

Arthur Bugler Primary School



Marking and Feedback Policy

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Rationale

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007)

'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance' (Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

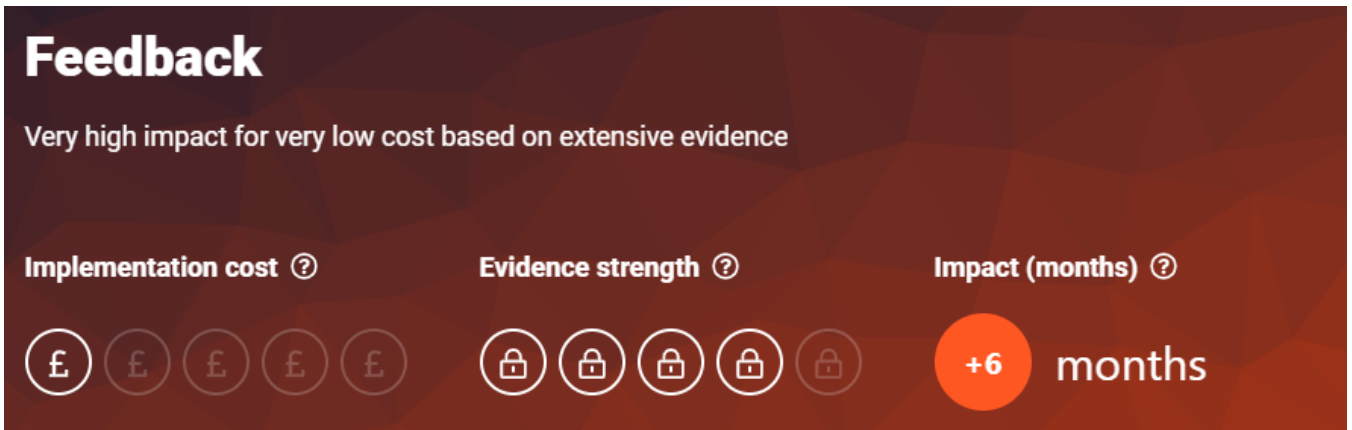
*'Effective marking is an essential part of the education process. At its heart, it is an interaction **between teacher and pupil**: a way of acknowledging pupils' work, **checking the outcomes** and **making decisions** about what teachers and pupils need to do **next**, with the primary aim of **driving pupil progress**.'* (Report of the Independent Teacher Workload Review Group March 2016)

Feedback which impacts on future teaching and learning has been proven to have the greatest impact on attainment and achievement in schools (Sutton Trust).

For feedback to be effective John Hattie argues that it needs to be:

- *clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections.*
- *directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt."*
- *combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)*
- *occur as the pupils are doing the learning*
- *provide information on how and why the pupil has or has not met the criteria • provide strategies to help the pupil to improve*

EEF Research



Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The [Education Endowment Foundation research](#) shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- put the onus on students to correct their mistakes, rather than providing correct answers for them.
- provide specific guidance on how to improve and not just tell pupils when they are wrong
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Marking and Feedback in action at Arthur Bugler Primary School

At Arthur Bugler Primary School we believe that the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/learning support assistant and child, ideally while the learning is still being completed.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

- Marking will be completed by staff in GREEN (in line with the handwriting policy for your own presentation)
- When children have been supported by an adult in the classroom, the adult should write "S" next to the Can I / lesson number (Maths) at the start of the work.
- Date and Can I will be recorded on work in KS1 and KS2 (as appropriate – this may be printed, scribed or written by the pupil) for English.
- Date and objective number should be recorded as O followed by the number for each lesson in Maths and foundation subjects (this refers to the Maths grid as demonstrated in Appendix 2, and foundation learning passport as referred to in Appendix 3)
- Pupils are expected to edit their work in red pen prior to teacher marking or in response to feedback, as appropriate to the age range.
- Pupils are required to put a neat line using a ruler through any mistakes made and edit in red pen. No rubbers should be used as it will allow teachers to recognise where pupils have gone wrong.
- Where creative work has been produced, teachers should give verbal feedback or use post-it notes rather than writing directly on their work.

Types of feedback

Good teaching will always include a mix of these feedback types

Marking	Purpose
Marking/Feedback in the Moment or Live Marking/Feedback	Intervention marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback (see recommendation 5 on the EEF recommendation poster – Appendix 1) and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid lesson adjustments or written feedback where misconceptions are remodelled or challenges provided.
Peer and Self Marking	Autonomy is given to the children. Answers will be marked as a class during the same lesson wherever possible, so that children can evaluate their own work. This will be particularly appropriate for Maths and reading comprehension activities. Children should always be encouraged to edit and improve each piece of writing during the same or next lesson.

At Arthur Bugler Primary School, we have implemented the 'In the Moment' marking approach to provide all children with timely and effective feedback. This approach focuses on delivering verbal feedback and engaging in dialogue during each lesson. The feedback is tailored to the success criteria, and gives relevant feedback to praise and support improvement. Regular verbal feedback is given.

Teachers and support staff at Arthur Bugler Primary School should intervene promptly during lessons to offer feedback, verbally correcting misconceptions, reinforcing learning, or advancing understanding. This feedback is swift, positive, and encourages a Growth Mind-set, resilience, accuracy, and the children's learning efforts. Feedback is provided to groups of children during lessons, celebrating correct answers and outlining areas for improvement or errors that need attention. Teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil and the collective understanding of the class. (EEF recommendation 2 – Appendix 1).

Where live marking has taken place during the lesson, there is no expectation to take books home.

Marking of specific subjects

Mathematics	<p>At the beginning of each new Ark unit of work, pupils should have stuck into their books the Maths assessment grid (Appendix 2). This should be ticked by the child as a self-assessment at the end of each lesson, and ticked by the teacher as the child has achieved the learning objective.</p> <p>Mathematics will be marked daily by adults working with the children or pupils themselves. This will be done during the lesson where possible. When correcting work that has been marked, pupils should not rub out the incorrect work, they should write their correction next to the incorrect answer (in red pen). When making an error, they must make sure that they attempt the question once again or ask for help before moving on to any extension tasks. Work that was supported by an adult should be marked with S.</p>
English	<p>In writing, teachers should highlight in yellow achievements from the success criteria that were outlined to the children in the lesson. (Yippee Yellow)</p> <p>In pink, the teacher should highlight anything that needs to be redrafted or does not make sense. (Think pink)</p> <p>Incorrect spellings should be written correctly by the teacher with an expectation for the pupils to re-write the words correctly in time which has been inbuilt during the lesson.</p>
Grammar and Spelling	<p>Common spelling errors – days, months etc. or key language for the lesson should be corrected either during the lesson (through peer assessment or by the teacher.</p> <p>Key spellings and subject specific vocabulary should be displayed on the working wall.</p> <p>Incorrect spellings should be marked with "sp". Depending on the ability of the child, they should either independently or through verbal feedback correct their work. There should usually be no more than 3 corrections made per lesson.</p> <p>Letter and numbers that have been formed incorrectly need to be modelled by the teacher for the pupil to practise.</p>

<p>Foundation Subjects</p>	<p>Learning passports will act as a contents page at the beginning of each half term for each subject that will be taught. (Appendix 3)</p> <p>Each lesson will be ticked on there by both the child and teacher (referred to during the plenary)</p> <p>During the unit of work the pupils and the teacher should reflect on their progress against the skills and knowledge outlined in their learning passport (Appendix 3).</p> <p>Key subject specific vocabulary that is misspelt should be addressed, referring to the learning passport.</p> <p>There is no necessity to mark any work within a floorbook.</p>
<p>Practical subjects</p>	<p>Although no books are used for practical subjects, feedback is still an essential part of a lesson. Inbuilt there should be opportunities for verbal feedback on the skills being learned. This should take place from both peers and the adults in the room. Photographs of work / videos can be used for evidence collection.</p>

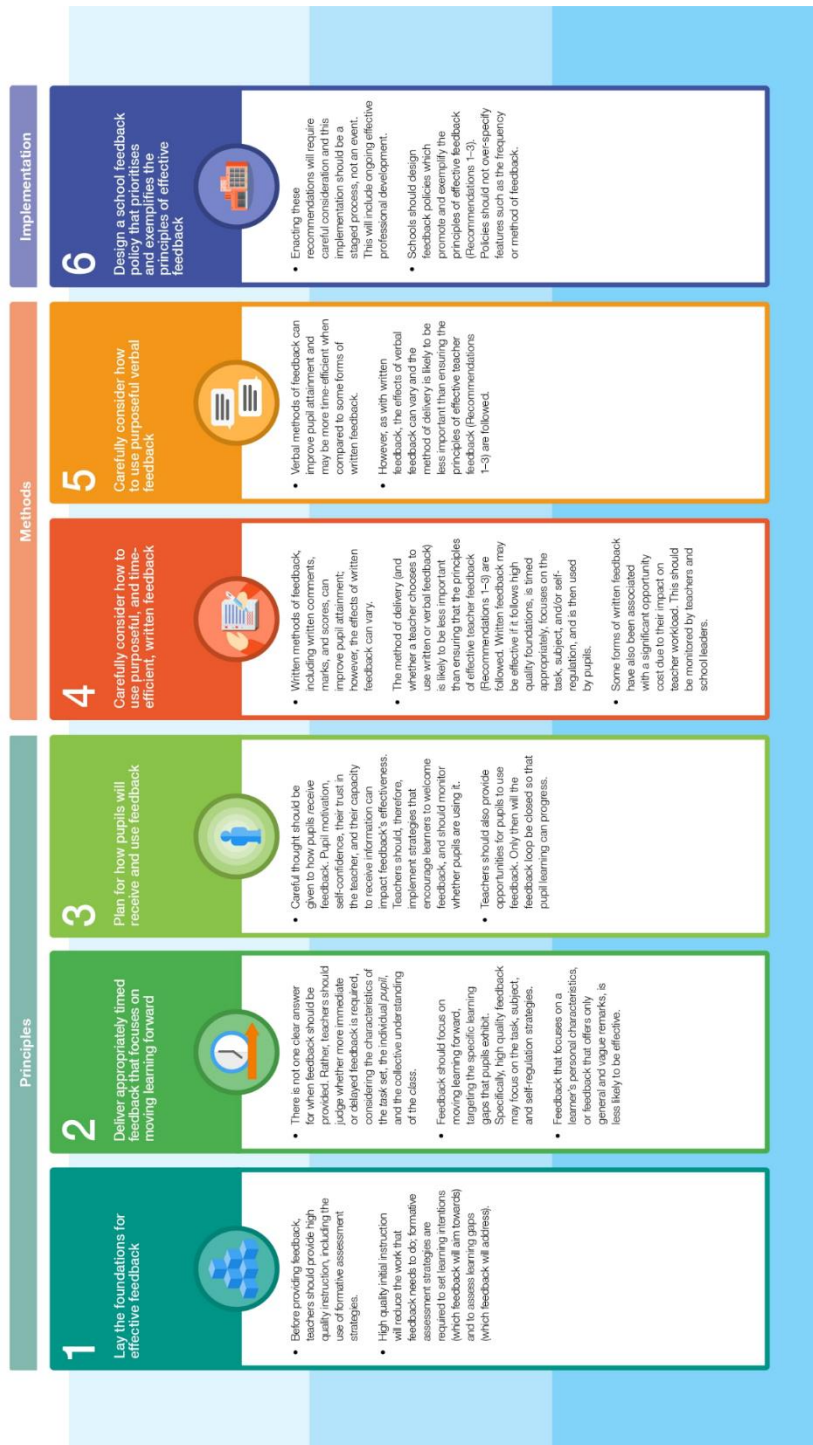
Marking in EYFS at Arthur Bugler Primary School

- Children's work is dated
- All feedback is given verbally
- Supported, peer and independent symbols are used to indicate level of support given
- EYLog is used to record pupils work via photos and video clips

Appendix 1 – EEF Guidance Poster

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations



Appendix 2 – Maths Assessment Grids (Year 1)



Mathematics
Mastery



Year 1 Unit 1: Numbers within ten

Objective		SA	TA
1	To count sets of objects within ten.		
2	To represent numbers within ten.		
3	To recognise number bonds to five and six.		
4	To recognise number bonds to seven and eight.		
5	To recognise number bonds to nine and ten.		
6	To find double an amount up to five.		
7	To find half of an amount within ten.		
8	To find one more and one less.		
9	To compare and order two or more numbers within ten.		

Appendix 3 – Foundation Subject Learning Passport






Art - Year 3

Evaluate Replicate Create

Ammonite

What have we learnt before?

Year 2 - Use pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space; Draw, paint and sculpt natural forms from observation, imagination and memory; Select the materials and techniques to develop an idea; Use the properties of various materials to develop a block print; Press objects into a malleable material to make textures, patterns and imprints; Analyse and evaluate artwork using artistic vocabulary.

Lesson	In this unit we will be working on:	Key Vocabulary	T/A	S/A
1	Can I use nature and natural forms as a starting point for artwork? 	Fibonacci technique, pattern, parallel, motif, Form, fossil, medium, hatching, cross-hatching, shading, stippling, smudging		
2	 Can I use and combine a range of visual elements in artwork?	colour, form, line, shape, space, texture, and value.		
3	 Can I make a two-colour print?	two-colour printing, two-colour roller		
4	 I create a 3-D form using malleable or rigid materials, or a combination of materials?	Carve, printing, malleable, rigid, materials		
5	Can I make suggestions for ways to adapt and improve a piece of artwork? 	evaluation, adapt, improve,		

Where are we going next?

Year 4 - Use pen, ink and charcoal to create a range of effects in drawing; Represent the detailed patterns found in natural phenomena; Develop techniques through experimentation to create different types of art; Combine a variety of printmaking techniques and materials to create a print on a theme; Use clay to create a detailed or experimental 3-D form; Give feedback to others about ways to improve a piece of artwork.