Mayfield Primary School

'Proud to be part of the Cranmer Trust'

Marking and Feedback Policy

(APPENDICES) (2023)

Appendix One

Procedures in greater detail:

(A) The Frequency of Feedback:

- *Teachers or Support Staff should evidence the regular use of 'Light feedback' throughout the week, eg tick, stamp, smiley face, etc).*

- *Preparation tasks including text maps, plans and drafts in English and jottings, working out and exploration in Mathematics journaling should be evidenced in pupils' books, throughout the unit. This may be in the form of photocopies of white boards and material captured electronically and reproduced as appropriately. **This is important as it charts the process and progress of pupils' learning.***

- ***In English, 'deep feedback' will mainly be evidenced within the Phase 2 and Phase 3 of the 'Bubble Planning' process.** (See Appendix Two)*

- ***In Maths, 'deep feedback' will mainly be evidenced within the journaling process.** This feedback may involve a response / action from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made. (See Appendix Three)*

- ***In the Foundation Stage, the feedback process maybe exemplified through observational assessment made by adults. Verbal feedback and discussion may be recorded and noted down, if appropriate, although this is not the expectation.** Comments may be recorded in pupils' learning journeys (Learning Book), and as the Foundation year progresses directly onto recorded learning as appropriate.*

- *Additional feedback may also be used as a strategy to support pupils in need of acceleration. This may be particularly pertinent to pupils in receipt of the Pupil Premium Grant and be used to close gaps in achievement.*

(B) Giving effective feedback to pupils.

- *Effective written feedback is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve. It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.*

- *Effective feedback is likely to fall within three main headings;*

*ationes **Specific Achievement** feedback identifies positives / strengths, ideally relating directly to the Learning Objective / Success Criteria.*

***Specific Improvement feedback** identifies where mistakes or misconceptions lie and how learning can be improved.*

Specific Extension feedback *identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.*

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:

- ***be positive, specifically identifying what has been done well.*** *(green highlight)*

- ***Identify an area for specific improvement, deeper investigation or extension, followed up with an improvement task*** *(pink highlight)*

Well-constructed feedback tasks can be used to prompt effective response from pupils so to improve quality of learning or reinforce learning points. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- *Refine a teaching point to consolidate or reinforce understanding.*
- *Extend understanding to deepen learning or raise to a higher level of thinking*
- *Address/explore misconceptions*
- *Pick up errors if apparent*
- *Address incomplete work and presentation issues*
- *Focus on a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar, etc.*

 Examples of feedback prompts can be found in Appendix Seven

When constructing feedback teachers need to consider:

1. *Does feedback inform the pupil what they have done well and what they need to do to improve?*
2. *Relate to planned Learning Objectives and Success Criteria?*
3. *Is written feedback meaningful and can it be read clearly and understood?*
4. *Does feedback indicate a next step / improvement in learning?*

(C) The Frequency and Nature of Pupil Response to Feedback

When 'Deep feedback' is used, it is likely to require a response or completed action from the pupil.

'Deep feedback' is most effective when a well-crafted prompt / request for response / action, is given and completed. Pupils need time to develop this skill from FS to Yr6, throughout the school year appropriately.

In each class, appropriate time must be given to teaching pupils to respond to tasks swiftly. This process will look developmentally different across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, *most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEND may need support to enable this.*

Likewise, tasks must be effective in improving learning, yet brief in execution.

For pupils in KS1, and where developmentally appropriate as designated by SEN Support Plans, communication of the feedback will be managed by adults, until developmentally pupils are able to access this independently.

Acknowledgement of response

This should be swift, in line with school's Feedback policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise, then adults are encouraged to address issues with the child / children through another medium than feedback and response.

(D) Role of other adults supporting

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to identify if work was independent or supported and as appropriate give feedback verbally or through a written comment. If 'deep feedback' is carried out, then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to provide feedback in line with school policy. This will be given to all new supply teachers as part of the Staff Handbook (welcome pack) on arrival in the school. A copy of this policy will also be displayed in each class.

Trainee teachers / students in school are required to follow this policy as appropriate, however the class teacher is also required to quality assure feedback at least once per week. Teachers will use professional judgement in discussion with the Headteacher or Deputy Headteacher to ascertain whether all or a sample of pupils' learning is monitored.

(E) Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the written feedback code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their subject area. Likewise, the SENCO has responsibility to ensure the policy is appropriately adapted and implemented for pupils with SEND. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of school's Assessment Lead (DHT) to liaise with the Subject Leaders and to feed back to the Headteacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Headteacher to ensure that feedback is monitored and evaluated for impact, as part of the quality assurance of teaching and learning across the school.

(F) Equality of Opportunity

All pupils are entitled to experience high-quality feedback, in accordance with this policy.

(G) SEND and Inclusion

Effective feedback must be accessible to all pupils and will reflect their individual needs and abilities. This may mean:

* writing comments for specific pupils in an accessible colour,

* supporting pupils to read comments

* recording verbal feedback and response, if required. Such requirements should be identified in a pupil's Support Agreement as required.

(H) Monitoring and Evaluation

Monitoring of the policy will be done through learning scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher and SLT will also monitor the impact of 'deep feedback' through learning scrutiny, in both English and Maths, as part of 'Teaching and Learning Reviews', to monitor the quality of teaching and learning in the school. Leaders will also look at the impact of feedback across the wider curriculum and Homework.

In the Early Years Foundation Stage, this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how feedback supports them in understanding what they need to do to improve their learning and to make progress.

Learning Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A learning scrutiny schedule will outline monitoring arrangements and feedback will be provided, either to individual teachers or to the staff as a whole.

Evaluation of Feedback will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEND provision and impact of the Pupil Premium Grant.

(I) Policy Review

This procedure has been agreed by the staff, SLT and the Headteacher in the Autumn Term 2018 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than Autumn 2019.

Appendix Two: English

At the start of each unit of learning when introducing a new genre, 'Deep Feedback' is most appropriate for 'Cold Writes' to identify appropriate next steps for improvement, using this suggested Success Criteria format. Gaps from the criteria will inform teacher's planning and form the 'Pink' element of the 'Deep Feedback' (i.e. next steps for improvement). Success Criteria needs to be generated according to the genre and the age-related expectations for their year group. SPaG elements can be taken from the National Curriculum for each year group. Feedback will also be provided for Drafts and 'Hot Writes' against this criterion. Pink comments generated from the 'Cold Write' should be actioned and progress shown in the 'Hot Write'; which may inform part of the 'Green' comment.

(See English policy for additional guidance on 'Cold' and 'Hot' writes).

Persuasive Writing (Y6)		
Purpose: To argue the case for a point of view. To attempt to convince the reader.		
Success Criteria	**P**	**T**
Genre Features include:		
An eye-catching title		
A clear opening statement about your point of view		
Main points clearly set out (e.g. each paragraph begins with a topic sentence)		
Information, reasons, examples to back up each point including counter arguments		
A summary of main points at the end restating the case in some way		
Language Features:		
Usually written in the present tense		
AFOREST Alliteration, Facts, Opinion, Repetition, Emotive language, Statistics, Three (rule of)		
Dare the reader to disagree		
Counter arguments from the other point of view		
SPaG Features:		
Modal verbs		
ible/ able rule		
Apostrophe for possession		
Handwriting		

Spelling: Not technical vocabulary- words from key lists, statutory words

Bubble Planning Marking

| Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
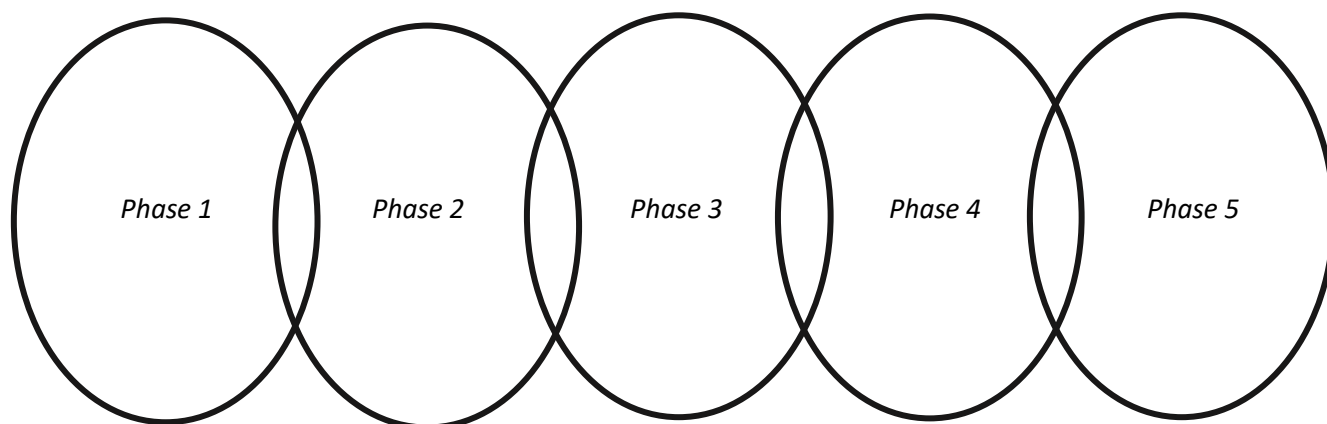
Suggested Phase Examples:

Phase 1- Creating Interest

Light Feedback / Verbal Feedback

Phase 2

Cold Write- Deep Feedback

Reading and Analysing- Light Feedback

Reading and Responding- Light Feedback

Phase 3

Gathering Content- Light Feedback

Planning- Light Feedback / Deep Feedback to aid editing

Phase 4

Modelled, Shared, Guided- Light Feedback

Drafts - Deep Feedback against checklist

Phase 5

Edit and Revise & Hot Write- Light Feedback

Present (where appropriate) Light Feedback (Special Stamper)

Spelling/ Punctuation/ Grammar

It is suggested that no more than 3 of each of these errors should be highlighted to a child in a piece of work, e.g. 2 spelling, 1 grammar, 3 punctuation errors. When they have been identified, it is expected that the errors are corrected using their green pens. These can be used during any stage of the feedback process.

English Expectations

We would like each year group to create a list, to be displayed in the classroom, of 'non-negotiables' against which they will not provide written feedback. Colleagues will be supported / guided by the English lead. This list may be added to as the school year goes on, but they are to be features of punctuation, grammar and spelling that a child in their year group should be doing in their everyday writing. E.g.

Year 2

- *All sentences to start with a capital letter*
- *All sentences must be punctuated correctly . ! ?*
- *Writing should be on the line*

This does not need to be a typed-up piece of work. In fact, generating it with the children on flip chart paper will have more effect and the children will take more ownership of it that way.

Appendix Three: Maths

Principles

Feedback should be clear and purposeful. It needs to help children identify misconceptions, help them improve and move forwards, inform any 'next steps' and support overall progress.

Meaningful

- *Allows us to correct learning, make useful comments, ask questions, set targets, and provide guidance and advice*
- *Specific and actionable*

Manageable

- *Peer and self-feedback are most effective when there is involvement from the teacher*
- *Combination of verbal, immediate and further feedback*

Motivating

- *Help pupils to strive for better mathematical outcomes/ attainment*
- *Variety of feedback*

General principles

Responses to learning in maths will involve a combination of written and verbal comments about how a child can progress, throughout the week or a unit of learning.

The best feedback is provided in class, either verbally or with 'pen in hand' feedback. *When an adult is working alongside a child, any annotations they make should be done in black (Teachers) or purple (Teaching Assistants) and annotated with 'S' for supported or 'I' independent. (See written feedback code).*

Peer/ self-feedback can be used, although should be monitored and evaluated by an adult.

Maths Books/ Journals

Throughout the week, teachers and/or children are expected to assess against the learning objective to show their understanding, for example: using either red, amber, green, / R/A/G code or smiley face system.

Correct learning can be ticked *(Not necessarily every answer is required, but a can be a larger tick to signify all answers are correct). Incorrect answers should be dotted rather than ticked.*

More detailed feedback (Deep written feedback) should be evidenced at least once a week for each child*. This may be to address a misconception that the child has, where the teacher would need to model or demonstrate the answer. It could also be a question to consolidate understanding or a more challenging question or problem to move them on e.g. Mastery Glasses challenge, or a self-reflection question. If there are many errors, then the teacher*

would need to consider children's next steps in an age/ ability appropriate way. (See Maths Policy for further guidance).

'Maths No Problem'

In 'Maths No Problem' books it is likely that the RAG rating system is mostly used, rather than 'deep feedback'.

Throughout the week there should be some evidence of incorrect learning / misconceptions being addressed. For example, same day intervention, verbal or written feedback, use of school's feedback code. Time should be given to children for them to reflect on mistakes and make some corrections.

Feedback should consider what is best for the child in the next lesson.

Appendix Four: Wider Curriculum

(A). General information

i). Most learning from the wider curriculum, will be found in children's 'Knowledge and Understanding of the World' books.

ii). It is crucial that significant improvement in children's learning can be evidenced, across all subjects, throughout each unit of work, and over the year.

iii). There is the expectation that there will be significant evidence of meaningful cross-curricular learning, often underpinned by high-quality links to English and Maths skills. Expectations of children's outcomes are high, and school does not underestimate the impact of high-quality adult interaction and intervention.

iv). We recognise the important role high-quality verbal and written feedback plays in improving children's outcomes, across the wider curriculum.

(B). Verbal feedback

i). A large proportion of feedback will be verbal and used to recognise children's strengths and provide focussed next steps for improvement.

ii). Verbal feedback is likely to have greatest impact, as it takes place within the session, and children can respond, within the moment, to areas identified by adults.

iii). We also recognise the important role that effective verbal feedback plays in reducing teacher workload.

(C). Written feedback

i). We recognise the impact that focussed and meaningful written feedback can have in improving children's outcomes.

ii). We believe that all written feedback must be useful for the child, if it is to secure rapid improvement in outcomes. If written feedback is not for the child and not used to move a child forwards, we believe there is little value in the written feedback, and it should be discouraged.

iii). Across a unit of work, there is the expectation that there will be some evidence of 'light' written feedback, following agreed school policy. 'Light' written feedback will indicate a child's success against the intended Learning Objectives, across a unit of work.

iv). Across a unit of work, there is the expectation that there will be some evidence of 'deep' written feedback, following agreed school policy. 'Deep' written feedback is related to the depth and quality of feedback, rather than the quantity of feedback. 'Deep' written feedback is likely to be carefully selected, deliberate, concise and focussed comments across a unit of work, that recognises a child's strengths or next steps, to support further improvement.

(D). Summary

Improvement across the wider curriculum is our main priority. This improvement will be driven by high-quality verbal feedback and supported by carefully selected written feedback, at an age / ability appropriate level.

There is the expectation that verbal and written feedback will be in line with the principles outlined within the school 'Verbal and Written feedback' policy.

School recognises the importance of verbal feedback and the role it plays in reducing teacher workload.

Appendix Five: Homework

(A). General Information

i). School recognises that homework can be used to support and enhance learning within school, encompassing a wide range of activities, some of which may be recorded and some of which may not.

ii). School also uses a combination of formal revision books from Yr2-Yr6 and Homework Learning Journals, throughout the year.

iii). School recognises that Homework books could cause additional marking for staff if not managed well. This is something we wish to avoid.

iv). Verbal and written feedback, in relation to Homework, may recognise a child's strengths and achievements and may refer to a child's next steps for improvement.

(B). Tasks without a written outcome

i). Many Homework tasks may not require a written outcome, eg: practising reading or spellings or times tables, etc.

ii). Adults are encouraged to talk to children about these Homework tasks as part of regular discussion within class.

iii). There is no requirement to record these discussions, although there is the expectation that this verbal feedback will go on to support children's progress and improvement.

(C). Revision guide homework

i). It is acknowledged that Revision guide homework may generate lots of questions, which may prove unmanageable for adults to mark, if we are not careful.

ii). Adults are not able to mark everything. Dots (not crosses) should be used to indicate selected errors and children should be then encouraged to correct them where possible.

iii). Not every correct question can be ticked. A larger tick may be used to indicate a section of correct answers for example.

iv). Teachers are to consider whether Teaching Assistants can be used to support the marking of homework, if appropriate.

v). Teachers are to consider whether children are able to mark aspects of their homework together within a class setting, if appropriate.

(D). Learning Journal Homework

i). Learning Journal Homework may demonstrate a child's response to a task, often related to the wider curriculum. Learning may be recorded in a variety of ways.

ii). Verbal feedback throughout the year, is crucial in recognising a child's strengths, achievements and driving improvement in next steps.

iii). Within a child's Learning Journal, there will be some evidence throughout the year of concise written feedback that has been used to support children's improvement.

iv). Written feedback should be meaningful and refer to the school's 'Verbal and written feedback' policy.

(E). Summary

Homework outcomes are represented in a wide variety of forms. High-quality verbal feedback is crucial in driving improvement, which can be enhanced by selected written feedback, which will be evidenced throughout the year.

Appendix Six: Marking Code/Prompts *(to be displayed in classrooms, printed in handwriting script)*

Content prompts

<mark>*Mistakes to be highlighted above the error, in the margin or at the end of the piece, dependent on the age, ability and needs of the children.*</mark>

✓	*correct*
.	*incorrect*
?	*possible inaccuracy*
pu	*punctuation error*
gr	*grammatical error*
sp	*spelling error*
//	*start a new paragraph*

Assessment prompts <mark>*(to be added at top of page)*</mark>

L.O	*Learning Objective:*
I	*Independent work*
S	*Supported work*
💬	*(Empty speech bubble) Please discuss learning with an adult*
💬✓	*(Speech bubble with tick added) Learning discussed with an adult.*

NB: Teachers and TAs do not need to initial learning.

Appendix Seven: Examples of feedback prompts requesting response.

(shaded statements illustrate similarity of tasks/response requests across maths and writing.)

Writing Prompts	Maths Prompts
Read your work – can you add… (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add…(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these… (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these… (extension questions/Consolidation questions)
	If the answer was …... What could the question be?
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence: …..	Finish this sentence: ….. (Explaining work)
Fill in the blanks: …..	Fill in the blanks: …. 2 + 6 = 6
Highlight the sentence where you have used… (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding ….	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me … that have …?	Tell me … that have …?
Tell me two sentences that have adverbials.	Tell me two numbers that have a difference of 12.
What … would you use to…? e.g. What word would you use show me what the character is feeling?	What … would you use to…? e.g. What unit would you use to measure the width of the table?

	What are the … of … ? What are the factors of 42?
Please write another … connective/sentence that shows me how the caterpillar moved.	*What is another … method that might have worked?*
Show me how you think this sentence would work with …adverbials/connectives/ adjectives.	*Show me how you think this will work with …other numbers/3 digit numbers?*
Verbal: Please talk me through what you have done so far.	*Verbal: Please talk me through what you have done so far.*
Show me how you could write it with … adverbials, connectives, punctuation?	*Show me how you could do it with … simpler numbers … fewer numbers … using a number line?*
What would happen if…?	*What would happen if…?* *e.g. What would happen if you started with 52?*
What new words today? What do they mean?	*What new words today? What do they mean? What maths words also mean...?*
	Would it work with different numbers?
What if you could only use…? *e.g. Short sentences, complex sentences, The adjectives for sight and sound?*	*What if you could only use …?* *e.g. Multiples of 5, 3 digit numbers, numbers less than 0?*
What if you could not use...? *What if you could only use…?* *Short sentences, simple sentences, the adjectives for sight?*	*What if you could not use...?* *Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?*

(after David Hibbert 2013)

Appendix Eight: 'Learning Objective / Success Criteria Banner' templates

English template (EXAMPLE):

Persuasive Writing (Y6)		
Purpose: To argue the case for a point of view. To attempt to convince the reader.		
Success Criteria	**P**	**T**
Genre Features include:		
An eye-catching title		
A clear opening statement about your point of view		
Main points clearly set out (e.g. each paragraph begins with a topic sentence)		
Information, reasons, examples to back up each point including counter arguments		
A summary of main points at the end restating the case in some way		
Language Features:		
Usually written in the present tense		
AFOREST Alliteration, Facts, Opinion, Repetition, Emotive language, Statistics, Three (rule of)		
Dare the reader to disagree		
Counter arguments from the other point of view		
SPaG Features:		
Modal verbs		
ible/ able rule		
Apostrophe for possession		
Handwriting		

Maths template:

To be added

Wider curriculum template

To be added

Appendix Nine: Reducing Teacher Workload (Ofsted)

Do	Don't	Remember Ofsted says
√ Remember all marking should be meaningful, manageable and motivating and should serve a single purpose – to advance pupil progress and outcomes	Spend time on marking that doesn't have a commensurate impact on pupil progress. Simple message: stop it!	Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy.
√ Remember quantity of feedback should not be confused with the quality.	Give marking a disproportionate value in relation to other types of feedback. There is no theoretical underpinning to support 'deep marking'	Ofsted does not expect to see any written record of oral feedback provided to pupils but will consider how written and oral feedback is used to promote learning.
√ Give lesson plans the proportionate status they merit, and no more, to lessen teacher workload.	Do more work than pupils. This can become a disincentive for pupils to accept challenges and take responsibility for improving their work.	If it is necessary for inspectors to identify marking as an area for improvement for a school, inspectors will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.
√ Look to identify blocks of time to allow for proper collaborative planning.	Create detailed plans that become a 'box-ticking' exercise creating unnecessary workload for teachers and taking time away from the real business of planning.	Ofsted does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain.
√ Remember planning together needs to be accompanied by regular and professional discussion which focuses on the outcomes for pupils.	Make excessively detailed daily or weekly plans a routine expectation at the expense of collaboratively produced schemes of work.	Ofsted does not require schools to provide individual or previous lesson plans to inspectors.
√ Have high quality resources and schemes of work already in place and easily accessible.	Plan to please external organisations.	Ofsted does not expect performance and pupil-tracking information to be presented in a particular format.
√ Be clear on the purpose. Why is this data being collected, and how will it help improve the quality of provision?	Collect data just because you can or the system allows it – have an appropriate sense of its validity and purpose.	Ofsted will usually expect to see routine evidence of the monitoring of teaching and learning and its link to teachers' performance management and the teachers' standards, but this should be the information that the school uses routinely and not additional evidence generated for inspection.
√ Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks.	Duplicate data for different audiences – 'collect once, use many times'.	

For more recommendations and to read the reports in full, search 'reducing teachers' workload' on GOV.UK
For clarification of what Ofsted expects, search the Ofsted Inspection framework on GOV.UK

To read about practical ways to reduce your workload from other schools, visit the Department for Education's teaching blog: teaching.blog.gov.uk The reports are endorsed by the following: