

Higher Bebington Junior School

Feedback and Marking Policy



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Feedback and Marking Policy

RATIONALE

At Higher Bebington Junior School, our expectations of every child are high and we expect them to make the most possible progress whatever their circumstance or background.

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. 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 teachers or learners 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.*

We are mindful also of the workload implications of written marking and of the research surrounding effective feedback. The Department for Education (DfE) research into teacher workload has highlighted written marking as a key contributing factor to workload. Therefore, at Higher Bebington Junior School, we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendation and those of the DfE's expert group which emphasises that marking should be:

- ***Meaningful***
- ***Manageable***
- ***Motivating.***

We also believe that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons- this is a view supported by the National Centre for Excellence in Teaching Mathematics (NCETM).

Principles

These principles take account of the good practice approaches outlined by the EEF toolkit. Our aim is to ensure that all children are provided with purposeful and timely feedback that will further their learning. In addition, teachers will be able to gather feedback that will enable them to adjust their teaching accordingly.

- The critical purpose of feedback and marking is concerned with moving learning forwards.
- Where possible, feedback will be given within the lesson as this is more effective than comments provided at a later date.
- Feedback will take many forms other than just a written comment and teachers are not expected to provide additional evidence of this.
- Feedback is part of the schools wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons allowing them to make good progress.
- All children's work should be reviewed by teachers at the earliest appropriate opportunity to inform future teaching and learning opportunities. When work is reviewed it should be acknowledge in books.
- Children will have dedicated time to reflect upon their learning and put in effort to make improvements;
- Children will be encouraged to have a sense of pride in their work.

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 their teaching.

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

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

As a school, we feel that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning.

At Higher Bebington Junior School, these practices can be seen in the following ways:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> ▪ Includes teacher gathering feedback from teaching ▪ Takes 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 or further challenge ▪ May re-direct the focus of teaching or the task ▪ • May include annotations according to the marking code 	<ul style="list-style-type: none"> ▪ Lesson observations/learning walks ▪ Some evidence of annotations or use of marking code
Summary	<ul style="list-style-type: none"> ▪ 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 ▪ May take form of self- or peer-assessment against an agreed set of criteria ▪ In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> ▪ Lesson observations/learning walks ▪ Timetabled pre- and post- teaching based on assessment ▪ Some evidence of self- and peer assessment ▪ May be reflected in marking
Review	<ul style="list-style-type: none"> ▪ Takes place away from the point of teaching ▪ May involve written comments/annotations for pupils to read / respond to ▪ Provides teachers with opportunities for assessment of understanding ▪ Leads to adaptation of future lessons through planning, grouping or adaptation of tasks ▪ May lead to targets being set for pupils' future attention, or immediate action- this may be individual or whole class 	<ul style="list-style-type: none"> ▪ Acknowledgement of work completed ▪ Written comments and appropriate responses/action ▪ Adaptations to teaching sequences tasks when compared to planning ▪ Use of annotations to indicate future groupings

Subject Specific Feedback, Marking and Presentation

- All work will be acknowledged in some form by class teachers.
- 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 necessary, whole class feedback may be given where children can address common errors whilst the teacher works with smaller groups or individuals.
- Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.
- In most cases, written comments will be focussed 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.
- All teacher marking and feedback must be completed in green pen, following the Marking Code.
- Peer assessment should be completed in purple pen.
- Self-assessment and pupil editing should be completed in black pen.
- If Teacher/TA intervention has been used, this should be indicated in books.
- Children must be actively encouraged to take pride in the presentation of their work across all areas of the curriculum.

English Feedback and Presentation

All pieces of work should include:

- The 'long' date e.g. Wednesday 2nd September
- A title

These must both be underlined.

- Most independent writing should include a marking label with the learning objective for the lesson and the marking criteria made clear either on the marking label, verbally or as a visible whole class copy
- Children should **not** copy out the learning objective or the marking criteria for the lesson.
- Where a teacher has noticed common errors or misconceptions in a number of pieces of work, whole class feedback will be used rather than addressing the errors individually in each book. This is aimed at giving children greater independence in locating and correcting errors or improving their work.

Spelling

- Not all work or every mistake will be corrected. However, children will be actively encouraged to proof read their work and address spelling errors related to words they have already learnt or are expected to know.
- When an error is made in pen by a pupil, it should be crossed through using a **single line**.
- Words selected for spelling correction should be identified by the child, their peer or the teacher by placing a wavy line underneath the word that needs to be corrected (see Marking Code). However, from Year 6, as the year progresses children will be asked to identify and correct their own spellings. This is to help children gain independence in the identification and correction of their spelling. The use of this will be left to the teacher's own judgement and would not be used for children receiving spelling interventions and support.

Mathematics Feedback and Presentation

All pieces of work should include:

- a short, numerical date e.g. 02.09.2015
- a 'Journal' title and the 'In Focus' Task either printed or hand written in a problem box.
- Pupils should be encouraged to follow the 'one digit per square' rule.

In Journals

When marking 'journals', teachers should identify the 'depth' of understanding and indicate this in marking as:

(1) – Shallow Understanding

(2) – Secure Understanding

(3) - Deeper Understanding

For those children who demonstrate a 'greater depth' understanding, work is demarcated with GD.

- If a child's understanding is moving beyond one of the 'depths' but is not yet fully reaching the next depth, this will be indicated using a slash e.g. 1/2 - a child who is moving beyond shallow (1) but is not fully reaching secure (2) and 2/3 - a child who is moving beyond secure (2) but is not fully reaching deeper understanding (3).
- In the instance where a child has not achieved a shallow understanding, the staff member will record their initials and indicate the level of support only.
- If Teacher/TA intervention has been used, this should be indicated in books.
- In the 'Maths No Problem' workbooks, answers should be marked with either a tick or a dot, ideally by the child in the lesson.
- Children should be encouraged to self-assess their own work against the 1,2,3 criteria.

Across the curriculum

- All written work across the curriculum must include a 'long' date, title and/or learning objective. This could be written by the pupils or be included on a marking label if used.
- Where cross-curricular work in topic books has an English focus, work must be marked in line with the marking policy and a marking label may be used.
- For pupils to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere.
- Incorrect spelling of subject specific, technical vocabulary, particularly in Maths and Science, should be identified and corrected.
- Children should be encouraged to use the marking code where appropriate when assessing their own and others work.

Monitoring

This is an agreed, whole school policy. As such, all teachers and teaching assistants are expected to apply it consistently within the aims of its rationale.