Academies for Character and Excellence

Feedback and Marking Policy

Reviewed January 2022

Manageable,
Meaningful,
Motivational

Feedback and Marking Policy

The Academy for Character and Excellence recognises the importance of effective feedback and its role in improving outcomes. Feedback is information given to the learner about their performance in relation to a learning objective or individual target in order to highlight where these have been achieved and to identify their next steps as a learner.

There is substantial evidence which shows the positive impact on progress when effective feedback is given to pupils. This policy will provide all staff with clarity to confidently provide a consistent approach to feedback for pupils and protect the workload of our staff. Furthermore, it will provide staff with methods to explore, which supports the implementation of 'A Curriculum for Excellence'.

Purpose of Feedback and Marking

Effective feedback enables children to make progress to close the gap between their current understanding and where the teacher wants them to be. Effective feedback consolidates and deepens learning and addresses misconceptions to bring about this progress.

We have drawn extensively on the EEF "Teacher Feedback to Improve Pupil Learning" Guidance Report, 2021 to inform this document. Our aim is to underpin our policy and infuse our practice with the principles of effective feedback to ensure that children make excellent progress.

Recommendations for Effective Feedback

Our policy for feedback and marking follows the 5 steps outlines in the EEF Guidance for effective marking which starts with identify the principles, followed by effective methods.

Principles

1	**2**	**3**
Lay the foundations for effective feedback	Deliver appropriately timed feedback that focuses on moving learning forward	Plan for how pupils will receive and use feedback

Methods

4	**5**
Carefully consider how to use purposeful, and time-efficient, written feedback	Carefully consider how to use purposeful verbal feedback

Manageable, Meaningful, Motivational

Feedback and Marking Policy
Reviewed January 2022

1

Lay the foundations for effective feedback

Providing high quality Instruction

Prior to any feedback being given, teachers need to provide effective instruction to allow learning to take place. Feedback can then be provided to respond to how well the children have learnt something.

Much research has taken place over the years regarding the principles of effective teaching. A generic summary of these can be found on p.13 of the EEF document.

In the Academies for Character and Excellence schools, we are proactively teaching the children to improve their academic success, their ability to learn and the development of character. We believe that when lessons successfully achieve the 'sweet spot' of the blend of these three priorities, we will accelerate learning and progress towards our curriculum outcomes.

Formative assessment

The purpose of formative assessment is to elicit a pupil's learning gaps for a given task or skill, to inform effective feedback. Prior to giving any feedback, and before planning of lessons, teachers need to know the children's current understanding so that they are able to plan learning intentions to address the children's learning gaps. Teachers can use the tried and tested approaches of effective questioning, all student response systems (e.g. mini whiteboards, fans, flashcards) or the careful planning of elicitation tasks to reveal the children's learning (see page 16 of the EEF guidance for an example).

In addition to these, in the Academy of Character and Excellence schools, our teachers will deliberately plan to use independent, collaborative or creative tasks to elicit children's understanding and to develop their thinking. This will frequently include the use of a thinking tool, or a written reflection. Our teachers train children to be able to articulate their prior knowledge and understanding using different strategies, as well as being able to evaluate their learning and explain their next steps.

Following the use of formative assessment strategies, teachers can then plan clear learning intentions for the next lesson. These outline the clear intent of each lesson. There are examples of different ways teachers might achieve this on page 15 of the EEF guidance.

In the Academies for Character and Excellence (ACE) schools, teachers share learning intentions for every lesson using a range of different strategies. Some schools ask children to write a 'Can I…?' or 'I can' statements in their books. Other schools use a 'What am I Learning Today' (WALT) approach.

In order for the use of learning intentions to be effective, it is essential that teachers craft the statement so that it is precise and describes the learning, rather than the task. In ACE schools, the learning intention may also include specific references to learning to learn or the development of character, in addition to the development of knowledge and skills related to curriculum subjects.

Once the teacher has elicited the child's learning gap, they should plan when they will provide feedback to move the learning forward. There are a variety of ways in which this can be done, all of which has impact on the learner.

To develop the delivery of high instruction for all, ACE schools have developed and use the pedagogical taxonomy of know, show, grow.

The know, show, grow taxonomy can be implemented within an hour lesson experience, and across a 3 week learning enquiry – there is no defined amount of time that it should last. Excellent teaching is adaptive towards the learners so teachers are in the best position to move within the taxonomy as they see best fit.

This taxonomy supports the process that learners need to revisit and build upon prior knowledge, learn new knowledge and deepen their understanding.

KNOW

Revisit   **Acquire**
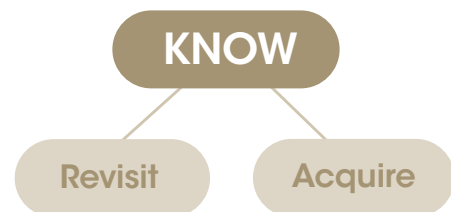
Know - Building on previous knowledge and skills to develop a confidence for new learning

SHOW

Apply   **Transfer**
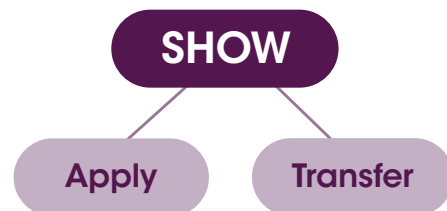
Show - Use new knowledge and skills in different settings. Consolidate and extend new learning

GROW

Analyse   **Create**
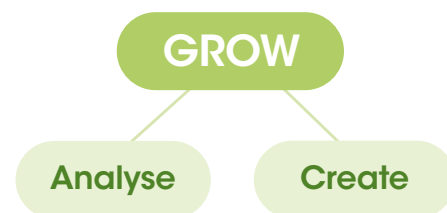
Grow - Reflecting and evaluating to grow and deepen learning independently

2
Deliver appropriately timed feedback that focuses on moving learning forward

Timing

Research does not advocate a particular timing or frequency. When considering when and how to give feedback, teachers should consider the nature of the task, the children they are teaching and the class as a whole.

Task: Some tasks require immediate feedback, and children can often identify this themselves e.g. in an art lesson or PE lesson. However, other tasks may not reveal misconceptions or gaps in knowledge so quickly and require the expertise of the teacher to step in either during or after the lesson.

Pupils: Some children benefit from immediate feedback, whereas others benefit from delayed feedback. Some children will learn more, developing metacognition and character, by working through a problem themselves or with a peer. Teachers need to ensure that they are not interrupting children's thinking by providing feedback at the wrong time. Teachers need to monitor children's progress during the lesson and identify when and how to intervene. Some children require brief feedback to help them move on swiftly, whilst others might need some scaffolded support.

Class: When teaching the whole class, it is sometimes obvious that the majority of the children have misconceptions and require immediate whole class feedback or further instruction.

In ACE schools, sharing clear learning intentions allow children to give and receive feedback on their learning. In some schools, children or teachers put ticks against the learning intention to demonstrate the extent to which they are now secure with meeting that objective. In other schools, teachers use coloured highlighters to feedback whether the learning intention has been met.

Providing time for children to respond to feedback

In all our schools, teachers plan time for children to respond to feedback and marking. Teachers should share the expectation that children will always respond to feedback in an age-appropriate way. Only then will the feedback loop be closed so that pupils learning can progress.

3
Plan for how pupils will receive and use feedback

Pupil motivation

Teachers in the **Academies for Character and Excellence schools** should deliberately build a positive learning culture where children seek and welcome feedback and make a concerted effort to use that feedback to improve their learning.

It is only when this culture is in place, that the children's motivation, self-confidence and trust in the teacher will flourish. Adults should celebrate mistakes as a 'first attempt in learning' (it's good to FAIL) and should be regularly asked to correct, edit or redraft their learning as part of the essential metacognitive process. Developing monitoring of learning and self-regulation is a key component of **'A Curriculum for Excellence'.**

Teachers and leaders should also constantly monitor whether children are using feedback and taking the appropriate resulting action and take steps to intervene when this is not the case.

Focusing feedback on moving learning forward

Feedback should always focus on moving learning forward, targeting the specific learning gap identified by the teacher and ensuring that a pupil improves.

Feedback should be specific and will focus on the task, subject or the metacognitive strategies. Feedback should not focus on the learner's personal characteristics, and should not be general or vague.

In the **Academies for Character and Excellence** schools, feedback may focus on moving an aspect of learning forward in academic excellence, metacognition or character development, as we are working towards broader outcomes than the National Curriculum.

4
Carefully consider how to use purposeful, and time-efficient, written feedback

Written feedback is only one form of feedback, and whilst it can be highly impactful, it can also be time intensive for the teacher. Therefore, the benefits of written feedback need to be considered alongside the impact on teacher workload. Consequently, we carefully consider how written feedback sits alongside verbal feedback to support staff well-being. Research demonstrates that the consistent adoption of the principles of effective teacher feedback (see 1 – 3 above) is more important than whether written or verbal feedback strategy is selected.

The class teacher is in the best position to decide whether written or verbal feedback is required on any given day – remembering that the aim is to advance pupil progress. Written feedback may be highly effective if it follows the principles described above: is timed appropriately, focused on the task, subject and/or self-regulation and subsequently used by children.

Mindful of teacher well-being and workload, we advocate strategies which ask the learner to do more work than the teacher, without completely removing the need for any written marking. The following strategies are useful for teachers to select from, considering which may have greatest impact in each given situation:
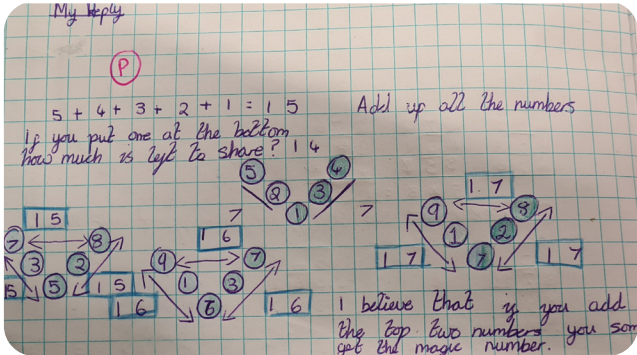
Live Marking – Where marking is given during the lesson rather than after. This may involve individual pupils or tackle a whole class misconception – through equipment such as a visualiser. This strategy may also allow for additional verbal interaction with the pupil. Support staff may also be able to support in this.

Coded Marking – Using codes consistently across the school can avoid staff writing long sentences for every pupil. With sufficient training for pupils, they can understanding what certain codes mean and how to respond to them.

Thinking Like the Teacher – Give pupils an opportunity before they hand their books in for marking to pre-empt what feedback the teacher may give them. This is a process that will require training but will develop independence and collaboration if done effectively.

Written Comments - Written comments certainly has its place in giving feedback but teachers need to consider when it is best to use them. A teacher may not need to give them all the time, for every task, and if they are taking the time to provide them, they should ensure that this time is not wasted, ensuring that pupils are then given ample opportunity to use and act on the feedback

Written Feedback in Action

Feedback will generally be given on each piece of work that a child has undertaken. This should be based on progress towards the learning objective being taught, and individual targets. Feedback should also highlight where expectations for presentation (including handwriting) have not been met.

Written feedback can be made through written marking in a child's book either during or after the lesson. However, evidence shows that timely verbal feedback to individual children, small groups and/or the whole class can often have a significant impact on correcting misconceptions or moving children on. Teachers are expected to use a mixture of written and verbal feedback depending on their professional judgement as to what will be most effective for the learning and the needs of individual children.

Written feedback in children's books should use the agreed marking scheme for the year group (shown in full at annex 1).   Teachers will ensure that children are taught how to use feedback and marking effectively to support their progress, and that they are given time to respond to feedback during the school day.

The approach to feedback and marking sits within the context of the wider approach to assessment for learning, including processes highlighted in the book criteria framework.

Non-negotiables for marking and feedback are:

- Spellings (age appropriate) and punctuation must be corrected by the child. Adults can identify spelling, grammar and punctuation errors with a code in the margin, although the corrections must be made by the child independently.

- Feedback is implemented against a clear, specific success criteria. This should be taken from a high quality WAGOLL/ teacher model.

- Writing will be edited and improved by children in conversation with an adult. This could include box marking or response marking (R marking).

Early Years

TEACHERS

The majority of feedback in years R and 1 will be delivered verbally by adults in the classroom. The use of feedback symbols will be progressively introduced during year 1 as children are able to understand and make basic responses. Early Years practitioners should focus on exemplifying and modelling behaviour for learning through group interactions and narrative thinking.

PUPILS

The learner is expected to engage with verbal feedback at a level that is appropriate for them. Opportunities to do so may include:

Opportunities to do so may include:

- Identifying own successes, and where they need to improve;

- Discussing their work with other children;

- Taking responsibility for targets around letter and number formation.

Staff should provide opportunities for pupils to respond to corrections linked to letter formation e.g. rewriting a letter that has been written incorrectly by the pupil but modelled correctly by the adult. Pupils in Year 1 may also be able to access 'box marking' on a vocabulary level e.g. can a better adjective be used?

Years 2- 6 WRITTEN WORK

TEACHERS

Marking on written work should be completed using the marking codes attached on Annex One

- Where children have demonstrated an example of the success criteria or progress on their individual target, the teacher will highlight this in green.

- Spelling, grammar and punctuation: In years 3-6, up to 5 error codes will be highlighted nea the errors for the children to identify and correct. In year 2, the codes will be marked over the error for the children to correct.

- A responding task using either responding to written feedback or Response Marking (R Marking) will normally be set. Children will have a sentence stem to complete, which promotes either an explanation in more detail, evidence to prove why they have given a certain answer or show another method or another example.

- Teachers and teaching assistants are encouraged to mark pupils' work with them in guided group sessions, and wherever possible, written or code marking will be written.

- Pupils should then be given the opportunity to respond to the marking as soon as possible after the work has been completed.

- Pupils will have allocated time in the day to response to marking, ideally before the next follow on lesson. During this session, adults will select groups of children for conferencing.

- Current writing targets are clearly identified (post-it note/ target card) and carry over to current work.

- Final pieces of writing will be used to assess gaps and inform planning of the next writing sequence.

PUPILS

Pupils are expected to read and respond to the comments made by adults using purple pen. Responses will normally require full sentences that are correctly punctuated and meet expectations with regard to presentation and handwriting.

Where a teacher has identified errors in spelling, grammar or punctuation, the pupil should make the corrections within the text, crossing out any errors with a ruler. Or, if box marked, rewritten next to or near the original work.

Pupils should be provided with opportunities to self-evaluate their writing, and to engage in peer review where appropriate. They should also be encouraged to take responsibility for identifying how they are making progress on their own target.

Years 2- 6 MATHS

TEACHERS

Marking and feedback will be completed during or after the lesson based on the learning objective set.   Where children are competent to do so, pupil marking of their own work may be appropriate in some lessons – although teachers will retain oversight of this.

- Correct calculations should be indicated with a **green highlighter**

- Incorrect calculations should be highlighted with an **orange/pink highlighter** , or school may decide that unmarked answers are incorrect.

In many cases, teacher marking will also include a follow on task for completion as soon as possible. This will be designed to either check/consolidate learning, or to challenge children who are confident by asking them to complete a follow-on task.

ACE schools use EPM as a key coding strategy to consolidate and deepen understanding. Teachers and pupils need to be confident and trained on when to implement each letter code and how to respond to it. Teachers are encourage to invest time in modelling and discussing high quality responses for the pupils to learn from.

E – Explain – Can pupils explain their thinking and what they found interesting. Teachers should encourage 'interesting' discussions for maths. This should not just be a recall of what they did.

P – Prove – Pupils benefit from articulating and showing on more depth their mathematical thinking. Proving could be shown through a calculation, explanation or drawing.

M – Method – This encourages pupils to revisit a range of prior or new strategies that could also be used. Pupils are encouraged to discuss which methods are more effective and why?

At the end of each unit, teachers will assess/record progress against objectives set, using an end of unit assessment.

PUPILS

Pupils are expected to review and respond to all marking in maths books, using a **purple pen** to respond to questions and making corrections to calculations in pencil. This should be completed to high standards of presentation.

Where pupils self-mark/peer mark, they must colour in the square next to their answer in pink/orange/ or green. All pink/ orange must be corrected, showing working out in purple pen. Reminder – some school may choose not highlight incorrect answers.

5
Carefully consider how to use purposeful verbal feedback

Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.

Whilst verbal feedback can offer a huge reduction in workload, there is a risk that whole-class feedback can be too generic, or not understood by all children. Capturing pupil response to verbal feedback can be a useful indicator that it is targeting the relevant gaps. Some schools may require children to complete a sentence such as, 'I spoke with my teacher and we agreed that..' although research suggests that the clarity of the task is more important than capturing the conversation, whether through sentences, stamps or stickers.

Where verbal feedback has been given, the symbol VF should be marked in the book, and (where appropriate) the child should summarise what they have discussed with the adult. The teacher should always ask themselves if there is a benefit to what they are asking the pupil to do.

Principles

1
Lay the foundations for effective feedback

2
Deliver appropriately timed feedback that focuses on moving learning forward

3
Plan for how pupils will receive and use feedback

Methods

4
Carefully consider how to use purposeful, and time-efficient, written feedback

5
Carefully consider how to use purposeful verbal feedback

Manageable, Meaningful, Motivational

Annex One: Marking Codes

Marking at (Name of School)

The focus will be highlighted green or orange to show if you've met the objective.

Learning Journals

You will find the following marking in your maths books:

Correct Answer Well done! You got it right. Unless stated, you do not need to do anything about this.

Incorrect Answer Good try but this is not right **YET**! Can you add more detail or think about what you have written? Edit and improve in your **purple pen**.

SP **Spelling** - Can you use your purple pen to correct the spelling mistake?

GP **Grammar / Punctuation** - Can you use your purple pen to correct the grammar / punctuation mistake or use something more effective?

Box Marking

Draw an orange box around an section of writing that you would like the children to improve. Add a comment as to how you would like this to be improved. Children then re-write this with the improvements.

Response (R) Marking

Teachers may provide Response marking through codes. Teachers will create feedback statements based from the learning of the class and apply the relevant feedback for each child. R marking is best when specific to a precise area of the work, through box marking. The statements may be displayed on the whiteboard at the time of pupil response time.

For example:

R1 – This sentence does not make sense. Please read through it and write it again.

R2 – Improve these sentences by using an appropriate conjunction to link them

R3 – Commas are incorrectly used in this sentence. Rewrite with the correct punctuation.

R4 – Rewrite this sentence by improving two vocabulary choices

Marking at (Name of School)

The focus will be highlighted green or orange to show if you've met the objective.

Maths

You will find the following marking in your maths books:

Correct Answer Well done! You got it right. Unless stated, you do not need to do anything about this.

Incorrect Answer Good try but this is not right **YET**! Correct me in **purple pen**.

(E) Explain – Can you explain how you did it? Explain where you went wrong and what you need to do to fix it. Explain why you did it this way.

(P) Prove – Prove how you know this is correct (draw, show your calculation etc.)

(M) Method – Can you show me a different method to solve this? Explain which method you prefer and why.

My Turn
¼ of 12 =

12			
3	3	3	3

The whole has been
Divided in 4 equal parts.
12 divided by 4 = 3

Your Turn
1/3 Of 15 =

Sometimes, I will show you a strategy to help you understand – **My turn**. You will then have a chance to have a go using the same strategy – **your turn.**

6b. Use the number cards to show an improper fraction as a mixed number.

2 2 8 6 3 8

$$\frac{26}{8} = 3\frac{2}{8}$$

(E)xplain why your choices are

$$\frac{26}{8} = 3\frac{2}{8}$$

(M)

Bar Model?

36			
9	9	9	9

63

10 × 9

(P) Add up all the numbers
+ 4 + 3 + 2 + 1 = 15
put one at the bottom which is left to share? 14

I believe that if you get the top two numbers you get the magic number.

$6 ÷ 3 = 2$ — Does not work

(E) Why not?

It does not work because
$6 ÷ 3 = 2$
$2 × 3 = 6$
So I have used 6 two times

My Reply:

(E)

is very confusing as you probably think the 2/6. However its not because they are not all equal parts. So you need to make this big blue square into equal parts. This is 1/4 although it looks confusing its quite simple. If you move the real to where the arrow is then you have

This is 1/4. It may not look like it but its is. So the triangle is one quarter of the square. If you put the exact same triangle where the arrow is then it would be 2/4.

Fractions are not always represented as a bar or a pizza! Can you explain why some of these images might present a challenge? Annotate them to record your thoughts and findings. Make sure that you use the correct mathematical vocabulary.

84										
12	12	12	12	12	12	12	12	12	12

a) Explain Ron's mistake.

b) Draw the correct bar model diagram to represent 84 divided by 12

$12 × 12 = 144$ instead of $7 × 12 = 84$

(M) Draw a bar model to prove it