Ashleigh Primary School and Nursery

"We are all stars: Ashleigh makes us shine"

MARKING & FEEDBACK POLICY

- *"Feedback studies tend to show very high effects on learning" (Education Endowment Fund, Teaching & Learning Toolkit, 2017)*

- *"Providing written feedback on pupils' work – has become disproportionately valued by schools and has become unnecessarily burdensome for teachers" (DFE, Reducing teacher workload: Marking Policy Review Group report, March 2016).*

At Ashleigh Primary School and Nursery, 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. We are mindful also of the research surrounding effective feedback and the workload implications of written marking.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and the Department for Education. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, manageable** and **motivating**. We have also taken note of the 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.

Key Principles

Our policy on feedback has at its core a number of principles:

• The sole focus of feedback should be to further children's learning;

• Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;

• Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.

• Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.

• Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The 'next step' is usually the next lesson.

• 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.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

The Language of Feedback

We understand that providing clear feedback is challenging. According to the EEF, some research show that without the correct language, feedback can have negative effects.

Effective feedback should:

- Be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct").
- Compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...").
- Encourage and support further effort and be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them (see below for self-assessment)
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.
- Emphasise the importance of effort and perseverance through more complex or challenging tasks.
- Come from pupil's peers as well as adults (according to the EEF, peer tutoring also has a positive impact on pupils learning – see below for peer assessment.)

We understand the importance of staff development and training to ensure the language of feedback is effective for our pupils. Ashleigh Primary and Nursery staff have had training in the following:

- Building Learning Power
- Growth mindset
- The use of the 'Scaffolding triangle'

(SCAFFOLDING TRIANGLE – can be used for effective feedback if a child is finding a piece of work particularly hard)

Feedback and marking in practice

It is vital that teachers evaluate the work that pupils undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four 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. Next lesson feedforward – 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

4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

Marking in books

Verbal feedback is always more effective than written feedback however, if a pupil has not had feedback within the lesson, it may be necessary to leave a written comment in their book. This however, does not apply to younger pupils who are unable to read written comments.

Whole Class Feedback

Giving whole class feedback at a suitable point in the lesson cycle has been shown to be another effective alternative to written marking. Teachers will still look through any written work during or at the end of a chosen lesson and acknowledge this by marking the success criteria but instead of writing individual written comments they should use their chosen one-page template (year 3 example shown below) to record notes which they want to feedback to the class before their next lesson. These can then be shared with the children at a suitable point when there is time for them to respond appropriately.

Is it; Meaningful? Manageable? Motivating?

How is it improving the learner not the work?

Work to Praise and Share (What can others learn? What skills have been used?)	Needs further support (Where are the gaps? What needs to be done?)
Presentation reminders (Names of specific aspects of work to look out for)	Basic errors / spelling mistakes ('Silly' mistakes)
General misconceptions and Next Lesson Notes (How can children use DIRT time to address misconceptions or further prepare themselves for the next lesson?)	

Marking Codes

At Ashleigh Primary and Nursery, we use a coded system for marking across the school. These codes should be used as appropriate in all subject areas to show the level of support a child may have had. They can also be used as appropriate to highlight achievement as well as challenge through next steps. These codes must be used in all pieces of work to show whether a child has achieved the learning objective (OE/OM/NY) which is a useful form of summative assessment.

OE	Objective exceeded
OM	Objective met
NY	Objective not yet met
(symbol)	Highlight achievement – effort and perseverance is celebrated as much as academic achievement
(footprint symbol)	Next step
PPP	Child must respond to teacher feedback in purple pen
TD	Teacher discussed – feedback given by an adult
S	Child supported during the lesson
I	Child worked independently during the lesson

What are 'Next Steps':
Learners need information and guidance in order to plan the next steps in their learning. 'Next steps' should be small, achievable targets.

Teachers should:
• pinpoint the learner's strengths and advise on how to develop them
• be clear and constructive about any weaknesses and how they might be addressed
• provide opportunities for learners to improve upon their work

Live marking
Teachers and teaching assistants may use 'Live marking' to mark individual books within lessons and give immediate feedback. If mistakes are made, corrections should be made by the pupil in purple pen.

Marking symbols

At Ashleigh Primary we aim to use our feedback to motivate the children to further improve their work by encouraging them to independently self-assess and edit their work where possible. If a teacher finds that children require support with this they may find it more effective to share feedback through the use of symbols.

KS1 Marking Symbols

KS1 English Marking Codes

These codes provide a visual representation to children so they understand what they have done well and what they need to work on next in their writing.

Sp.	Spelling	star	Apply phonics
	Finger spaces	on	Write on the line
	Letter formation	oi	Joined writing
.	Full stops	Aa	Capital letters
?	Question marks	!	Exclamation marks
,	Commas	a'	Apostrophes
	Sentence openers		Ideas
	Read through to check it makes sense	V	Vocabulary
c	Conjunctions		

KS2 Marking Symbols

Improving our Writing

(yellow highlight)	= Wow!
✓✓	= Great conjunction (connective)
A	= Capital letter missing
.	= Full stop missing
,	= Comma missing
?	= Question mark missing
!	= Exclamation mark missing
_____ sp.	= You should know this spelling
(oval)	= Can you choose a different word?
~~	= Improve this sentence

Self and peer assessment
Effective feedback should put the onus on students to correct their own mistakes, rather than providing correct answers for them. Within lessons, particularly in KS2, children may be given opportunities to mark their own work and set themselves targets for the following lesson. They may also mark the work of their peers. This teaches the children to think carefully about what is needed to be successful in that particular piece of work and can be a valuable learning opportunity. (See 'Think in pink' section below).

Pupil responses – 'The purple pen of progress'
Purple pen is used across the curriculum to highlight when a pupil has responded to verbal or written feedback. Purple pen may be used:
- During a lesson e.g. to edit, improve, self-mark.
- During an intervention e.g. If a child has received a 'NY', then extra intervention is provided before the next lesson. This may be led by a teaching assistant during 'DIRT' time.
- During dedicated 'DIRT' time.

See appendix 1 for more information.

Metacognition and self-regulation – 'Think in pink'
According to the EEF, research shows that, "Meta-cognition and self-regulation approaches have consistently high levels of impact". 'Think in pink' is used across the school to encourage pupils to set their own goals, and monitor and evaluate their own learning. Although the 'Think in pink' approach looks very different across the school, the methodology is the same.

'Think in pink' in EYFS & KS1:
Children will mostly discuss what they found challenging and set themselves. They are also encouraged to reflect on their learning and ask questions. They may also suggest ways to improve their work. This step is usually supported by an adult. There is a 'Think in pink' display in the classroom to show class targets.

'Think in pink' in KS2:
In KS2, children begin to learn how to write their 'Think in pink' comments in their books. They may be asked to summarise their learning and understanding and ask further questions. This effectively creates higher level thinking, particularly in maths and science and can be used to challenge and extend pupil's learning. 'Think in pink' is also used during self and peer assessment; smiley faces and footprints are used to highlight achievements and next steps.

See appendix 2 for more information.

SLT will monitor the implementation of this policy and focus on the developmental nature of the marking (i.e. PPP) as well as the frequency.

Signed: _____ (Headteacher)

Signed: _____ (Chair of Governors)

Date: September 2017   **Review Date:** September 2019
This Policy has been Equality Impact Assessed

The Purple Pen of Progress

This is designed to be added to our existing marking and feedback policy.

Wherever possible marking should extend a child's thinking further, building upon the learning that has taken place in the lesson and extending the child's understanding or allowing an opportunity to show that the feedback given has clarified or embedded the learning that took place in the lesson.

When teachers want a child to respond to a discussion had or comment or a question they have set in their marking then they should finish by adding the code PPP:

PPP: stands for Purple Pen of Progress and lets a child know they need to respond using their purple pen. This pen should become a clear indicator that the children are being asked to answer a question or to demonstrate knowledge that shows they have progressed in their learning.

Reception and KS1:

In Reception and often in KS1, feedback should be oral and immediate.

Example 1: During handwriting practise, a teacher has given a child in Reception feedback about the formation of the letter they are practising. The teacher then writes below the child's work 'PPP' and the child writes the letter again using a purple pencil or crayon taking on board the teacher's comments thus showing progress.

Example 2: In Maths, a child has been given MP (more practice needed to attain the learning objective). A teacher or TA then gives the child further guidance on what they need to do to achieve the objective (the TD symbol should be used to show that it has been discussed with an adult). Following the discussion, teacher sets another similar Maths question followed by a PPP: prompt. The child then completes the question using a purple pen to demonstrate progress.

KS2

In KS2 some feedback will be oral however children should now be able to respond to teacher's marking in books. This process would require marking to be regular, targeted to what the children are learning and would allow it to address individual needs. It would also require dedicated 'feedback time' to be planned into lessons.

Example 1: If a child has incorrectly measured angles using a protractor and got most of their questions wrong that will be a TD as it would be impossible to reteach/clarify in writing. After that discussion (which could be during the lesson or could be the subsequent lesson) the teacher would draw two new angles and write PPP: the child would then complete their answers in purple. This would be particularly important as the next lesson is likely to be moving on to a new area of Maths or progressing to more challenging concept eg reflex angles.

Example 2: If a child has been using a number line to subtract but has done so incorrectly the teacher feedback would demonstrate the correct approach for the child to use as a reference and would then write out a couple of new questions for the child to try followed by PPP:. The child would then answer those questions using their purple pen.

Example 3: In Literacy the feedback on a piece of writing asks a child to rephrase a particular sentence to include a connective as the opening word. The child writes the alternative sentence in purple in response to the marking.

Appendix 2:

Think in Pink:

When carrying out self or peer assessment either during the lesson or at the end of the lesson a child can **discuss** what they are 'thinking' about their work or **write** their comments in pink. This could take a variety of forms:

1) **Explaining what they are finding difficult** or as an **opportunity to ask the teacher a question** that they didn't have chance to ask during the lesson.

eg.   - I get confused when I have to…
           - I understood until I got to number 6 then it was larger numbers and I couldn't do it.
           - All my answers were wrong and my partner's answers, which were right, were all 10 times bigger.
           - How can I multiply when there is a decimal in the question?
           - I always get it wrong when I have to…

2) Asking a question **to deepen their understanding of what they have learnt**:

eg.   - If the third column after a decimal point is thousandths what is the fourth?
           - Could I use a semi colon like this: …
           - I understand how to work out the area of a rectangle but how would you work out the area of a triangle?

3) **To reflect on their learning,** possibly over time, and what has advanced it:

eg.   - On Tuesday I couldn't do this but after working with Miss C I understand it now
           - I'm finding this hard because I don't know my 7 timetable

Appendix 3

Photos of examples of effective marking in books.