Marking and Feedback – The Haselworth Way

At Haselworth we believe that feedback is crucial in order to improve. This takes many forms, but what it should do is drive our learning journey.

Policy approved:	**25th September 2023**	**FGB**
Signed:	*N Jones*	**Headteacher**
Signed:	*Dr C Roast*	**Chair of Governors**
Date of next review:	**Autumn 2026**	**Tri - Annually**
Monitored and evaluated by:	**SLT**	**Termly**

RATIONALE

Feedback and marking is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. At Haselworth Primary School, we mark work, give feedback and use a consistent approach which is age and ability appropriate. We value these exchanges and see that they are a positive form of communication based on learning objectives and success criteria outlined by staff. Feedback can be verbal, written, pictorial or signal based and can be from teacher to child, learning support assistant to a child, child to teacher or child to child.

> ***"Teachers first need to concentrate on what students do, say, make or write and modify their theories about students in light of these observations (or this evidence). Feedback from such evaluation is what teachers need to seek so they can modify their instruction. This is 'assessment as feedback' for teachers, providing rapid formative feedback or assessment as teaching."***

The core principles and aims of feedback at Haselworth

- The sole focus of feedback should be to further children's learning
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.
- Children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

- Staff will use their professional judgement in correcting spelling mistakes. When children are developing and applying their phonic knowledge to spell, regardless of their year group, focus should be given to words that are spelt incorrectly but are phonologically regular. After this, priority should be given to the statutory common exception words and finally spelling rules. Children should always be asked to correct their spellings as independently as possible, using a dictionary or word mats etc.

Feedback and marking in practice

At Haselworth Primary School feedback will be **meaningful, manageable** and **motivating** due to being:

POSITIVE: praise effort and achievement in learning

PRACTICAL: give verbal and when appropriate written feedback on how to make improvements

PERSONAL and **PROGRESSIVE**: Relates to the child's individual needs to ensure progress over time by reviewing progress evident in their book

PRAISE

Hattie (2012) states that you should praise children and make them feel welcome in your class as worthwhile learners, but if you wish to make a major difference to learning leave praise out of feedback about learning.

Simply praising children for being clever or intelligent does not signpost the specific skills needed to succeed in a task or how to improve.

'The major message is to provide praise, but not to give it in such a way that it dilutes the power of feedback: keep praise and feedback about learning separate.'

John Hattie 2012

Do praise ...	Don't praise ...
Effort. Learners won't maximise their potential if they don't try. Therefore, praising learners for working hard is crucial (e.g. working through a challenging problem they have encountered).	Intelligence, cleverness, or talent alone. Add descriptive praise.
Strategies that lead towards success (e.g. use of dictionaries to check spellings, proofreading work, methodical problem-solving to find mistakes).	The speed at which they complete a task. Learners need to realise that finishing first is not the primary aim. Instead, we want them to focus on completing their work to the highest quality.
Improvement through listening to and acting on feedback (e.g. praising learners who close their own gaps by using written or verbal feedback).	Ordinary or run-of-the-mill contributions. Some teachers hear themselves effusively praising learners for small things that they should expect them to do anyway. Reserve lavish praise for actions or outcomes that truly deserve it. Otherwise, there is a danger that the effect of such praise will lose its impact.
Resilience and courage (e.g. praising learners who contribute answers even when they aren't sure if they're correct).	

Practical, Personal and Progressive

Teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. The purpose of Assessment for Learning (AfL) is to provide feedback in such a way that learning will improve as a result. Teaching staff will need to identify next steps in learning as well as respond to mistakes. Feedback should always be constructive and sensitive, focusing on the work produced.

Feedback occurs at one of four common stages in the learning process:

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Feed forward feedback – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
3. Summary feedback – at the end of a lesson/task
4. Review feedback – away from the point of teaching

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching

Responsive teaching is key-with teachers using responsive feedback to decide what the next steps should be.

1. Reteach
2. Revise
3. Redraft
4. Practise
5. Check

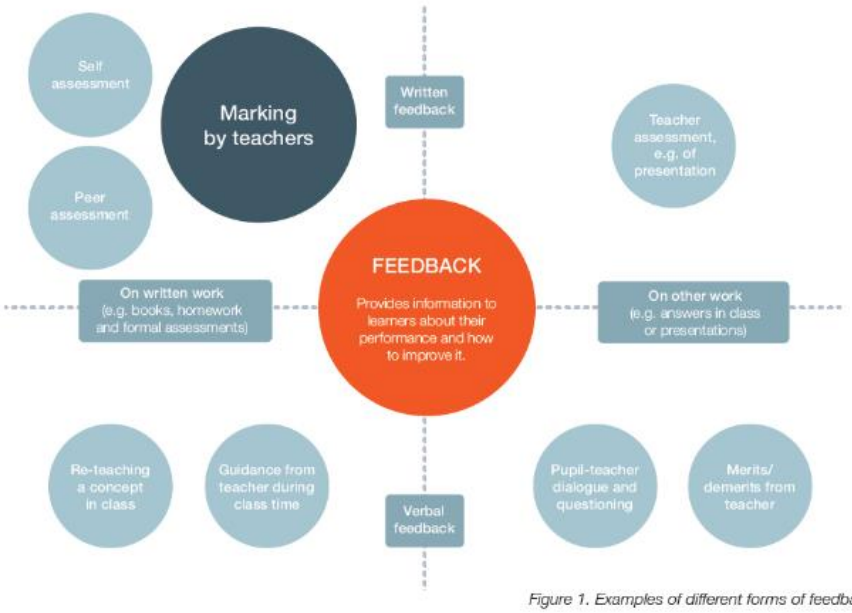


Figure 1. Examples of different forms of feedback.

A marked improvement: A review of evidence on written marking.
EEF 2016

Guidance for teachers

The Learning Objective (LO) and date will be recorded at the top of each new piece of learning.

Teachers will mark in green and use the following codes:

G	Whole class/group guided with an adult *(adult to initial)*
S	Worked with an adult *(adult to initial)*
KUCU	Intervention given
P	Partner work
I	Independent
VF	Verbal Feedback
Tick	This has been read
Sp	In the margin indicates an error. Depending upon the age/ability the teacher may direct them to a specific word, area or provide them with the correct spelling. Evidence of correction and practise should be observed.
…	Child indicating, they have tried to spell a new word
^	Missing word
//	New paragraph needed
____	Something needs correcting

Self-Assessment and Responding to Feedback

- Children will use **purple** pen when responding to feedback from the teacher.
- Purple pen will be used when editing and refining the content of the work and when editing to ensure non-negotiables.
- The non-negotiables will be expectations based on prior teaching and are age appropriate as well as expectations of presentation. For example, capital letters, full stops, finger spaces and sentences that makes sense in year 1.
- A purple 'polishing' pen will be introduced to the children in year 1 to enable them to respond to marking. We recognise that it is difficult for pupils working at lower levels to read and respond so

EYFS and KS1 are expected to build in more time for verbal feedback, for example at the start of the lesson or during guided groups.

- ✓ In EYFS, teaching staff will work alongside the children to respond.
- ✓ Year 1 staff will begin to train the children to respond independently, using a purple 'polishing' pen, during the summer term.
- ✓ Year 2 will embed this and begin to train pupils to respond independently.
- ✓ KS2 pupils will respond to marking themselves, either during the lesson or during dedicated improvement time. Teachers should ensure that time is given for this and should employ their own system for how this is managed. It is critical that teachers explain the system and maintain it. For example, age appropriate punctuation, changing the word order, making additions, using editing flaps or correcting a calculation error.

Learning Support Staff

- There is an expectation that LSA's will mark the learning for the individual/group they have worked with.
- Mark as you go along, giving direct feedback to the child as this is more powerful and useful to both the child and class teacher.

Monitoring

- SLT are responsible for the monitoring this policy and assessing its impact on children making progress in their learning

Learning – A one-page plan

Mark and Feedback

Marking and assessment has two purposes. One, the child responds to feedback and makes progress over time. Two, it informs future planning and teaching.

- Teachers must have **secure overview** of starting points, progress and context for all
- Marking must be **primarily formative**
- Marking and feedback must be **regular**
- The agreed **marking code** must be used

Plan

Planning is a process not a product. It has one purpose. To enable high quality delivery that meets the needs of all children.

- Be **clear** and **precise** on what you want the children to **learn**; not want you want them to do.
- Do the '**so why**?' test. Tasks, including homework, must be designed to **facilitate learning** and not to 'keep children busy.'
- There must be **short term planning** for Maths and English and **Medium Term Planning** for all other subjects that have been annotated with **children's names** and next steps
- **Variation** should be planned over time to ensure **quality first teaching**, which meets the needs of **all children** and groups, and maximises the use of all adults
- The curriculum starts from the moment children arrive at school. There should be no 'dead time' and the day should get off to a **flying start**. Remember **'Parkinson's Law'** "work expands so as to fill the time available for its completion"

Teach

Teaching is a life time's craft. 'Every teacher needs to improve, not because they are not good enough, but because they can be even better.' (Prof Dylan William)

- Go with the **learning**: The **flow of great progress** is more important than sticking to the lesson plan
- Ensure the **learning has stuck**, through checking that is incisive, systematic and effective
- We are all teachers of maths and literacy. Think about the **language** you are using.
- All children should be working harder than the teacher over time
- Teachers must be explicit about **learning outcomes** and **key words**
- Demonstrate the **learning values** of the school including:
    - Reinforce the **aspiration** by the challenge you offer.
    - Enable them to develop resilience by working through problems and taking risks
    - Each class is a learning community in its own right. Their success depends on each other.