



# **Grosvenor Road Primary School**

***Feedback and Marking Policy***

***September 2016***

## Aim

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. 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.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

## Philosophy

*Is your marking and feedback the difference between what the child has done and what they could have done? Is it closing the gap?*

Feedback and marking is an integral part of assessment. Marking will inform planning, be diagnostic and enhance children's learning by offering guidance on how their work can be improved. Effective feedback should raise the child's self-esteem and help them to recognise their difficulties whilst giving them targets to move forward. The school believes that effective feedback through a range of strategies will give the necessary positive encouragement and constructive development children need in order to make progress.

Many studies have compared the effectiveness of different kinds of expenditure to improve learning. The Sutton Trust report (What makes great teaching? Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major October 2014) concluded that "Effective Feedback" resulted in very high impact on learning for low cost. The school's leadership team recognise that... **'Feedback is one of the most powerful influences on learning and achievement'** (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112 ). In Hattie's research 1999 comparing 500 meta-analysis of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socioeconomic factors.

Feedback is information given to the learner and/or the teacher about the learner's performance relative to the learning goals which then redirects or refocuses either the teacher's or the learner's actions to achieve the goal.

Feedback may be given at different times during teaching and learning:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

All work is marked by the teacher: the teacher makes a professional judgement on the most appropriate type of marking. There are four types of marking and feedback that occur during teaching and learning at Grosvenor Road:

i) Teachers' well considered interventions prompt deeper thinking, and swiftly address misconceptions during lessons. 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. It may also be verbal feedback given during a 1:1 discussion with a pupil or as a group. This may be noted down to record the feedback and response process.

ii) 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

iii) Developmental marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning. This type of marking will pick up on misconceptions, errors in grammar and punctuation.

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

When marking at distance the leadership of the school encourages teachers to identify common errors across the class. Where this has occurred the teacher will adjust planning to address the misconception: this may be whole class teaching or through a guided or intervention session. Where this happens it is not a productive use of the teachers time to write out feedback to each individual child, instead the error will be fixed the next day as a group: the title 'fix it' may be used by the children to indicate that this has happened.

Children throughout school are encouraged to assess their own understanding and reflect on their work. This is particularly true in writing; the National Curriculum makes it clear that children in Year 2 are expected to... *make simple additions, revisions and corrections to their own writing* ... and by Year 6 children are expected to ... *draft, write, evaluate and edit*... . The curriculum requires that teachers ensure children have opportunity to independently proof read before teacher marking. Moreover, children in Upper Key Stage Two need to have the time and opportunity to 'craft' a piece of writing: both unaided and with teacher help. The teacher, alongside the SLT will make professional judgements on when and how to provide feedback to maximise learning potential.

Teachers and senior leaders at Grosvenor Road are reminded to ask themselves ...

***Is your marking and feedback the difference between what the child has done and what they could have done? Is it closing the gap?***

# Enabling children to learn: The Grosvenor Way

*Is your marking and feedback the difference between what the child has done and what they could have done? Is it closing the gap?*

At Grosvenor Road we adopt the following conventions for giving feedback to children. Teachers make professional judgements on the most appropriate type of feedback to ensure children are learning effectively.

## Marking and Feedback in the Early Years Foundation Stage:

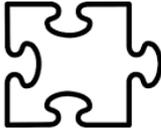
In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Written annotations, short and narrative observations
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or Learning Journeys
- Identification of children's next steps in learning, linked to Early Years Outcomes.
- Teachers always mark in red using cursive handwriting.

## Marking and Feedback in Key Stages 1 and 2

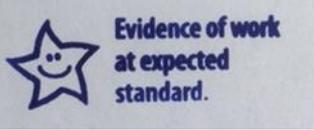
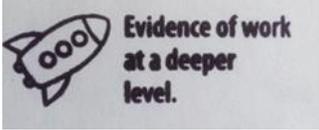
- Teachers always mark in red using cursive handwriting.
- The child always responds in the pencil/pen they would normally use in that lesson.
- When children are proofreading their work they use green pen – for further guidance on this refer to the school's proof reading toolkit..
- In written work the teacher may indicate sections of the children's work to be improved, edited, praised using a highlighter. Any corrections are made after the teacher comment at the end of the work.
- In mathematics the Grosvenor bubble identifies work that needs fixing. All calculation 'fix its' are completed at the end of the piece of work.

To ensure consistency across school the symbols below are used (also found in Appendix 1).

	Capital Letters		Full Stops		Connecting sentences
	Finger spaces		Question mark		Finger Count Words

<b>Sp</b>	Spelling Error	<b>Gr</b>	Grammar Error	<b>Pu</b>	Punctuation Error
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To indicate **attainment** the whole school uses the following stamps

		
This indicates the child has worked hard – good learning behaviours.	This indicates the piece of work meets an aspect(s) of ARE.	This indicates the child is showing that they are applying ARE skills at greater depth.

*A 'smilie' stamp may be used to indicate when a child has earned a 'smilie' reward.*

### Verbal Feedback

An important aspect of feedback to children is discussion and verbal feedback. This may happen during the lesson, immediately after or at distance. When verbal feedback has taken place the teacher may write VF in the book, alongside a short annotation to identify the main discussion point. Eg 'VF-tenses'. This short annotation enables the child, teacher and other adults in school to look back on the feedback and remember the point discussed.

### Marking writing

In written work the teacher identifies sections of work using a highlighter. Any corrections are made after the teacher comment at the end of the work. In depth marking happens at the discretion of the teacher but the school's leadership acknowledges that in depth marking in writing has significant impact: especially at the start of the year. The focus for the marking of writing is **technical accuracy**.

### Marking Mathematics

In mathematics the Grosvenor bubble identifies work that needs fixing. All calculation 'fix its' are completed at the end of the piece of work. 'Live, in class' marking forms an essentially part of mathematics teaching.

### Challenge

Challenge for all children should come through the teacher's planning and not predominantly through marking at distance. For example, in mathematics children could be moved onto a 'Now try this...' before the end of the lesson. An example of challenge in English may be additional success criteria or additional innovation to provide opportunities for working at greater depth.

## **Topic marking**

All work is marked in red. A tick acknowledges the teacher has seen the work. ARE stamps may be used to let the child know that they have met Age Related Expectations. The marking of writing across the curriculum reflects expectations in the school's proof reading toolkit.

## **Special Educational Needs**

Some children, such as those with dyslexia or children with literacy difficulties, may find 'busy excessive marking' very difficult. Use of verbal feedback and symbols should be a priority for those children.

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**This policy was developed in consultation with teachers, children and school leaders in summer 2016. The following bibliography was used to inform good practise.**

Coe, Robert, Cesare Aloisi, Steve Higgins & Lee Elliot Major (Oct 2014). *What makes great teaching? Review of the underpinning research*, The Sutton Trust.

Hattie, J. and Timperley, H. (2007). "The Power of Feedback." Review of Educational Research **77**(1): 81-112.

**APPENDIX 1 (Classroom poster)**



# What does my teacher's feedback mean?



Understanding what you have done well and most importantly, where you may have gone wrong, is key to being the best learner you can be.

At Grosvenor Road we:

- **Take time to read** what my teacher has written about my work
- **Think** about what my teacher has said to me
- **Take responsibility** for knowing my next steps

The Grosvenor Way...					
<b>Fix it...</b>		I must do something in my book...			
<b>Excellent effort.</b>		I have worked hard at this...			
Evidence of work at expected standard.		My work shows that I am working within my year group....			
Evidence of work at a deeper level.		My work shows that I am working at a deeper level...			
	Capital Letters		Full Stops		Connecting sentences
	Finger spaces		Question mark		Finger Count Words
	Spelling Error		Grammar Error		Punctuation Error