



Feedback marking policy

Introduction *“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback’”*

Professor John Hattie (Influences on Student Learning)

The research of eminent educationalists such as Dylan Wiliam, Paul Black (Inside the Black Box), Shirley Clarke and John Hattie highlight the fact that formative assessment (assessment for learning) plays a fundamental role in ensuring pupils make good progress, therefore raising standards. The examples in this policy are designed to offer practical advice for teachers at Manor in creating a positive assessment for learning culture at our school. It is intended to be used alongside the school marking policy to ensure everybody understands how to make it happen in their classroom.

“standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards. We know of no other way of raising standards for which such a strong prima facie case can be made on the basis of evidence of such large learning gains”
Inside the Black Box (Dylan Wiliam and Paul Black)

What Is Formative Assessment and Why Does It Make Such a Difference?

Formative Assessment in its widest sense refers to any process by which pupils are made aware of how they can make progress. Formative assessment encompasses many strategies designed to raise standards including:

- ◆ questioning strategies
- ◆ the use of talk partners
- ◆ peer assessment / self-assessment
- ◆ oral feedback and written feedback (feedback marking)

The key to a successful formative assessment strategy is the involvement of pupils in owning their learning and each other's learning. The table below summarises the formative assessment philosophy and is taken from a Dylan William paper (2009)

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarify and share learning objectives Share success criteria	Plan and engineer effective discussions, tasks and activities that elicit evidence of learning	Providing feedback that moves learning forwards
Peer	Understand and share learning objectives / success criteria	Ensure students are used as resources to support one another	
Learner	Understand the learning objectives / success criteria	Ensure learners are owning their own learning	

The key processes in establishing a culture of formative assessment include:

- ◆ establishing where learners are
- ◆ establishing where they are going and need to be (whilst ensuring high expectations)
- ◆ working out how to get there

The key strategies for developing formative assessment include:

- 1. Clarifying, understanding, and sharing learning objective:** curriculum philosophy
- 2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning:** classroom discourse, interactive whole-class teaching
- 3. Providing feedback that moves learners forward:** feedback
- 4. Activating students as learning resources for one another:** collaborative learning,
- 5. Activating students as owners of their own learning:** metacognition, motivation, interest, attribution, self-assessment

Feedback marking expectations

We expect all teachers to use feedback marking as a means of helping pupils identify next learning steps which the teacher can then plan for. This will also help the teacher clarify pupils' thinking and thought processes and enable the teacher to set a new learning challenge.

Children will receive ~~two pieces of feedback marking a week in their Maths and English books. They will receive two pieces of feedback marking over the course of the unit in all other areas.~~ feedback marking when the teacher feels that they can comment on the learning in order to move their understanding forward. Although the frequency is not stipulated it is essential that the children are provided with lots of opportunities to be exposed to feedback marking to move their learning forward.

~~Members of the leadership team will regularly ask pupils if they know their 'next steps' to ensure children own their learning experience.~~

Written feedback will:

- ~~• Comment on effort, attitude or determination~~
- ~~It will~~Will make specific reference to the learning ~~and~~
- ~~• Provide a very clear task from completion. Where possible, the task will enable skills being developed and applied in a new context~~Move the child's learning forward
- ~~Be seen to have an impact on their future learning, this will be evident in their book.~~

The format of feedback marking in English, Science and Unit will follow the two stars and a wish model:

** You have demonstrated a positive attitude to your learning today*

** You have used relative clauses to add detail*

→ Next time can you now use the relative pronoun whose, to embed a clause in a sentence

When children have responded to their feedback, in green pen, the teacher will then highlight the arrow in either pink or green to demonstrate whether the child has achieved the next step.

Feedback marking in Maths

- ~~• All misconceptions in journals must be identified (highlighted pink) and children must correct them in green pen. Ideally this takes place within the lesson, or if necessary the start of the next lesson.~~
- ~~• Appropriate methods, correct solutions and good use of mathematical vocabulary can be highlighted green to acknowledge them.~~
- ~~• The purpose of journaling is for the children to present their learning and the emphasis is on describing, evaluating and reflecting their mathematics. Over use of highlighting will detract from this.~~
- ~~• Journals must be acknowledge marked daily and written comments must be given at twice a week including praise and comments that require a response. All written feedback should relate to the journaling and the methods recorded.~~

- Praise should be given for using multiple strategies, concrete resources, visual representation, being systematic and showing creativity in their approach. Praise should also be given for clearly presenting/explaining thinking and evaluating the methods used
- Response comments (that children must respond to in green pen) should be given at least twice a week. These comments can address misconceptions, asking children to correct or re-explain, consolidate learning by offering further practice or deepen understanding by offering a further challenge.
- Wide spread misconceptions need to be addressed in afternoon sessions or catch-up interventions, to enable children to keep up with the chapter.

TA feedback

TAs should provide written feedback, on a post it, and be stuck on the piece of work. For the children that TAs have worked with comments should reflect on effort, attitude or determination and a comment that makes specific reference to the learning. Teachers will use this to inform their assessment for learning for the class.

Marking with in the lessons

Teachers and TAs are expected to use pink and green highlighters, in line with the marking code, and red pen for comments.

Verbal feedback

It is recognised that not all effective feedback is written; therefore the use of verbal feedback is encouraged. Where verbal feedback is used the symbol VF will be written by the adult with a brief note of the feedback discussion with the child. E.g:

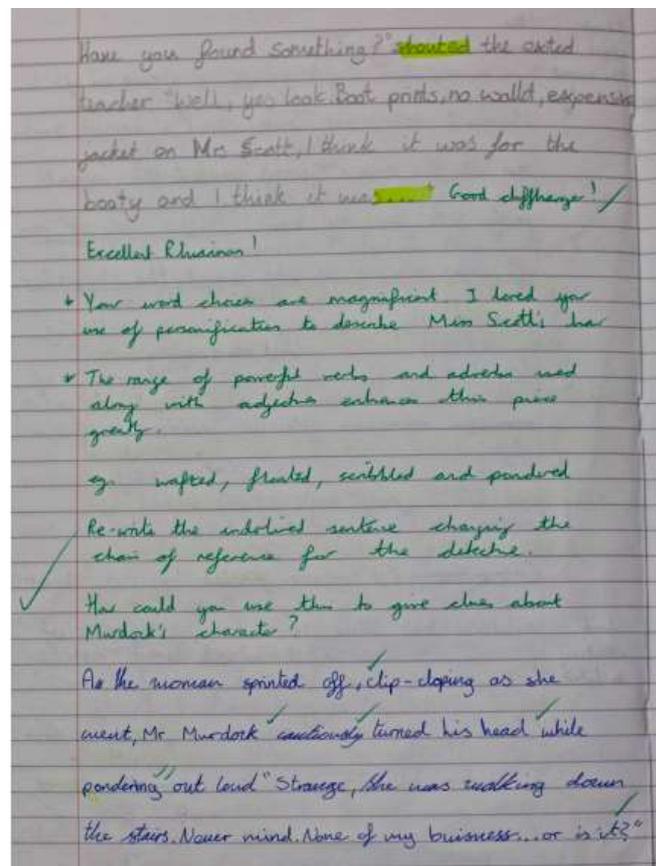
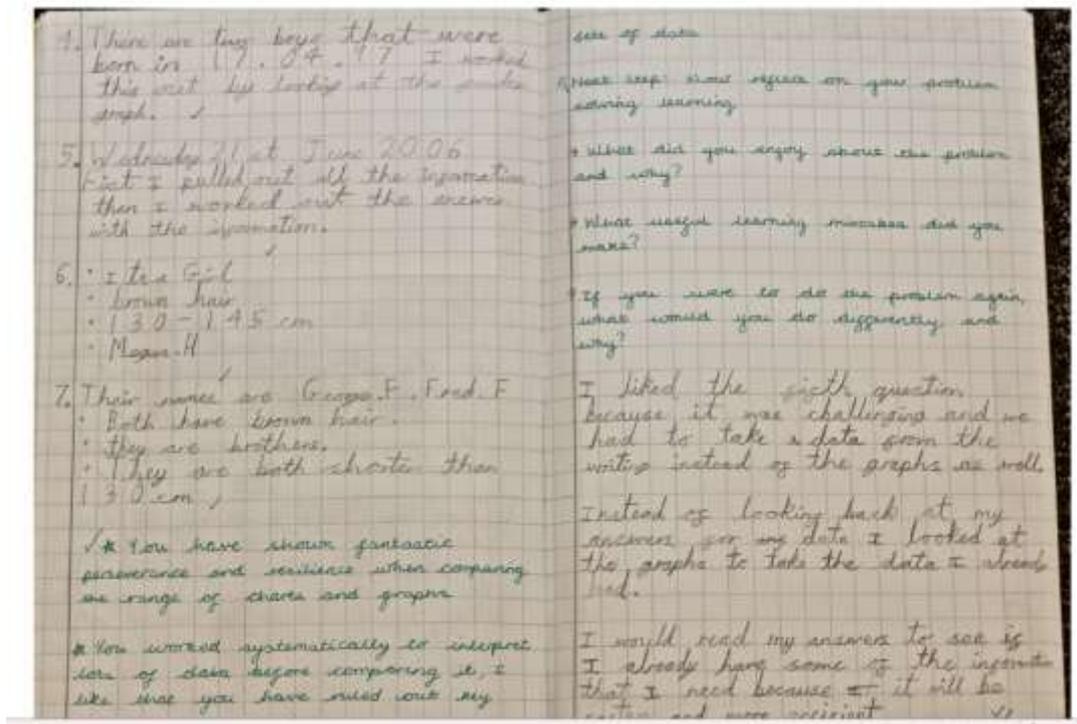
VF: Using different sentence starters.

Following this feedback the learning should demonstrate impact.

All other marking

On the days where you do not feedback mark, marking will take the form of a comment marking or if more relevant an acknowledgment that the teacher has seen to work by dating and initialling. The comment will either relate to the progress made in the lesson, linked to the learning challenge, or comment on the effort. The piece of work must be marked in line with the marking code.

Examples of quality feedback



* You have written information under the correct headings.

* You have used full stops and capital letters.

→ Now write a sentence for your fact-file using the word because.

Burber FIES cum spm COO mood because
they wer CatPILLERS.

Next step: Can you explain how you change a remainder into a fraction or decimal?

To change a remainder to a fraction you put the remainder over the divisor. To change it to a decimal you divide the numerator by the denominator.

So to change $\frac{3}{4}$ to a decimal you divide 3 by 4 to make 0.75.

Marking prompts to move learning forward in English

Year 1 and 2

Helpful prompts	Comments to avoid writing
<p>Write a sentence using the adjective 'delicious'</p> <p>Can you correct this sentence? (give an example)</p> <p>Can you write a sentence using...?</p> <p>Can you think of a question...?</p> <p>You have used 'then' many times in your work, can you think of another time connective and write it in a sentence?</p> <p>Can you extend your sentence using 'because'?</p> <p>Can you practise these spellings? Write them into a sentence.</p> <p>Write four sentences using the connectives</p> <p>B O Y S</p> <p>Complete this 'ed' sentence...?</p> <p>Write a sentence using 'but'</p> <p>Can you add the missing commas to the sentence I have written below?</p> <p>What word would you use to describe ...? (give an example)</p> <p>What is the rule for spelling this word?</p> <p>Can you underline the adjective in the sentence below?</p> <p>Which of these words needs a capital letter?</p> <p>Can you give an example using this word...?</p> <p>Can you tell me the difference between ... and ...?</p> <p>Add 3 powerful; adjectives to your work</p> <p>Can you add a word to describe the (smell/touch/taste/sound/sight)</p>	<p>Great sentences</p> <p>Lovely adjectives</p> <p>Excellent spellings</p> <p>Well done/excellent</p> <p>Re-do</p> <p>Re-write</p> <p>?-What is this?</p> <p>This is not enough work</p> <p>Just ticking the work</p>

Marking prompts to move learning forward in English

Year 3 and 4

Helpful prompts	Comments to avoid writing
Can you underline...? Edit this sentence...? Underline the connectives in the sentence below...? Write another sentence using an adverb first. Can you make up your own... and choose 2 to write into your own sentence? Check what is circled and write it correctly in another sentence below	Super sentences Excellent work Good Well done

Marking prompts to move learning forward in English

Year 5 and 6

Helpful prompts	Comments to avoid writing
Name a feature of a ...? How was ... feeling when...? Write a sentence using 'however' Add a simile to the sentence below What does 'ing' do to a sentence? Write a sentence using 'therefore' Where in the passage could you add dialogue?... write 2 lines of the dialogue Can you underline the conjunctions? Can you include a metaphor in the sentence below? Can you replace the 'said' in your writing? Write a sentence using 'your' How has... changed throughout the story?	Well done... I agree with your targets Next steps-extend your sentences Add more detail to your sentences

Marking prompts to move learning forward in English

Year 3 and 4

Helpful prompts	Comments to avoid writing
<p>Can you underline...?</p> <p>Edit this sentence...?</p> <p>Underline the connectives in the sentence below...?</p> <p>Write another sentence using an adverb first.</p> <p>Can you make up your own... and choose 2 to write into your own sentence?</p> <p>Check what is circled and write it correctly in another sentence below</p>	<p>Super sentences</p> <p>Excellent work</p> <p>Good</p> <p>Well done</p>

Marking prompts to move learning forward in Maths

Year 3 and 4

Helpful prompts	Comments to avoid writing
<p>Try this...(give example)</p> <p>Describe/explain your method</p> <p>What would happen if the number was 10 times bigger?</p> <p>28 is the wrong answer, why?</p> <p>Can you see a pattern in your previous answers that will help you answer Q4?</p> <p>How could you use this skills when multiplying by a 3 digit number?</p> <p>Can you explain what 'perpendicular' means?</p> <p>Can you describe your method?</p> <p>Give a definition of the new vocabulary you used today?</p>	<p>What are you pleased about?</p>

Marking prompts to move learning forward in Maths

Year 5 and 6

Helpful prompts	Comments to avoid writing
Try this... (give example) Explain what the perimeter is Draw an angle at... Round 186 to the nearest 10/100/1000 Which is bigger £109.44 or £99 why? Find 10% of 200 explain your method What are your next steps with time? Can you write a word problem for 75% of 80? Write 76% as a decimal What if it is not in halves? Set yourself a target for... Explain how you...	What are you pleased about? Very accurate work