

# Chad Vale Primary Feedback and Marking Policy

At Chad Vale Primary School we follow:

- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent strategy.

Policy Written by:	Steve Dubberley
School adoption date:	September 2017
School's review date:	September 2019

## RATIONALE

*'Feedback is one of the most powerful influences on learning and achievement'*

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112 )

In Hattie's research comparing 500 meta-analysis of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socioeconomic factors. However feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective ..."feedback must answer three major questions asked by a teacher and/or by a pupil:

*Where am I going? (What are the goals?),*

*How am I going? (What progress is being made toward the goal?), and*

*Where to next? (What activities need to be undertaken to make better progress?)" (ibid p86)*

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. At Chad Vale, this important stage of the teaching and learning process is also called *'Developmental Marking'*.

## AIMS AND OBJECTIVES

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners. Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

## FEEDBACK AND MARKING PROCESSES

Four types of marking and feedback occur during teaching and learning at Chad Vale:

- **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. 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. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.  
In conjunction with the policy paper on reducing teacher workload, selected teachers are now trialling whole class feedback sheets.
- **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
- **Self-assessment and peer assessment** of the attainment and success of a piece of work.




This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective feedback and marking and feedback at Chad Vale.

## PROCEDURES FOR FEEDBACK AND MARKING

'Steps to Success' are to be used for all Maths activities and English writing tasks. Teachers may also use these for other subjects and tasks should they feel that this would be useful for

children's learning. It is not necessary for staff to include a statement for every step. All marking is to be carried out in green or pink pen (as specified in section 3ib). All marking is to be completed in a clear legible hand aligned to the school's cursive handwriting script.

The following marking code is to be followed in all cases:

-  Objective achieved
-  Working towards objective
-  Objective not met

The marking code should be accessible to all pupils in the learning environment. All pupils' work is to be at least 'light' marked by Teacher or Support Staff. (This 'light' marking may take the form of adults scanning through work that has been self or peer assessed in order to inform future planning. **THIS FEEDBACK DOES NOT HAVE TO BE IN A WRITTEN FORM.**

**In Maths, at least 1 piece of work per pupil should be developmentally marked in depth per week. This should be completed during a unit of work to ensure that pupils have the opportunity to improve their work in light of the comments made. Weekly Big Writing tasks will also be developmentally marked, and feedback used to improve future pieces of work within both Big Writing and English. In those classes trialling whole class feedback sheets, there will be less of an emphasis on written feedback within books but children's editing and redrafting will be evidence of feedback being actioned.**

In developmental marking:

When identifying specific success, the respective work in the pupils' book (English or Maths) will be identified in green highlighter. The corresponding comment will also be highlighted green. This recognition of success should be linked to the WALT and/or success criteria stated on the 'Steps to Success'.

When identifying an area for specific improvement, the respective work in the pupils' book (English or Maths) will be identified in pink highlighter. The corresponding comment will also be highlighted pink. Development points should be linked to the WALT and/or success criteria stated on the 'Steps to Success'.

or

When identifying an area for specific extension, the respective work in the pupil's book (English or Maths) will be identified in pink highlighter. The corresponding comment will also be highlighted pink. Ideas for extension points can be determined from success criteria within the 'Steps to Success'.

When developmentally marking writing in both English and Big Writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling, no more than 3 spelling corrections

for a piece of work will be given.

### SELF ASSESSMENT

Pupils will use our marking system to assess their work against their learning objective accordingly:

★ 'I can understand and do this and this shows in my work'.

➡ 'I can do this but need more help to feel confident'.

△ 'I found this difficult and don't understand it'.

Responses will be recorded on the 'Steps to Success' stuck into the child's book.

### PEER ASSESSMENT

Pupils will use our marking system to assess their peer's work against their learning objective and 'Steps to Success'. When peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This will be done with purple 'polishing' pens.

### RESPONDING TO COMMENTS

Pupil response to comments should be made in purple – so that it is clear they have been completed. Responses should be made as soon as reasonably possible in order to support pupils effectively.

### Giving effective feedback to pupils

- Effective marking is a key tool in providing feedback to pupils in order what they are clear in what they can do well and what they need to do to improve.

It also forms part of the formative assessment which is essential for teachers to refine and hone their planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

Effective feedback comes under three main headings;

**Specific achievement** feedback identifies specific aspects of the successful attainment and / or progress. This relates directly to the success criteria within the corresponding Steps to Success.

Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.

Specific extension feedback identifies where further understanding can be explored, to deepen learning and extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:

- be positive, specifically identifying what has been done well. (highlighted green)
- identify an area for specific improvement followed up with an improvement task. (highlighted pink)

or

- identify a specific area for deeper investigation/extension of understanding. (highlighted pink)

Well-constructed feedback tasks should maintain challenge for individual pupils, yet be easily completed and brief in nature. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors
- Address incomplete work and presentation issues
- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar

When writing feedback, teachers need to consider:

1. Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning objectives and success criteria?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement in learning?

**In each class, effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity.**

By the end of Year 2, most pupils should be able to locate and complete simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this.

Likewise, tasks must be effective in improving work, yet brief to complete.

### **Acknowledgement of response**

**This is not an open opportunity for a longer dialogue.** If greater issues arise, then the teacher will wish to address this with the child through another medium than feedback and response.

### **Role of other adults supporting**

Support staff may work with groups of pupils with whom they have been working.

Supply staff who carry out work in the school are expected to mark all work in accordance with this policy.

### **Responsibilities**

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils.

It is the responsibility of the AHT to liaise with the Subject Leaders and to feed back to the Headteacher, Deputy Head Teacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

### **Equality of Opportunity**

All pupils are entitled to have their work marked in accordance with this policy.

### **SEN and Inclusion**

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response.

### **Monitoring and Evaluation**

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

Members of SLT will also monitor the impact of developmental marking through work scrutiny in both Maths and English as part of lesson observations to monitor the quality of

teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress. Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant.

Policy agreed on: .....

Chair of Governors: .....