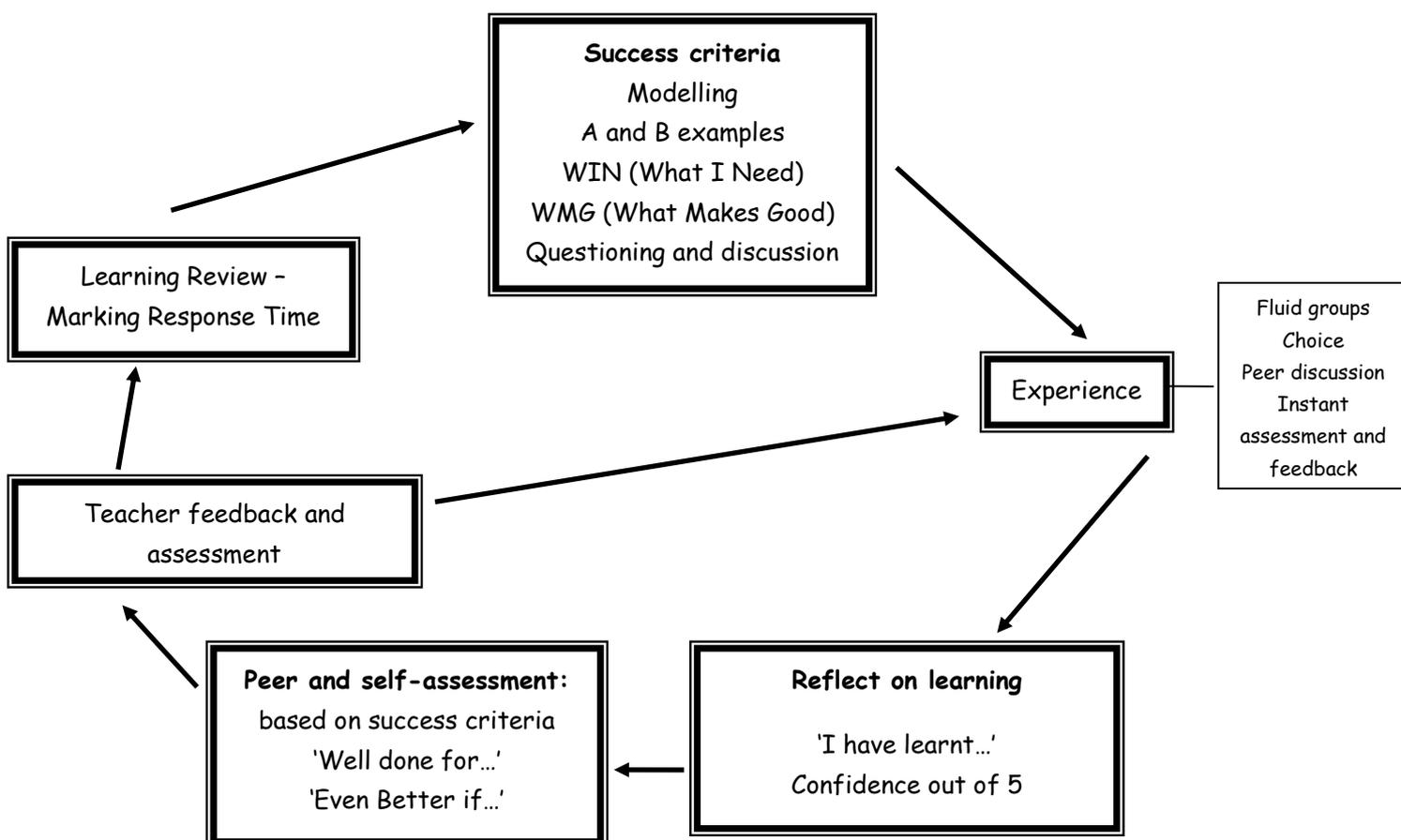


GRESHAM PRIMARY SCHOOL
POLICY FOR FEEDBACK AND MARKING

Effective feedback should provide the following:

- 1) *Opportunities for children to talk about their understanding*
- 2) *Classroom talk which has a focus on exploring children's understanding*
- 3) *Oral and written feedback which includes opportunities to improve and guidance on how to do this*

Feedback and marking is an integral part of the cycle of teaching and learning and should be addressed within this context. This diagram reflects the typical experience of children learning in an environment where the AFL principles are upheld successfully.



Pupil Involvement

Research shows that setting opportunities for reflecting on learning has a noticeable impact on both children's motivation and progress. It is the AFL principles that have guided the development of this policy, alongside the school improvement plan and ethos of Gresham.

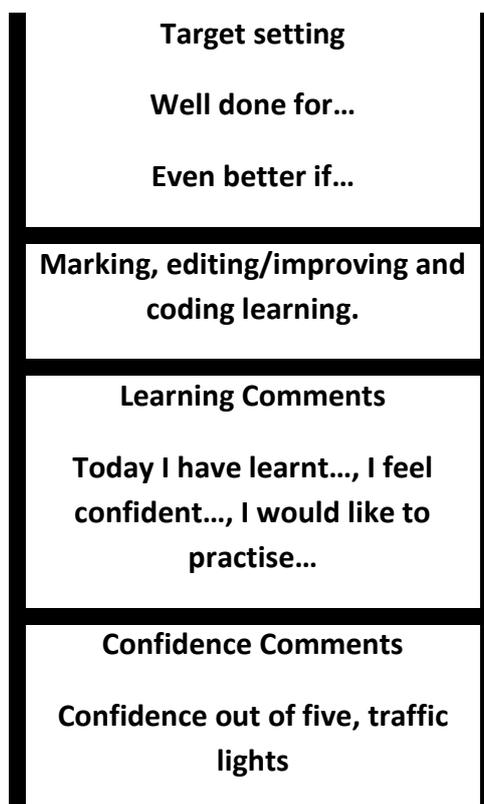
- Create a learning environment that ensures all children will succeed & improve and that raises their motivation, self-esteem and self-regulation.
- Involve children in their learning by sharing learning intentions/goals, stating & establishing with children success criteria.
- Model for children the learning strategies, attributes, skills and standards so that they learn, collaboratively, evaluative and improvement skills.

GRESHAM PRIMARY SCHOOL
POLICY FOR FEEDBACK AND MARKING

- Provide feedback to children on their successes, showing them how to make improvements and provide time to make their improvements.
- Build in review time in order to encourage children to develop evaluative skills with peers and then on their own work/learning.
- Provide opportunities for children to set their own tasks to show their improvements, skills and achievements.

Assessment is to be seen as a **‘moment of learning’ for children**; therefore, **they** should be the first to assess their own learning. Pupils should routinely reflect on their learning, leading to opportunities to edit and improve their work and to set their own targets. Schools with outstanding progress allow children extensive opportunities to reflect on and edit their work both independently and with peers. Creating clear success criteria for lessons will enable children to become confident and effective ‘self-assessors’.

Children should be able to discuss their learning with peers and adults. Moreover, a large proportion of marking in books should be written by children. Whether verbal or written, this ladder visually represents the different types of pupil involvement which can take place during learning.



Confidence/learning Comments

It is crucial that children are properly trained in assessing learning. In regards to reflecting on their confidence, children should be given detailed guidance on what it means to be confident. Children will benefit from helpful starter sentences to help them reflect on their confidence. For example ‘I worked with an adult, so...’, ‘I learnt a lot independently, so...’ and ‘I am still confused, so...’. See Appendix A This information should be used by teachers to inform their assessment and planning. Furthermore, children should use this to make their own choices about their learning, e.g. should I try a more difficult task? Should I sit with an adult? Should I continue independently? This can be done at the end of lessons, but can be very useful *during* lessons, so **the learning can be adapted instantly** to meet the needs of the children.

GRESHAM PRIMARY SCHOOL
POLICY FOR FEEDBACK AND MARKING

Children should be encouraged to be honest about their feedback and know that this will best help their learning.

Marking, editing and improving

Each lesson will have a clear learning objective, and where relevant and useful, a form of success criteria. The feedback should be related to the learning objectives or expectations of the lesson (i.e. in writing, there may be more than one target the children are working towards). Teachers should model how to use the success criteria to give feedback to anonymous work and share good examples of peer and self assessment. Teachers should celebrate good examples of editing and improving work, alongside modelling how this should be done. Children should be able to identify their successes in a lesson and know the steps they need to take to improve. Learners should be given dedicated and regular opportunities to edit and improve their work. Reviewing and editing should be seen throughout a lesson (not just at the end). The onus should be placed on *pupils* to do this. As children progress through the school, they should become more effective and independent in assessing their own learning.

Teacher Feedback

We do NOT expect marking in children's books to look the same across classes or subjects. Instead, we encourage teachers to be creative and flexible in their style of marking to ensure pupils' needs are being met. The *progress* made by pupils will be evidence of the success and impact of a teacher's feedback and marking strategy. We have agreed to follow these principles:

- Areas of success identified and codes/stars used.
- Teachers' comments to move children on in their learning.
- Teachers' comments to be clear and concise.
- Children's responses to feedback to be consistent, of good quality and to make a positive and long lasting impact on progress.
- Allow children to become more independent and responsible for their learning.
- **The amount of written feedback should be balanced with verbal feedback** and allow teachers time to work with children, adapt plans, provide top quality teaching and source necessary resources.

It is through effective feedback that children know how to make improvements and develop new skills. It should optimise learning and should be manageable for teachers. The most successful schools give children regular and instant feedback. **An emphasis should therefore be placed on *verbal* feedback during lessons.** Where written feedback is given, the following formats should be followed to ensure maximum impact on learning. Different forms of written feedback can be given depending on the task and subject.

We recognise that different subjects require varied approaches and follow this guidance.

Maths

- code every lesson
- use marking to inform planning and teaching
- next steps should be frequent and can take many forms

GRESHAM PRIMARY SCHOOL
POLICY FOR FEEDBACK AND MARKING

English

- code short tasks and GPS
- detail mark longer pieces of writing

IPC and other subjects

- code short tasks
- some next steps given (approximately 1/3)
- a focus given to the spelling of key vocabulary
- next steps tasks to focus predominantly on key concepts

Coding

Please see Appendix B for details. The coding system helps to inform the children how well they have achieved the learning objective. These also enable teachers, leaders and parents/carers to see at a glance how well children are performing.

Detailed Marking

This provides a more in-depth view of the children's learning. Although a detailed mark will include more elements, we still expect teachers to be brief in their wording. It will typically follow this format:

- personal comment (e.g. A great effort)
- identify a strength (or strengths)
- 'next steps' tasks
- GPS/presentation comment

Additional Expectations

- Where a pupil has been heavily supported in a lesson, and their success has been dependent on this, a note or initial should be written on the piece of work.
- Any written feedback given should be clear, neat and joined.
- An emphasis should be placed on regular reviews during lessons. In maths for example, pupils and adults checking answers through mini plenaries. In English lessons, pupils stopping after a sentence or paragraph to edit.

Advice and Suggestions for Teachers

What can detailed teacher feedback look like?

Teacher feedback should focus on the learning objective, state the children's successes and show them how to move on in their learning. This may include asking questions, giving examples, recommending activities and asking for a task to be improved/edited. See appendix C for examples.

As well as these, there are three main types of 'improvement prompts' which can be used both verbally and in written form.

1. reminder prompt

GRESHAM PRIMARY SCHOOL
POLICY FOR FEEDBACK AND MARKING

2. scaffolded prompt
3. example prompt

See appendix D for examples.

Wherever possible children should respond to teacher feedback in green pen in their books so that it is clear to the child, when they look back at their work that they have examples of improved/good work to use again.

What should replace written feedback?

With less emphasis on written feedback, teachers will have greater opportunities to respond to children's learning in other ways. All pieces should be assessed and used to adapt the teaching and learning as part of formative assessment. See below for an outline of how children's learning should be responded to if written feedback is not used (this list is not exhaustive):

- verbal feedback in lesson
- verbal feedback after lessons
- peer and self-assessment
- intervention/booster groups
- whole class tasks/questions
- summative assessment
- adapt planning
 - resourcing
 - teaching assistant deployment
 - lesson content
 - class teacher focus

GPS

Attention should be drawn to incorrect use of spelling, grammar and punctuation. This needs to be related to the expectations of the year group and the child. The impact of feedback should be evident in the progress seen later in the book.

Presentation

An excellent standard of presentation helps to instil high expectations for children throughout all areas of school life and learning. Therefore, children should be aware that their learning should be neatly presented (although not all pieces will require such care, e.g. a plan or note taking). To enable the school to be consistent, there should be an expectation of the following:

- *All written work should include a title and date (underlined with a ruler).*
- *Children using pen should write in handwriting pens provided by the school, or something similar. Children should not use Biro or gel pens.*
- *Pencil should be used for drawings, diagrams and labels.*
- *All children (unless advised by an agency otherwise) should aim to use neat, legible, joined handwriting.*
- *All children should aim to learn cursive writing in Reception, with some using pre-cursive script in preparation.*

GRESHAM PRIMARY SCHOOL
POLICY FOR FEEDBACK AND MARKING

Teachers should emphasise these criteria strongly at the beginning of the year and maintain these expectations through feedback and marking. Very young children would not be expected to present their work in this way, but will be taught the skills which will help them to do this in the near future (e.g. using a ruler and a pencil).

Marking Response Time

The aims of marking response time are to address misconceptions, support understanding and extend learning, as well as fostering an environment where children feel confident in taking control of their learning and become reflective and independent learners.

The task given will vary depending on the learning objective and success and ability of the child. The class timetable should allocate slots for marking response time, e.g. at the start of a lesson. The amount of written feedback requiring action from the children should be manageable for both teacher and learner – enabling comments to be meaningful and worthwhile. Responses from children do not have to be ‘marked’ by the teacher.

What can marking response time look like?

Adults

- focus on ‘vulnerable groups’, e.g. SEN, PPG
- address progress of individuals
- work with individuals or groups who have not achieved a recent learning objective
- work with those who have been successful, moving them on
- training children how to respond

Children

- contribution to learning wall
- paired mentoring
- green pen response
- choice of ‘next step’ activity
- answering questions
- asking questions
- improving and editing
- continuation of task
- an explanation
- recommended reading
- peer and self-assess
- improving/redoing a specific sentence/paragraph

The impact of good quality marking response time should not be underestimated – it is crucial in the cycle of learning. By engaging children in the purpose of marking they are given opportunities to develop their thinking skills and critical voice. Self assessment and peer assessment when managed powerfully by the teacher also builds an atmosphere of trust and respect.

GRESHAM PRIMARY SCHOOL
POLICY FOR FEEDBACK AND MARKING

The role of the teaching assistant

Teaching assistants should be used to support effective feedback and marking. They can provide useful assessment information throughout a lesson (e.g. observing understanding during carpet time) and provide valuable information at the end of a lesson. Teachers should establish with their teaching assistants systems for reporting how well children have achieved the learning objective. They could:

- *write the code by the child's work*
- *give verbal feedback to the teacher*
- *report progress in a communication book/assessment record*

Teaching assistants may provide written feedback, but the teacher remains responsible for these comments and should provide TAs with guidance to ensure consistent and good quality feedback.

Other Roles of AFL

Assessment for learning should be a key feature throughout a lesson and inform the teacher at different stages how best to support and challenge the pupils.

Success Criteria

Understanding of and commitment to a task follows when children have some part in deciding goals and identifying criteria for assessing progress. This can be done in many ways. Typically, it will follow this process:

1. exploration
2. modelling
3. a and b examples
4. creating wmg/win
5. applying wmg/win
6. assessing against wmg/win
7. reviewing wmg/win (at end of lesson or throughout)

There needs to be exploration of the area of learning before the success criteria can be created. It should also be flexible; the children may add to the success criteria as the lesson progresses or amend it during review time. These steps may span more than one lesson, and many lessons would not include *all* these features, but a selection. These steps can be seen as a cycle. The review undertaken should inform the next steps for the children and the teacher's planning.

Flexible groupings and choice

Teachers can use their assessment of children's understanding to allow them to flexibly move through tasks during a lesson, allowing them to constantly access the appropriate level of challenge. Children should be given opportunities to decide for themselves which task best challenges them and whether they should work with an adult/partner or independently. Children will need training and guidance to do this. Teachers should use their assessment of the children's understanding to inform the next lesson's tasks and groupings; sticking to set ability groups for every lesson should be avoided.

Working walls

GRESHAM PRIMARY SCHOOL
POLICY FOR FEEDBACK AND MARKING

Displays in classrooms should reflect the learning that is happening at that time and be useful for the children. Children's efforts and successes should be shared and celebrated regularly.

Monitoring

Leadership staff will be responsible for implementing and monitoring this policy through the school. This will be done in the following ways:

- Book Scrutiny
- INSET/staff meetings
- Performance Management Review
- Learning Walks

This policy is fundamental to children's success in all areas of the curriculum. Good quality marking should be seen across the curriculum; however, particular emphasis should be placed on the quality of marking in Maths and English in order to raise progress and standards through the school and to ensure children are 'secondary school ready'. By upholding this policy throughout the school, we aim to extend children's learning and in particular close any gaps between where the children are and where they could be. We challenge *all* children and have extremely high expectations of their current and future achievement, regardless of the group they belong to (e.g. SEN, pupil premium).

Vulnerable groups

SEN

It might be appropriate for teachers adapt the guidance in this policy for children with special educational needs. The verbal or written feedback given should be tailored specifically to these children to enable them to make the best progress possible.

GRESHAM PRIMARY SCHOOL
POLICY FOR FEEDBACK AND MARKING

APPENDIX A

CONFIDENCE GUIDANCE

5

I can do it!

I really understand!

I know I have achieved the learning objective.

I'm ready for the next step.

4

I can do this independently now.

I understand!

I can explain to a partner.

I have been learning!

3

I can do this with help when I'm stuck.

I'd be really confident with a bit more help.

I'm nearly there!

I can say what I have learnt.

2

If I have help, I can do this.

I know *what* I need to do, but I don't know *how* to do it.

I'm not sure what I have learnt.

1

I can't do this yet.

This is too hard for me.

I am still confused.

GRESHAM PRIMARY SCHOOL
POLICY FOR FEEDBACK AND MARKING

I don't think I have achieved the learning objective.

Reflecting on Learning – Sentence Starters

I have learnt...

I feel...

I think...

I would have learnt...if...

The greatest challenge was...

I know I have been successful because...

I have improved...

I am proud of...

I found...most difficult because...

To become more confident I could...

Next time I will...

Please could you...

Please could I...

GRESHAM PRIMARY SCHOOL
POLICY FOR FEEDBACK AND MARKING

APPDENDIX B

How well the learning objective has been achieved	Code
Working Towards Learning Objective	WTLO
Learning Objective Nearly Achieved	LONA
Learning Objective Achieved	LOA
Learning Objective Achieved Well	LOAW

Marking Codes EYS and KS1

How well the learning objective has been achieved	Code
Working Towards Learning Objective	*
Learning Objective Nearly Achieved	**
Learning Objective Achieved	***
Learning Objective Achieved Well	****

GRESHAM PRIMARY SCHOOL
POLICY FOR FEEDBACK AND MARKING

APPENDIX C

EXAMPLES OF IMPROVEMENT PROMPTS

Year 1 – oral feedback

LO – TO USE EFFECTIVE DESCRIPTION

Context: ‘wanted poster’ so people can recognize him/her

Teacher: Now let’s read your description

Child and teacher read: *He is small and handsome and his buttons are made of strawberries*

Teacher: Strawberry buttons. Lovely! And he’s small and handsome. What else could you say about him? (reminder prompt)

Child: He’s greedy

Year 3

LO – TO USE EFFECTIVE SIMILES

He was a quick runner

Finish this

He was as fast as _____.

(scaffolded prompt)

How about ‘He was as quick as a lick’ or ‘He was as fast as lightning’. (Example prompt)

Year 2

LO – TO USE ADJECTIVES TO ADD DESCRIPTIVE DETAIL

Context: story narrative

A moment later Katie landed in a smelly muddy jungle. She saw a lion, she smelled a snake.

Describe the snake more. (reminder prompt)

What did the snake smell like? (scaffolded prompt)

GRESHAM PRIMARY SCHOOL
POLICY FOR FEEDBACK AND MARKING

Year 6

LO – TO WRITE A PARAGRAPH WHICH CREATES SUSPENSE

Context: Adventure story

(Teacher had asked the children to put an asterisk next to the sentence they wished to improve. She then provided a prompt)

**Suddenly there was a cry. The Sherpas had fallen. Stuart saw them hit the floor.*

Put some more suspense into the climbing of the mountain leading up to this.

Year 5

LO – TO TAKE NOTES

Context: Notes about India from books and video

The Himalayas and the other ranges of mountains take one sixth of India.

India has the most beautiful valleys.

In India the temperature rises

You do not have to write in full sentences here, just notes. Cut this information down to 2 words:

Spring is the hottest time of the year.

Child: Spring hottest