



Grosvenor Road Primary School

Feedback and Marking Guidance

December 2019

The evidence of effective marking and feedback is Progress

... ***'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)

Aim

Effective feedback and marking 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?

Is your marking:-

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Marking should serve a single purpose – to advance pupil progress and outcomes.

Teachers should be clear about what they are trying to achieve and the best way of achieving it.

Crucially, the most important person in deciding what is appropriate is the teacher.

Oral feedback: working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

Manageable: marking practice should be proportionate and consider the frequency and complexity of written feedback, as well as the cost and time-effectiveness of a particular strategy in relation to the overall workload.

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Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

An important element of feedback and marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. But there are many ways to do this without extensive marking. ***Too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.***

Accepting work that pupils have not checked sufficiently and then providing extensive feedback **detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills.** Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

Strategies

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 or at the beginning of the next lesson
3. Review feedback – away from the point of teaching (including written comments)

All work is seen by the teacher: the teacher makes a professional judgement on the most appropriate type of marking.

- In lesson 'live' feedback/marking.
- Whole Class Feedback
- Individual Feedback
- 'Light' marking/feedback of work :acknowledging and recognising attainment and/or progress
- Developmental marking which indicates the successes and next steps in learning
- Self/Peer marking/assessment

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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.

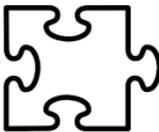
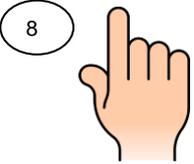
Marking and Feedback strategies in Key Stages 1 and 2

- Teacher's written marking will be in red using cursive handwriting.
- The teacher will indicate through use of a tick or a stamp that they have seen the work
- Verbal feedback may be given as a whole class or individually where appropriate
- The child will respond, when necessary, using their usual writing tool – this may be in the form of a fix-it (highlighted by the fix-it stamp)
- When children are proofreading their work they use green pen – for further guidance on this refer to the school's proof reading toolkit.
- A highlighter can be used by the teacher to indicate sections of work that need improving, especially for children who are at the early stages of learning to draft and edit.
- In mathematics the Grosvenor bubble can be used to identify work that needs fixing.

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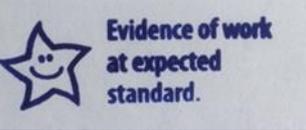
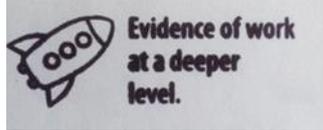
- In writing, whole class feedback will be given at the start of the lesson and time given to the children to respond to the feedback. At this point, individual feedback may be given to children who require more teacher input.
- The teacher may use symbols in the margin to indicate errors or areas that need improvement e.g. **Pu** – Punctuation error **Gr** – Grammar error **Sp** - spelling error
- In Writing, Whole Class Feedback sheets can be used at any point in the writing process but should be completed at the end of an outcome 1 before the children begin outcome 2. (Year 2-6)
- In Writing, in KS2, Feeding Forward stamps/Stickers can be used to indicate a target for the individual child at any point in the writing process **but must be used at the end of an Outcome 2.** 
- In Year 5 and 6 – the children will be expected to transfer the feeding forward targets onto their bookmark to have available through all writing lessons.
- Written comment can be used at the end of a piece of work to indicate areas of success or next steps

To ensure consistency across school the symbols below are used

	Capital Letters		Full Stops		Connecting sentences
	Finger spaces		Question mark		Finger Count Words
	Spelling Error		Grammar Error		Punctuation Error

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To indicate **attainment** the whole school uses the following stamps

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

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.

This policy was reviewed in consultation with teachers, children and school leaders in December. The following bibliography was used to inform good practice.

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.

Reducing teacher workload: Marking Policy Review Group report (26 March 2016)
Independent report

A marked improvement? A review of the evidence on written marking Education Endowment Foundation Published 2016