that simple acknowledgement marking (sometimes known as 'tick and flick') contributes to progress. Likewise, it does not appear to be beneficial to provide generic praise or praise that is not perceived as being genuine.

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 in learning, this need not be annotated. However, 'No more marking' approaches should not be interpreted as 'no more looking at children's work on a daily basis'. Teachers need to know their children inside out – partly due to the attention they pay to reading their work.

Next steps or targets will not always be written into students' books. The next lesson should be designed to take account of the next steps. To help teachers analyse children's work and make decisions about how to spend their time in the next lesson. A summary sheet has been adopted which helps to indicate which children have understood the concept and are ready for challenge and which may need a specific input, or more practice in the next lesson.

<u>Basic skills errors</u>
Symbols are used across school to address basic skills error

SP   Spelling error
P   Punctuation error
//   New paragraph needed
CL   Capital letter
Λ   Omission
? ~~   Sense
T   Tense
           Finger space

Children will self-correct in purple pen
Children will respond to feedback in green pen or within a green highlighted area if appropriate
Teachers will mark in black pen.