

E-ACT

Marking & Feedback Policy (Primary)

Department Owner	Operations (National)
Section Owner	Education
Approver	E-ACT Education & Personnel Committee
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1. Aims of feedback and marking

Feedback and marking is an integral part of assessment. Quality feedback and marking allows for self-assessment where the child can recognise their difficulties and mistakes/areas of development and encourage them to accept help/guidance from others. Furthermore, it reinforces learning through reflection. We do this positively to enhance self-esteem and confidence. Our marking policy is focused on a 'no written marking' approach: Covid-19 guidance means that there are more and more precautions that you have to take if you want to collect and mark pupils' work, which can increase the risk of transmission, and can potentially mean a huge delay in feedback being given to pupils, reducing its effectiveness even further.

Furthermore, written marking takes up a huge amount of teachers' time – if a teacher spends 10 hours per working week marking this is almost 400 hours per year. This creates a huge workload issue. By adapting a 'no written marking' approach, this also represents a huge opportunity cost – this time could be spent curriculum planning, investigating research, creating resources, improving subject knowledge or ensuring a better work: life balance.

There is no reliable evidence to support the effectiveness of written marking. In fact, written marking which is individual results in an over-reliance on very specific comments and so pupils do not develop their own understanding of how to improve their work. This is why we have taken the decision to implement a 'no written marking' approach.

2. Purpose of feedback and marking

Firstly, we have changed our viewpoint from one that values written marking to one that values feedback, and see these as two different things, both of which can achieve the same intended outcomes. Feedback can be given without 'marking' which has traditionally been seen as writing comments on pupils' work; as long as feedback can achieve the same intended outcomes of written feedback. The reasons we mark/give feedback are:

- *Assess pupil understanding – both on a daily basis (formative assessment) and also to assess at the end of a topic / unit (summative assessment).*
- *Give children individual / specific feedback, including recognising achievements.*
- *To encourage, praise, motivate and support pupils, promoting positive attitudes.*
- *Identify/address errors and common misconceptions.*
- *Inform planning.*
- *Involve pupils in self-assessment, and allowing them to reflect on their learning.*

A 'no written marking' approach can still achieve these goals, as long as we keep these core principles and aims at the heart of the policy.

3. Marking Strategies

A: Whole-Class Verbal Feedback

Step 1 - The teachers collects in and reads all pupils' work, noting down common misconceptions, common errors, main areas to improve, main things pupils are doing well and any good examples of work to share with the class. This can be rough notes or teachers can use a whole class verbal feedback sheet.

Step 2 – In the next lesson the teacher shares this information with the class. This could be through a PowerPoint slide, typed notes or verbally sharing written notes. They should also share examples of good work through a visualiser, to show pupils how to improve their own work. Pupils could then spend some time using these notes to then improve their own work. This would be corrected in a green pen to show where feedback has been acted on.

The WCF template sheet is attached below in Appendix 3.

B: Modelling

This gives feedback and guidance before writing/a task takes place, using the 'I do-we do-you do' approach (gradual release of responsibility):

	Teacher	Student
<p>I do it <i>Direct Instruction</i></p>	<ul style="list-style-type: none"> ▪ Provides direct instruction ▪ Establishes goals and purpose ▪ Models ▪ Think aloud 	<ul style="list-style-type: none"> ▪ Actively listens ▪ Takes notes ▪ Asks for clarification
<p>We do it <i>Guided Instruction</i></p>	<ul style="list-style-type: none"> ▪ Interactive instruction ▪ Works with students ▪ Checks, prompts, clues ▪ Provides additional modeling ▪ Meets with needs-based groups 	<ul style="list-style-type: none"> ▪ Asks and responds to questions ▪ Works with teacher and classmates ▪ Completes process alongside others
<p>You do it independently <i>Independent Practice</i></p>	<ul style="list-style-type: none"> ▪ Provides feedback ▪ Evaluates ▪ Determines level of understanding 	<ul style="list-style-type: none"> ▪ Works alone ▪ Relies on notes, activities, classroom learning to complete assignment ▪ Takes full responsibility for outcome
<p>You do it together <i>Collaborative Learning</i></p>	<ul style="list-style-type: none"> ▪ Moves among groups ▪ Clarifies confusion ▪ Provides support 	<ul style="list-style-type: none"> ▪ Works with classmates, shares outcome ▪ Collaborates on authentic task ▪ Consolidates learning ▪ Completes process in small group ▪ Looks to peers for clarification

C: 'Live' whole-class/individual feedback

Use a visualiser during a live lesson to review a model answer or a pupil's work as a class. This could be to either identify strong elements for others to see and use to reflect on their own work, or to highlight areas to improve. Pupils should then use this to improve their own work.

As pupils complete work during the lesson, the teacher views individual work (use a visualiser, or can sit near the pupil to do this), and points out strong elements, recommends an improvement or highlights an error. Pupils then improve their work immediately.

D: Feedback on Retrieval Practice

Retrieval practice completed in lessons or for homework should be self-marked as this improves the pupil's memory of the correct answer in the future (this is known as the hypercorrection effect).

This can be achieved through a class discussion of answers, through providing the correct answers to pupil or through pupils self-checking using their previous work or knowledge organisers. This gives the pupils instant feedback on the questions they got right/ wrong and the correct answers. Teachers can use dojo points to reward effort and areas of strength.

E: Self-Assessment

This might include self-assessment of a whole piece of work, or could be for one particular paragraph/section of work, using criteria and/or keyword checklists. This should then be used to improve work. This helps to develop the ability to improve their own work and understand assessment criteria; this can be useful for upper KS2 as they begin to look at criteria for the expected standard in writing. This would be corrected in a green pen to show where feedback has been acted on.

F: Conferencing with pupils

This would work best 1:1 or in very small groups. Ask children to bring recent piece of work (1 or 2 pieces maximum to allow for quality over quantity); this then adopts the 'live marking' approach work can be reviewed and can be edited. This would be corrected in a green pen to show where feedback has been acted on. It also allows the teacher the opportunity to give praise for specific areas of the learning. It is best done using small w/boards, as this could also be an opportunity to address common misconceptions and errors. Again, teachers will use dojo points to praise and motivate pupils.

We believe that the approach and strategies above will still allow us to give the children quality feedback which adheres to the core principles of feedback and marking highlighted earlier. There is still the expectation that teachers will still be looking in children's books and assessing their understanding.

This is about shifting the focus from having to record written feedback to children in books to finding other, different ways (and mixing this up) of giving the children the same feedback.

Correctional Marking

There is still a place for marking though, in some situations, especially when completing summative assessments of how well pupils are learning the intended curriculum. Thinking about planned assessment opportunities (essays in topic/RE; extended writing); these do lend themselves to being marked physically as we may need the information to inform teacher assessments.

Also, for some subjects where there is a 'right' or 'wrong' answer (e.g. mathematics, grammar, retrieval practise), children can – and should - self-mark the answers. Pupils should self-mark their own retrieval practice/answers as this ensures that they are aware of what they do know and do not know, and what they got right and wrong.

Teachers also need to complete 'Correctional Marking', where common errors around spelling, punctuation and grammar need to be addressed. Teachers will use a highlighter pen, and will use the codes listed (see Appendix 2 below) for children to see where errors have occurred (please note; we do not want to demoralise children with more errors than others, so will not highlight every error). The children will have these codes inside books, and use the first 30 minutes of the day to address these errors, using a green pen.

Highlighting in books

We will use three coloured highlighters as part of our 'no written marking' approach to marking and feedback. The aim is for 3 in every 5 pieces of work to have more in-depth highlighting:

Green: Highlight a strength, in terms of the children showing they have demonstrated a good understanding of the Learning Objective/Question or the Core Knowledge.

Orange*: Highlight an area of development or something to improve – to be edited in green pen / verbally in lower KS1

Yellow*: Highlight correctional marking (see codes in Appendix 2 below).

** taking into account children's self-esteem, not every error/misconception/developmental point will be highlighted. This will be at the teacher's discretion, but on average should be 1-2 orange and 2-3 yellow; this also allows for the necessary time needed for children to respond to these.*

The highlighting also fits in with where we are using live feedback, as it may occur during the lesson that the teacher highlights a strength (so sharing with the class under a visualiser) or area to develop/improve; it makes it more visual for the children, and children can act on there and then (live feedback) or when reflecting on their work at the end of the lesson / beginning of next lesson.

As a form of assessment, teachers will also highlight the Learning Objective/Question in books too, using either **green** or **pink**. As a guide, green indicates children on a 1-2 on the Assessment scale (understood all or most of the learning) and pink indicates where children have gaps. The expectation is that teachers will then follow these up either through small targetted intervention with an adult, or through feedback/pupil conferencing.

The expectation is that teachers will highlight all Learning Objectives/Questions as part of their plan-teach-assess cycle, to inform future planning/intervention as appropriate. As 3 in 5 pieces of work will have the more in-depth highlighting, an average of 2 in 5 will have just the LO/LQ highlighted, to show that the teacher has assessed the pupil's understanding.

Appendix 1: Codes for pupil feedback

WCF	Whole Class Feedback: take in books, jot down on sheet strengths, misconceptions, errors etc then give feedback next session to whole class.
TM	Teacher Modelling: giving feedback before task takes place, using the 'I do – We do – You do' approach
LF	Live Feedback: giving feedback live in lesson, which may be verbally, written or using visualiser, and to the whole class, group or individual.
SA	Self-Assessment: Pupils use particular criteria/checklists to self-assess a piece of work; aim is for them to use this to improve their piece of work.
PA	Peer-Assessment: Pupils use particular criteria/checklists to assess a peer's piece of work; aim is for them to use the feedback to improve their piece of work.
TA	Teacher Assessment: teacher uses a piece of work for more formal assessment (end of block/essay/extended writing) to inform planning or identify potential misconceptions or for targeted intervention.
PC	Pupil-Conferenced: children to bring recent piece of work (1 or 2 pieces maximum to allow for quality over quantity); this then adopts the 'live marking' approach work can be reviewed and can be edited. 1:1 or small group.

Appendix 2: Correctional Marking codes (to be displayed inside front cover of pupil books)

sp	Spelling Error	ul	Up-Level word/phrase/sentence
gr	Grammatical Error	pr	Presentation (e.g. Handwriting)
p	Punctuation Error	/ //	Start new sentence/paragraph
?	What do you mean – explain	✓	good
*	This doesn't make sense	✓✓	excellent

Appendix 3: Whole-Class Feedback Sheet

Whole-Class Feedback Sheet



PRAISE

MISCONCEPTIONS / CAUSE FOR CONCERN

MISSING/INCOMPLETE

3'S AND 4'S - SUPPORT

ACTIONS / INTERVENTION

PRESENTATION

GPS

HOW COULD I TEACH THIS (PUPILS LEARN THIS) BETTER?