

Jesse Gray Primary School Effective Marking and Feedback Policy



May 2021

Head Teacher Signature:	
Date Adopted:	
Review Date:	May 2022



Background

At Jesse Gray Primary we believe **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 outcomes and success criteria: enabling pupils to become reflective learners and helping them achieve excellence in terms of learning success, and individual potential.

Aim of the Policy:

The aim of this policy is to ensure a clear understanding of the purposes, procedures and processes of effective feedback and marking, to maximize pupil progress. Effective feedback and marking is integral to good teaching and learning processes (See also our Teaching and Learning Policy).

By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. This policy is based upon a 12 month period of action research and classroom trial, carried out by JG school staff in 17/18, into the most effective methods of feedback for our pupils.

Effective feedback and marking 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 contribute 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.

Effective Feedback

Well-constructed feedback tasks prompt effective response from pupils to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward and be aware of how they are improving. 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 or mastery
- Address/ explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practice – e.g. times tables, attention to place value, spellings, punctuation, grammar

When selecting /constructing feedback teachers need to consider:

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

Marking Procedures

Non-negotiables for marking at Jesse Gray :

All marking is to be carried out in green pen.

All marking is to be done in a clear, legible hand in line with the school handwriting cursive script. Does it model cursive script?

The marking code is to be followed in all cases (See Appendix 1).

The marking code should be accessible to all pupils in the learning environment and **displayed in every classroom/learning area.**

ALL pupils' work is to be at least *lightly* marked with tick by the teacher, or support staff [tick & initial]

No work should go unmarked.

No set of books should be marked during class time/teaching time (unless it's live marking with the child).Face to face teaching time should be maximised at all times in order to accelerate progress.

In English and Mathematics all pupils should have at least one piece of work marked diagnostically by their teacher every fortnight ensuring a response from pupils is expected indicated by R for the children to respond.

Children must respond to the R, in all subjects, with a purple pen.

Supply teachers must also follow the non-negotiables and initial their marking, as outlined in their induction pack.

In the Foundation Stage [FS2] the purpose of marking & feedback is to accelerate progress from early starting points. Developmental, early diagnostic marking may be exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils' books as appropriate.

Foundation Subjects – marking expectations

All foundation subjects to be marked, diagnostically, once per half term. But no work should go unmarked.

Marking / Feedback Processes used at Jesse Gray

Five types of effective feedback and marking process occur during teaching and learning at Jesse Gray:

1a] Live Marking defined as 'marking over their shoulder, identifying / responding to misconceptions at that point'

and,

b] Verbal Feedback 'immediate, verbal response to child's learning/effort/work'.

1a/1b are teachers' intervention at the point of learning to prompt deeper thinking and swiftly address misconceptions. This takes the form of verbal feedback and marking, and occurs through effective questioning to clarify or re-focus tasks, and enquiry or "mini plenaries" and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 discussion with a pupil or group of children. For younger children this may be used to support teacher in gathering /recording the feedback and response process [early years].

2. Writing Conferences: is defined as 'a 1:1 in-depth diagnostic discussion 'covering all elements of learning - positive & next steps'. Teachers will select the amount and variety of Writing Conferences used in their class. Our research has shown the older the pupil, the greater impact this approach has.

3. Use of RAG system: used by teachers as a form of diagnostic marking to communicate next step to children. A next day response by pupils is required to embed the learning (R).

4. Diagnostic Marking in which evaluation & written feedback on attainment against WALT & success criteria is given by the teacher. Usually a response from pupils is required [designated by R] to strengthen the teaching and learning process in order to accelerate and deepen learning. [See also marking codes in appendix]

Ron Berger - 'Ethic of Excellence' outlines a number of principles he feels are essential for getting the [public] critique process right:

"Feedback should be kind, helpful and specific. It should be hard on content, but soft on people. All students need the opportunity to step up and share their thoughts, and then step back and let others have their turn."

5. Self-assessment and peer assessment of the attainment and success of a piece of work.

Self-assessment will take the form of an appropriate system selected by class teachers e.g. Kind, Specific, Helpful; and may change throughout the year. Its purpose is to enable children to show how they feel they have met the learning outcome.

Peer assessment at Jesse Gray involves pupils looking at each other's work and assessing it against pre-agreed criteria. They then give each other feedback on the work. Appropriate methods of peer assessment are selected carefully by class teachers, and will change across the year. This will also be validated by teacher marking.

Spelling

In Literacy/Writing, if a response is required to address spelling errors in KS1 no more than three spelling corrections for a piece of work will be given and 5 spelling corrections in KS2. The teacher will employ this activity as a R activity, as appropriate.

In KS1 the teacher may provide correct spellings and the child should attempt to copy the correct spelling three times in their book. Dictionaries/word mats will also be used to support spelling, as appropriate.

Y3/4: the teacher may provide correct spelling using a missing letter approach, and using dictionaries/word mats

Y5/6: Pupils will correct own spellings using dictionaries

Role of other adults supporting:

Support Staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the induction they have when they arrive in school.

Students on teaching practice in school are required to follow this policy as appropriate. The class teacher is also required to initial marking completed by the student to ensure quality assurance. This will continue as necessary.


Responsibilities:

It is the responsibility of the class teacher 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.











Monitoring and Evaluation:

Monitoring of the policy will be done through work scrutiny led by the Head Teacher / SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupil's outcomes. The Head teacher and SLT will also monitor the impact of diagnostic marking through work scrutiny in Mathematics and English as part of lesson observations to evaluate the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessments and software. This will be triangulated with pupil voice activities led by TLR Achievement Leaders to ascertain how marking /feedback 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 school and impact of the policy on pupil outcomes.



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Marking and Feedback Quick Guide

<p> Right answer against the WALT</p> <p> Outstanding work</p> <p> Spelling mistake underlined</p> <p> Finger spaces</p> <p> Respond</p> <p> One to one</p>	<p> Start a new paragraph</p> <p> Does this make sense?</p> <p> Something missing?</p> <p> Wrong answer</p>
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Green pen = Adult marking**Purple pen = Pupil marking**