

Ashbourne Hilltop Primary and Nursery School

Marking and Feedback Policy

Rationale

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

‘Feedback plays a central role in securing student’s learning, supporting them with 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)

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going.

Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

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 when possible
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

Marking and Feedback at Ashbourne Hilltop Primary and Nursery School

At Hilltop we believe that the process of marking and offering incisive feedback should be provided in the moment when possible, as a dialogue taking place between teacher/teaching assistant and child, ideally while the learning is still being completed.

Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of

engaging the child in his or her own learning and developing their ability to self scaffold their learning.

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.

Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

All staff will note errors that are made by many children and use them to inform future planning. Teachers and teaching assistants will make and distinguish between mistakes and errors. An error occurs when answering a questions that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child.

This policy is a menu of effective feedback that should be applied to pupils' work to have maximum effect on learning and progress.

During a book scrutiny, the following questions need to be asked:

Is feedback impacting on progress over time?

Are the choices made from the menu effective on progress?

Is the policy being followed?

Marking	Purpose
Marking in the Moment	Intervention marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments or written feedback where misconceptions are remodeled or challenges provided.
Improvement Marking	Verbal feedback will be given to the children and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning.
Self-assessment and peer assessment	Autonomy is given to the children. Differentiated success criteria is used to comment on the attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward. Teachers will acknowledge the marking completed by the children.
Learning Acknowledgement (Marking)	<p>All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome.</p> <p>Strategies for self-regulation and developing a Growth Mindset should be explicitly taught to enable children to identify their own mistakes and correct accordingly.</p>

Hot and Cold tasks	Hot and Cold tasks should be provided to secure the student's learning, supporting them how to deepen their knowledge and to enable them to improve their performance. Cold tasks should be provided at the start of a unit in maths to inform planning. Hot tasks will take the form of end of term testing.
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Non-Negotiables Marking

At Hilltop, 'In the Moment' marking is adopted to enable all children to receive effective and instant feedback. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback verbally, remodelling misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive encouraging a Growth Mind-set, resilience, striving for accuracy and children's learning efforts. Teachers and additional adults will effectively intervene with groups across the class giving immediate feedback on the children's work. Marking in the moment in the forms of ticks to indicate correct answers across the school curriculum and areas for improvement, or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation. These mistakes should be identified using the systems set out below.

When Marking 'In the Moment'
Date and Titles are checked and children are given the opportunity to correct if copied incorrectly
Marking is focused upon lesson objectives and success criteria (differentiated accordingly)
Verbal feedback to children will provide opportunities to self-regulate, address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding
Marking is to be done in a clear legible handwriting using the schools handwriting policy
Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson


Across all lessons, there should be a greater emphasis on 'In the Moment' marking, however sometimes, for whatever reason staff will be unable to mark in the moment or there is some work that has not been marked in the moment








When staff have been unable to Mark 'In the Moment' All learning will be acknowledged in full
Dates and Titles should be checked
The content of the learning should all be read in detail and checked against the lesson objectives and success criteria (differentiated accordingly) for accuracy
A stamp or short written acknowledgement, see below, should be used to acknowledge the children's learning efforts and outcomes in their books.
Marking is used to support the day-to-day assessments of learning so that difficulties are identified and misconceptions can be used to plan future lessons accordingly.


Content

The following represents a core of symbols used through school. These should be used through all recorded learning activities, according to the needs, understanding and next steps of each pupil:

Code:-

<p>Green star</p> 	<p>You did it and understood what you were learning.</p>
<p>Orange star</p> 	<p>Keep working hard, you have nearly cracked this learning.</p>
<p>Red star</p> 	<p>This is tricky, we will help you to understand.</p>
<p>Traffic light dots</p> 	<p>Pupils self-assess using red, orange or green dots (approximately 5mm in diameter). These are judged against the success criteria and in line with the three coloured assessment star stamps above. This is placed at the top of a page, next to the SC if applicable.</p>
<p>v</p>	<p>Verbal feedback has been given to the child at this point.</p>
<p>Green Underlining</p> 	<p>To show good parts of the work linked to the learning objective and success criteria. The child must write why it has been underlined, e.g. "I used speech marks." Where appropriate.</p>
<p>Orange Underlining</p> 	<p>To highlight a specific word or section of a piece of work that should be edited and improved by the pupil following feedback. If multiple lines are to be improved, this should be identified using a vertical line in the margin beside the lines. This includes spellings, which should be rewritten in the margin or start/end of the line.</p>
<p>. _____</p>	<p>A dot and a following line means correct a mistake in maths.</p>

G	This symbol means that the subsequent work has been completed as a guided piece of work with the teacher or a teaching assistant.
I	This symbol means that the subsequent work has been completed independently by the child.
	Go back and put capital letters in. Or Use capital letters in this next piece of work.
	Go back and put full stops in. Or Use full stops in this next piece of work.
	Use finger spaces in this next piece of work. Or Use finger spaces from now on.
	Use connectives in this next piece of work. Or Use connectives from now on.
	Now proofread the highlighted section. Or Now proofread this piece of work.
	Go back and put the correct punctuation in this piece. Or Use the correct punctuation in this next piece of work.
	Go back use your phonic knowledge to sound these words out. Or Use your sounds carefully to spell in this next piece of work.

	<p>Go back and mark where you would paragraph this piece if you were rewriting it.</p> <p>Or</p> <p>Use paragraphs in this next piece of writing.</p>
<p>S</p>	<p>A supply teacher taught the lesson.</p>

Any comments must be made in black ink, and be written in a neat and legible school style of handwriting, so that children can read it clearly.

We believe Oral feedback has the most impact on learning, being done with the child.
All marking must be against the Learning Objectives shared with the children at the beginning of the lesson and against the success criteria shared with the children.

Making marking and feedback manageable

Underlining in green and orange

Use of visual stamps that children understand

Use of the V as children are working showing in the moment marking

Teachers DO NOT mark and give next steps after a 'Big Write' as this is the final piece of work and a visual checklist and self-assessment should be used for the child. Use old/silver/bronze stickers to show achievement.

To aid consistency across the school, the marking scheme should be displayed in a prominent position for the children to see. Children should be made familiar with symbols at the beginning of the year or where appropriate.

Marking should be done and returned to the child as soon as possible. The more immediate the feedback the better. Consideration should be given to the level of publicity that oral and written feedback is given. When distance marking has been carried out, children should where possible, be given time to read and respond to the feedback, as this will have more impact and will enable children to develop their work.

If it is possible, marking should be done with the child present. Comments should focus upon key issues linked to lesson objectives and success criteria rather than attempting to correct all mistakes. Children must not use rubbers to rub out work. This rubs away any evidence of mistakes and learning that has taken place. A neat line should be put through the mistake by the child.

Teaching Assistants who work with groups are able to give verbal feedback to the children, and can mark work, also feeding back to the teacher about the group.
Supply and support teachers should mark work done in their lessons and should sign accordingly.

Children's self assessment

If the teacher is the only one giving feedback then the balance is wrong and the children have less stake in their learning. If children are trained to be able to identify success against the success criteria of the task, they can readily identify their own and their friends successes. Self assessment can only be successful when children have established a system of sharing learning intentions and success criteria. This is

achieved using a traffic light system of dots, placed at the top of a page, next to the SC if applicable.

Success criteria

Objectives tell us what we are going to learn

Activities are how we will learn

Success criteria tells us how we will know if we have been successful

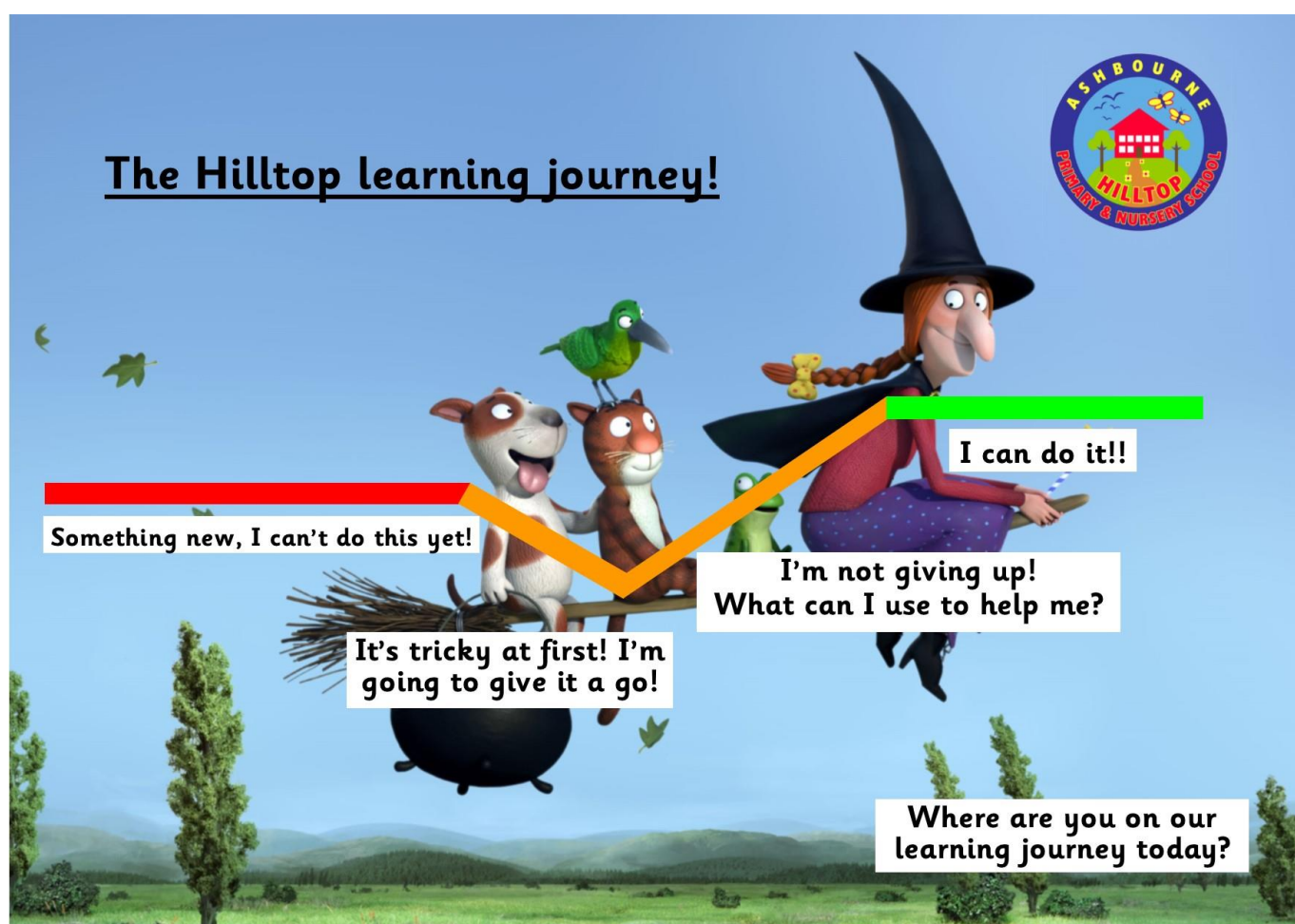
Success criteria shared with the children stops them from guessing what the teacher wants.

At Hilltop, we will show the learning intention, e.g. 'Today we are learning to.... or WALT' and we will show the success criteria through explaining the 'WILF –what I'm looking for' and/or What a good one looks like'.

From Early Years to Year 6, teachers explain and show learning intentions and success criteria in the most appropriate ways according to the children's needs, and levels of understanding.

Children, where appropriate, can be asked to assess their own work, through putting a red, orange or green dot in the corner of the work, to show the teacher how they think they have achieved with that piece of work.

These coloured dots link to the smiley faces used by the teacher. They also correspond to the coloured trays where children put their work. Link this to the Learning Journey chart to make learning visible.



Peer Assessment and Gallery Critique

This is a form of peer assessment. Children will have their work reviewed by others being respectful, being specific and being helpful. This will be modelled and led by the teacher. Work could be discussed in a small group, on a visualiser etc. Children are then encouraged to give feedback, and act on the same advice in their own work. They are also more likely to see work improving in front of them and also see excellent

quality work of others.

Live “in the moment” Marking and Feedback

This is at the heart of effective feedback. Whilst children are doing their work, write or ask a question, move away, then in a few minutes, return to see if they have done it. The green highlighter could be used for live marking too.

Special Needs

Marking should have specific purposes linked to MLPs where appropriate. Children with special needs may have a particularly fragile level of self esteem and every attempt to encourage and motivate should be taken. It may be appropriate to amend the criteria for marks and praise given to take account of this.

Where a teaching assistant or support teacher is working with children they should apply the same marking system as the class teacher. All staff should have access to methods of rewarding and encouraging children and feed through successes. Supported work should be indicated and signed by teaching assistants and other members of staff.

Equal opportunities

Feedback and Marking should be as objective as possible whilst also allowing for the different levels of ability and the need to motivate. Children should perceive the marking system to be fair and be given access to the success criteria, so that they are not ‘in the dark’ as to how they will be able to achieve success.

Each teacher should be vigilant for trends in performance that might be related to ethnic origin, social class or gender.

Parental involvement

Marks given and judgements made will be summarised and fed through to parents during parents’ evening, via reports and sometimes using home/school link books. Parents may occasionally expect all mistakes to be corrected and will perhaps need the principles of marking objectives explained to them.

Policy review

This policy has been reviewed August 2023. The next review is September 2024.

The next review will consider:

Its successful application throughout the school by teachers and other staff.

The extent to which children have responded to comments and marking by extending their learning further leading to higher standards of attainment and progress.

The standards of pupils self assessment skills and their proximity to the teacher’s.

Teacher workload regarding marking and feedback – it has been made manageable and there is a work-life balance.

Version Control

Version Number	Author	Purpose/Change	Date
0-1	Darren Hooley	New policy written, clarifying the expectations of staff and the methods used to feedback effectively.	5.09.23
1-1	Darren Hooley	Approved by FGB	18/09/23