



Hamsterley Primary School
Marking and Feedback Policy

‘Opening minds, unlocking potential, celebrating success together’

Introduction

"The time taken to mark does not always correlate with successful pupil outcomes and leads to wasted teacher time" DFE 2016

"Provide pupils with information about their actions in real time (or something close to it)" Fletcher-Wood 2014

In a typical lesson each child should know where they are going, where they are in relation to that goal and how to get there. Research shows that this is how children make progress.

This policy has been written to reflect current best practice. The key messages from the DFE document: "Eliminating unnecessary workload around marking" (2016), the NAHT guidance on marking (2016), the NCETM guidance on marking in maths (2016) and the EEF Research paper on marking in writing: "A Marked Improvement?" (2016) are embedded in this policy. All children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will give feedback and will mark work as an essential part of the learning cycle.

Classrooms with a positive formative assessment culture have these elements embedded:

- Clear learning intentions/objectives that are shared with pupils (not always at the beginning of a lesson)
- Clear success criteria - which the pupils often help generate
- Effective classroom discussions engage children in a dialogue about their learning
- Skilled questioning by the teacher using a range of questioning strategies to probe under the surface and to find out the children's misconceptions, understanding and prior knowledge. (Clarke 2016)
- Pupils being a teaching and learning resource for each other
- Pupils involved at the planning stages
- Times for talk partners, for general "no hands up" discussion, using targeted questions for individual children (children will need to be taught how to participate in general discussions without interrupting each other)
- Mixed-ability and mixed-age learning with choices of challenge
- The belief that all can succeed (Growth Mindset)
- Examples of excellence modelled, shared and discussed with children to help them know how to improve their work

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- Verbal and written feedback that helps the child *think* about how they will improve their work
- Teachers comment on spelling and grammar only in the following cases:
 - if spellings and grammar were part of the lesson focus/objective;
 - if it is a spelling/high frequency word that the pupil should know;
 - if it is related to the child's target.
- Another objective of marking is to ensure that children take pride in their work following the agreed models of handwriting and presentation for final drafts.
- The school's rewards system stamps and/or stickers may also be used from time to time. Teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stage involve, and what should now have priority.

"Feedback is the most powerful when it is from the student to the teacher. What they know and understand... The growth mindset culture reduces a fear of failure and encourages children to share their errors, to see them as learning opportunities. Errors invite opportunity. They should not be seen as embarrassments, signs of failure or something to be avoided. They are exciting, because they indicate a tension between what we know and what we could know" (Hattie 2012)

"Feedback should be used to alter the gap...for example, a single next step, achievable in the next few minutes, which helps students improve their work... Demand thought from the children; as Dylan Wiliam notes, feedback should demand more work of the recipient than of donor." Fletcher-Wood 2014

Teachers Beware!

"Where the classroom culture focusses on rewards, gold stars, stickers grades or place in class rankings, then pupils look for the ways to obtain the best marks rather than at the needs of their learning ..." (Black and Wiliam 1998)

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Effective Feedback in Every Classroom is "The 4 R's"



1. WRITE

Learning Objective

Teacher writes clear and concise learning objectives linked to the learning not the context. (Clarke 2016)

Success Criteria

Sharing success criteria helps the children to understand the "steps to success" to meeting or exceeding the learning objective. The most successful success criteria focus on the learning process not the end product.

"The highest impact occurs when goals are specific and challenging...giving praise for completing a task appears to be ineffective, which is hardly surprising because it contains such little learning related information" Hattie (2009)

The success criteria may be generated with the children so they really understand and take ownership of them. Remember they can be expressed as a series of challenges (For example, all will..., some will..., a few might...). Remember that the growth mindset should allow children to challenge themselves to achieve, so don't limit their ambition. Don't make the challenges exclusive to one group of children.

2. REFLECT

Mid-way through the lesson children can do a "reflect and check", either in pairs or on their own or using the visualizer in Class 2, or teacher sharing work with the whole class. Offer feedback while children are writing, rather than waiting to mark it later. Mark over their shoulders as they go, using hints and reminders linked to the learning objective and the success criteria. That way, children can respond to feedback immediately as they work, and while they are focused on the learning task.

3. REVIEW

Feedback - firstly the children can do this to each other:

Training the children to peer assess and to self - assess is important. This links well with our focus on growth mindset. Train children to look at their own work with a partner with a critical eye to highlight where the success criteria has been met and have another go at improvements or correction. Did they meet the success criteria? What do they need to do to improve next time?

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Feedback - secondly from and to the teacher:

This may be **verbal or written** and in response to the success criteria. Do this within lessons rather than after them. Teacher can talk with the pupil and look at their work and give verbal or written feedback - immediately in the lesson, at the end of a lesson or at the end of the school day. **The greatest impact comes from in-lesson feedback.**

Written feedback may use the school agreed feedback codes or annotations or highlighting by the teacher for speed and efficiency and impact. Feedback must move the learning on. For example, it might pose a question, model an example, or correct a misconception. **Teachers to mark in red pen. TA's to mark in green pen.**

4. REPLAN

As a result of the feedback received - what is it that the children need to learn next? The impact of feedback might be seen in lesson planning, focused groups of children receiving same day intervention, improvements in the child's work when redrafting, or in corrections in their book. The child's work will have improved and show the impact of the feedback they received.

Meaningful, manageable and motivating

Teachers are not required to write long comments on every child's piece of work for every lesson. Remember, marking is just one aspect of feedback. The learning dialogue and interaction between the teacher and the children, and between the children themselves, is just as important as the written feedback of marking. All feedback should be meaningful, manageable and motivating to the children.

"The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'. This is not a requirement for pupils to provide a written response to feedback: pupils should simply act on the feedback in subsequent work."

"Marking should serve a single purpose - to advance pupil progress and outcomes...oral feedback, working with pupils in class, reading their work - all help teachers understand what pupils can do and understand". DFE 2016

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Appendix 1

Hamsterley Marking Code

circle around missing or incorrect punctuation

s = written through word for spelling correction

└ = new paragraph (NP in margin - KS2)

✓ small tick = correct

. or ? = check and think

Children in KS1 may use stamps to self assess their work

Children in KS2 self assess using A, B, C.

Let your
teacher know

Tick one

 I fully understand. **A**

 I need more practice. **B**

 I do not understand yet. **C**

Self Assessment