

BOURN CHURCH OF ENGLAND PRIMARY ACADEMY

FEEDBACK AND MARKING POLICY AND PROCEDURE



Teaching & Learning
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1. Introduction

- 1.1 This policy outlines the purposes of feedback and marking at Bourn Primary Academy, and how this is put into practice in order to advance pupil progress and outcomes. It sets out shared expectations of teachers so that every teacher is clear of what is required and why.
- 1.2 Standards and expectations across the School should be consistently high. The way in which this policy is implemented will be determined by the age and stage of the child, so feedback and marking may look different in each Key Stage.
- 1.3 This policy outlines both the purpose of feedback and marking and the principles upon which they are based. It then outlines the practical steps that teachers take when giving feedback, whether verbal or written.
- 1.4 Specific guidance for teachers is given in the Appendices.

2. Background Research

- 2.1 This policy draws on a wide range of educational research which identifies best practice in the areas of feedback and marking, as well as the Department for Education report of the Independent Teacher Workload Review Group, 'Eliminating unnecessary workload around marking, 2016'
- 2.2 The DfE report recognises that marking has become an element of excessive teacher workload and that it had, 'become a burden that simply must be addressed.' Furthermore it states that, 'marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop.' This report also states that providing written feedback on pupils' work has become disproportionately valued and it recommends that schools shrink the importance written marking has gained over other forms of feedback.

3. Purposes of Feedback and Marking

- 3.1 **Pupils act on feedback to make progress over time**
 - 3.1.1 Marking and feedback are a dialogue, either spoken or written, between teacher and pupil, which pupils use to understand better, take action and improve their learning. Feedback and assessment should focus on those elements of marking that are shown to have the greatest impact on learning.

3.2 It informs teachers' future planning and teaching

3.2.1 Reviewing pupils' work via written or verbal feedback enables the teacher to assess how effective their teaching has been and whether the pupils have grasped the concepts, knowledge, skills outlined in the success criteria. It will also demonstrate the progress pupils have made over time. This then informs the teacher whether they need to re-teach any aspect of the curriculum (either what has just been taught or areas previously taught but not retained) or identify areas to be reviewed at the start of subsequent lessons to aid retention. It also indicates whether the teacher needs to change how they are teaching and what they should teach next.

3.3 Pupils learn to value hard work and the quality of the work they produce

3.3.1 Pupils should work hard to produce the best work they are capable of. They should engage with and respond to feedback. The onus should be on the pupils to reflect on their own work, be able to recognise errors, and ideally identify and rectify these before handing in their books. Pupils should be able to use the success criteria to self and peer assess.

4. Principles of Feedback and Marking

4.1 'Eliminating unnecessary workload around marking' states that all marking and feedback should be defined by the following characteristics.

4.2 Meaningful

4.2.1 Marking varies by age group and subject, and by 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.

4.3 Manageable

4.3.1 Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost- and time-effectiveness of marking in relation to the overall workload of teachers

4.4 Motivating

4.4.1 Marking motivates pupils to progress, but crucially, this does not mean always writing in-depth comments or being universally positive; sometimes short, challenging comments or verbal 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. 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.

5. Practical Applications

5.1 Marking, planning and teaching are part of a continuous cycle; no stage exists in isolation and each must be informed by the preceding stage. The elements of teaching that are shown to have the greatest impact on learning are sharing the success criteria and giving clear feedback.

5.2 Sharing the success criteria

- 5.2.1 Pupils are much more likely to be successful if they know what they are learning, the steps they need to take and what a good example looks like.
- 5.2.2 When planning, teachers need to identify the starting point, where they are in the curriculum, the purpose of the lesson, and how these fit into the bigger picture of what the pupils are learning in a scheme of work. Essentially, this is the knowledge, skills or understanding that a pupil needs to finish the lesson and to be able to recall it in the next lesson. Children can only achieve Learning Points (LP) if they understand what these goals are in the first place and if they can take some ownership of and can assess their own performance.

5.3 Giving clear feedback

- 5.3.1 This is done through verbal 'live marking' or written 'distance' marking, and crucially, by making sure pupils respond to marking/feedback by correcting their work, or re-doing the work with the teacher's comments to guide them to a higher standard.

6. Verbal Feedback

- 6.1.1 Verbal feedback, sometimes known as 'live marking', is given 'in the moment'. It provides immediate feedback to a pupil in the lesson which will directly improve their work. This could be to correct a pupil who had misunderstood a task or concept, or to further challenge or extend a pupil.
- 6.1.2 Verbal feedback has a high profile within the School. It is assumed that if a pupil can demonstrate specific knowledge or skills by the end of a unit/scheme of work, feedback has taken place, a pupil has acted on it and progress has been made. There may be little visible evidence of verbal feedback. Although teachers may use the code TT to represent Teacher Talk as an aide memoire, this is not required.

7. Self-assessment and Peer-assessment

- 7.1.1 Self-assessment and peer-assessment skills need to be taught so that they become routine in lessons. Before the teacher marks an important piece of work (e.g., extended writing in English), it is helpful for pupils to work through the process of self-assessment, peer-assessment and further self-assessment. In order for children to accurately assess, there must be a child-friendly marking scheme, as well as an agreed Marking Code (see Appendices 2 and 3).
- 7.1.2 Research that shows peer-assessment only works if the pupil is already competent in the area being assessed. Teachers therefore make sure that pupils are paired with similar-ability children for peer-assessment and it is very clear what they are looking for. This may have to be differentiated depending on the quality of the work.

8. Marking Codes

- 8.1.1 When a pupil does not receive verbal feedback in the lesson, work is marked using the Marking Code. This is stuck in the front of every book and pupils are directed to refer to the code when receiving their work. The Marking Code aims to make feedback clear to pupils and to reduce the time teachers spend writing comments.

8.1.2 Detailed descriptions of the Marking Codes for are to be found in Appendix 2 and a specific Marking Code for Year 1 in Appendix 3.

9. Margin-Marking

9.1.1 To get pupils used to marking, editing and improving their own work, a number is written in the margin of the child's work indicating how many mistakes there are in a sentence, paragraph or section. The pupil is then asked to find the mistakes and correct them.

10. Yellow Box Marking

10.1.1 Not every part of a pupil's work needs to be marked. The Yellow Box marking approach is about finding and selecting one area of work the pupil can improve. Teachers spend time reading the pupil's work and then choose **one area** to mark, drawing a yellow box around this area.

10.1.2 In practice:

- the teacher marks the pupil's work in the Yellow Box in detail, offering feedback that is specific and diagnostic;
- by 'zooming in' on one area to improve, the Yellow Box focuses children to act on that feedback in a clear and specific framework;
- pupils are then directed to either
 - correct the work in the Yellow Box as directed, or
 - re-draft/re-write/specifically improve elements of their work as directed in a new (empty) Yellow Box drawn by the teacher.

10.1.3 Teachers do **not** need to mark re-drafted work, although it is necessary to look at it.

10.1.4 Yellow Box marking:

- ensures teachers and pupils focus on a specific area of the work (rather than the entire piece);
- encourages teachers' feedback to be diagnostic and to support improvement (rather than help pupils create a final product in every activity), and
- reduces teachers' workload.

11. Dedicated Improvement and Reflection Time (DIRT)

11.1.1 Marking and feedback of any type can only be effective if pupils are allocated time to respond to it. Teachers ensure that this time is identified in the class timetable and should do this at the start of the day wherever possible. Pupils can complete their Yellow Boxes or act on their marking using a different colour pen. A part of a lesson may be allocated for pupils to do this.

11.1.2 Spellings are highlighted as per the Marking Codes (Appendices 2 and 3) and children correct their work during DIRT or during the lesson as appropriate. Teachers should use discretion depending on the child and the word as to how many times they require a child to re-write the spelling.

11.1.3 To ensure clarity and consistency for adults and children, adults use a purple pen to write in pupils' books, children edit and correct their work in green pen, and peer-assessment is done in orange pen.

APPENDIX 1 – Procedure

Specific Guidance for Teachers

- Use the Marking Code and encourage children to keep referring back to the Marking Code. Do not write narrative about anything except when using the Yellow Box.
- When a child repeatedly misspells a common word, write the word at the end of their work and a number (e.g., went x 20), which indicates how many times the child should re-write the word. Do not ask them to look it up in the dictionary, or to correct it without giving the correct spelling. If the word is misspelled in a future piece of work, the number of times they write it correctly needs to double, fill a page etc., until the memory of the correct spelling overwrites the memory of the incorrect spelling and they no longer misspell it.
- Do not mark any work that is not of the standard that the child is capable of. Give it back to the child and ask them to re-do or correct it before you mark it. If it is handed in and you feel it is not of the standard that the child is capable of, do not mark it, except to use the marking code, and hand it back for the child to repeat at a higher standard.
- If a child does not use a ruler, refer them to the Marking Code and the possibility of Lunchtime Ruler Club to reinforce the use of a ruler to underline.
- Do not provide extensive or unnecessary written dialogue, specifically avoiding 'triple marking'. Research from the EEF says 'there is no strong evidence that "acknowledgement" steps in either dialogic or triple impact marking will promote learning' (Elliot et al.,2016). The only prose should be in relation to Yellow Box marking.
- Do not write comments such as 'well done' or 'good', or 'great choice of adjective' etc. on children's work. If it is of high quality or shows great effort, double tick the part of the work that is especially good and give a Merit (M in a circle) or Double Merit which will convey this message to pupils. You can also say this in person when returning the work or as part of instant verbal feedback. Give lots of praise and encouragement verbally but this does not need to be written.
- Marking should be regular and proportionate to the curriculum. Not every piece of work needs to be marked and you can replace written marking with verbal feedback.
- There is no set frequency of written marking and written marking is not considered to be the most valuable type.
- Verbal feedback does not need to be evidenced and we do not use verbal feedback stamps. However, it might be useful for teachers to write TT (teacher talk) in the margins of a child's book when they have given verbal feedback as an aide memoir *for the teacher only*.
- Yellow Box marking should be the main form of written marking.

APPENDIX 2

Marking Codes - What Your Teacher is Telling You

The codes in the table are used by your teacher to let you know what you did well and what you need to improve to get even better. Look at them carefully to see how you can make your work the best it can be.

Symbol	What it means
√	Correct/good point/well written – great stuff, keep going!
√√	Excellent point/choice of vocabulary – you are going above and beyond!
M	Merit for an excellent piece of work – well done, you superstar!
MM	Double Merit – WOW! ☺ Your House will be so proud of you!
x	Incorrect/wrong point – it's OK, everyone makes mistakes, see if you can work out where you went wrong. Talk to your teacher if you're not sure.
Sp	Correct this spelling mistake – Your teacher will write the correct spelling and tell you how many times you have to practise writing it correctly. If you make the same mistake again, this number will increase (especially if it is a word you should know how to spell correctly!)
?	This does not make sense, read it again and put it right, please.
RULER	Oh dear.... if you have this word written in your book, you know what you have forgotten to do. Go back and underline with a RULER (otherwise you might have to come to the special Lunchtime Ruler Club run by Mrs Latham)!
} }	If you see wiggly lines next to your work, this means it is too untidy for your teacher to mark. Your teacher knows you can do better, so please re-do this and do not hand in work like this again, thank you. (Aim to get a merit next time – you CAN do it!)
^	You need to add a word so this makes sense. Read it again and put it right, please.
//	This is where a new paragraph should have started. New paragraphs are needed when you change the topic, the place, the time or a new person is introduced.
O around a letter	This means there is a lower case letter where there should be a capital, or a capital letter where there should not be a capital letter. Please put this right. Remember EVERY SINGLE SENTENCE STARTS WITH A CAPITAL LETTER!!
1,2,3,4 in margin	The number shown tells you how many mistakes you need to hunt down and correct in this section – can you rise to this challenge and put them all right?
Yellow box	When you have a yellow box around a section of your work, your teacher will give you some instructions on how to make this work better. Sometimes you might have to make corrections in the box, sometimes you might have another empty box to re-write and improve what is in the first box! This is exciting because when you have finished, you know your work will have improved – yay! ☺ ☺

APPENDIX 3

Year 1 Marking Codes - What Your Teacher is Telling You

The codes in the table are used by your teacher to let you know what you did well and what you need to improve to get even better. Look at them carefully to see how you can make your work the best it can be.

Symbol	What it means
✓	This is right. Well done!
✓✓	This is amazing - above and beyond!
M	Merit for an excellent piece of work - well done, you superstar!
MM	Double Merit - WOW! 😊 Your House will be so proud of you!
x	This is wrong, but that is OK. We all make mistakes.
} }	Wiggly lines mean that your work is messy. Can you do this again, please.
^	You have missed a letter out. Try to find what letter you need to add.
O around a letter	This should be a capital letter.
Yellow box	When you see a yellow box in your book, your teacher will tell you how to make this work better.