

Yarborough Academy

Marking and Feedback Policy

June 2019

Marking and Feedback Policy

Context

At Yarborough Academy, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking.

Our policy is underpinned by the evidence of best practice from the June 2019 Ofsted Handbook, Education Endowment Foundation and other expert organisations.

Section 5 of the School Inspection Handbook states that:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, 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.
- Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.

When inspectors visit a school they will undertake a work scrutiny paying particular attention to the following:

- the level of challenge and whether pupils have to grapple appropriately with content, not necessarily 'getting it right' first time, which could be evidence that the work is too easy
- how well teachers' feedback, written and oral, is used by pupils to improve their knowledge, understanding and skills. Inspectors should note the clarification points set out in Part 1 about pupils' work and marking.

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, manageable and motivating.**

Marking and Feedback Policy

Key Principles

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further the children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to the students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided to both teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is 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;
- all pupil's work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

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 four common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. End of lesson/task feedback - at the end of a lesson/task
3. D.I.R.T (Dedicated Improvement and Reflection Time) – 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 has finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material they are studying.

The following page provides examples of how the 4 different types of marking and feedback may be seen during lessons and in children's books.

At the end of this policy there are 4 appendices which contain written examples of what each type of feedback may look like.



Marking and Feedback Policy

Feedback and marking in practice

What the feedback looks like ...	Evidence for Obs
Immediate Feedback	
<ul style="list-style-type: none"> • Can include the teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. • May involve teachers completing a formative assessment sheet. • In many cases, teachers will group children fluidly to maintain maximum progress. • Takes place in lessons with individuals or small groups . • Often given verbally to pupils for immediate action. • May involve use of a teaching assistant to provide support or further challenge . • May re-direct the focus of teaching or the task . 	Learning evaluations Learning walks Children's Voice
End of lesson / task feedback	
<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity. • Often involves groups or whole classes . • May provide an opportunity for individuals to evaluate their learning in the lesson or level of confidence about a concept. • May take form of self or peer- assessment against an agreed tool kit • May take the form of written feedback e.g. keyword marking • May take the form of a quiz, test or score on a game • In many cases, it will guide a teacher's further use of D.I.R.T to focus on areas of need . 	Learning Evaluations Learning walks Self /Peer asses Key Word Marking Toolkits Quiz results Test Results


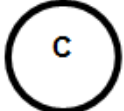





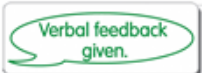

What the feedback looks like ...	Evidence for Obs
Dedicated Improvement and Reflection Time (D.I.R.T)	
<ul style="list-style-type: none"> • D.I.R.T can happen on an ongoing basis after oral feedback has been given or at the beginning of the next session once end of lesson feedback has taken has been provided. • D.I.R.T will sometimes take up a large part of the next lesson. This will enable the teacher to give feedback to the class about strengths and areas for development. Time is then given to groups / individuals to work on these areas for development and improve their work through proof reading and editing. • DIRT gives teachers and children the opportunity to analyse errors and misconceptions which need addressing from previous lessons before moving onto subsequent learning. 	Learning evaluations Learning walks Children's Voice
Summative Feedback	
<ul style="list-style-type: none"> • 'Assessment Week activities • Baseline results (EYFS) • NFER Tests • SATs Test - 10 minute tests, TT rockstars 	Learning Evaluations Learning walks Self /Peer asses Toolkits Quiz results Test Results

Appendix 1—Immediate Feedback

Marking Approaches

All work should be acknowledged in some form by class teachers. This may be through simple symbols such as ticks and smiley faces or highlighting of the learning objectives to show the level of understanding reached during that part of the learning journey.

Here are examples of different marking symbols that teachers may use in their feedback to students. The meaning of each symbol must be clear to pupils before they are used to provide maximum impact.

		Can be used to show when a child has worked independently.		Correction Needed	//	New Paragraph Needed
	PA	Peer assessment. When a child has critiqued another child's work.		Punctuation Error	^	Missing Word
	SA	Self Assessment When a child has checked their own work.		Spelling Error	.	Correction / Mistake
		Smiley Can be used as an acknowledgment of effort		Correct Answer		This stamp is to be used when a child has worked with an adult (both teachers and TA's). Reminds that work was not completed independently.
		Verbal feedback given.		Stamp could be used after discussing a child's work. Key word to be added.		To be given out for excellent effort when working, not just for achieving the learning objective.



Appendix 1—Immediate Feedback

Verbal Feedback

In Early Years Foundation Stage and Key Stage 1, marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with the children at the next appropriate opportunity. When an adult has given a child verbal feedback, the pupil should be encouraged to make a note in their book in the form of a key word or phrase.

Formative Assessment Sheets

Here are some examples of the format formative assessment sheets may take. These can be completed by both teachers and teaching assistants.

Formative Assessment Sheet

Green		Blue		Purple		Yellow		Red	
Name	Assess	Name	Assess	Name	Assess	Name	Assess	Name	Assess

Formative Assessment

To spell correctly	Spell words containing 40+ learned phonemes.	Spoken words are segmented into some of the 40+ learned phonemes and applied in writing.	With reminders, most of the 40+ learned phonemes are applied correctly in writing.	Independently, almost all simple words are spelled correctly.
To organise writing appropriately	Re-read writing to check it makes sense.	There is an awareness of the need for writing to make sense. When help is provided, writing is read and changes are made if necessary.	Writing generally makes sense to the reader.	Writing is re-read and changed, if necessary, so that it makes sense to the reader.

Future Planning/ Next Steps:					



Appendix 2—End of lesson / task feedback

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks and smiley faces or highlighting of the learning objectives to show the level of understanding reached during that part of the learning journey.

In Early Years Foundation Stage and Key Stage 1, marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with the children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or workshop groupings rather than providing a written comment. In most cases, written comments will be focused on extended pieces of written work or extended tasks. These will allow children's achievements to be recognized and provide further guidance for future learning .

Self Reflection

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. At the end of most lessons, the children could write self-reflection comments or use emojis to show how they feel about their learning in that lesson. These comments should be linked to specific milestone indicators to ensure the self reflection is meaningful. When children are able, sentence stems provided by the teachers could support these reflections. In many maths sessions, the children could self-mark after 4/5 questions to see if they are ready to move on to the next challenge or need a little bit more help. They then need to find their errors and correct their mistakes (supported by an adult if needed). The teachers still look at these books every day .



ELO: To improve.



Circle the smiley to show your level of understanding for each milestone indicator at the beginning and end of the mini maths mission.

Fractions ELO: To understand fractions	Start of the mission	End of the mission
MI: To find fractions of shapes	😊 😐 😞	😊 😐 😞
MI: To find fractions of amounts	😊 😐 😞	😊 😐 😞

Today I have enjoyed...

I was surprised at...

I think I need to practise...

Something I'm not sure about is...

I would like to get better at...

The most useful thing I learnt today is...

I would like more help with...

This lesson was important because...

Something I want to find out more about is...

This lesson was important because...

I was interested in...

I might have got more from today's lesson's if...

Today I struggled with...



I can do this!



I'm getting there.



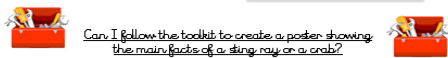
I need help!






Appendix 2—End of lesson / task feedback

Tool Kits

Tool Kits help students recognise if they have been successful in their learning. The most significant benefits of tool kits are that they can help to cultivate independent learners, provide effective feedback and create confident students who contribute to activities. When students have tool kits at hand, they are more informed about how they will be assessed. Consequently, they are better able to assess their own and others' work to identify successes and areas for improvement. They also allow you and the pupils to give accurate feedback – they keep you both focused on the criteria that the work will be assessed against. Best practice suggests that you discuss and agree the tool kits with the students in advance of the learning experiences. They can be used in form of a tick sheet for self, peer or teacher marking.



To have a title <i>Sting Rays Crabs</i>	
To add pictures 	
To use phonic knowledge to write 2 sentences or more 	
To use 'and' or 'because' to link sentences <i>and because</i>	
To decorate the poster 	



3*



Water Safety Water Safety Advert Toolkit

Work with your team to try and make your water safety advert as professional as you can.



Challenge	Tool Kit for	Team Assessment
Going for Green 	Each page from the pack is included in the advert.	
	Images and video clips are used.	
Going for Gold 	Speaking is clear.	
	Look at the camera when you are speaking.	
	Text is included on some slides	
	Transitions used between slides	
	Use expression when speaking.	

* PUPILS - TOOLKIT

INSTRUCTION FEATURES	ME	PARTNER	TEACHER
TITLE			
SECOND PERSON			
PICTURE			
OPENING STATEMENT			
BOSSY VERBS (IMPERATIVE)			
TECHNICAL LANGUAGE			
TIME CONNECTIVES			
LIST OF INGREDIENTS/EQUIPMENT			
SEQUENCE OF STEPS			

Critique

<p>Gallery Critique</p> <p>A whole class critique session to focus on bright spots and develop criteria for success.</p>	<p>In-Depth Critique</p> <p>A whole class critique session to discuss and compare two pieces of exemplary critique.</p>	<p>Quick Checks</p> <p>A whole class visual check to assess the quality of critique received.</p>
<p>Focus Drafts</p> <p>A method to structure revision and development of student work to standards.</p>	<p>Checklists</p> <p>A method to support students focus on standards of quality work. Can be self- or peer-assessed.</p>	<p>Critical Friends</p> <p>A peer critique structure to enable students to develop trust and relationships to support the culture of critique.</p>
<p>Carousel Critique</p> <p>A whole class critique session to allow all students to receive some feedback on their work.</p>	<p>Departments</p> <p>A management structure to help students play to their strengths, develop leadership, and support one another's work.</p>	<p>Active Listening Triads</p> <p>A small group structure that supports students to develop their writing, reading, and listening skills.</p>

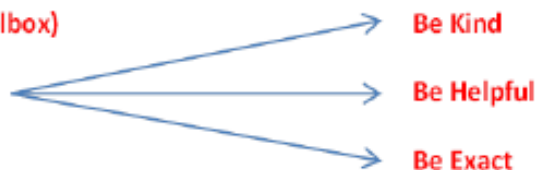
- *Use for self and peer assessment
- *Use the A's and B's of assessment
- *Drafting and re-drafting work

Appendix 2—End of lesson / task feedback

Analyse (read and study against toolbox)

Appraise (give praise and advise)

Amend (make your changes)



<p>Conferencing</p> <p>A structure to support the development of student work through one-on-one conferences.</p>	<p>Fish Bowl</p> <p>A strategy to introduce and model new structures of critique.</p>	<p>Visual Rubric</p> <p>A support strategy to assist students to give specific feedback with visual cues and short comments.</p>
<p>Tuning Protocols</p> <p>A structure to enable students to tune ideas or projects in a small group setting.</p>	<p>Written Conversations</p> <p>A structure for students provide feedback to one another through rounds of written comments.</p>	<p>Google Doc Comments</p> <p>Pairs or small groups of students provide written feedback to one another via the comment function on Google Docs.</p>
<p>Expert Mentors</p> <p>Students work directly with an expert to facilitate the development of their work.</p>	<p>Focus Questions</p> <p>A strategy to help students engage in critique structures by first thinking critically about their work and posing questions for review.</p>	<p>Question Prompts</p> <p>A support strategy to assist students to select from a few questions provided to identify a focus question for critique.</p>

Appendix 3—D.I.R.T.

Dedicated Improvement and Reflection Time

D.I.R.T. allows teachers and students time to reflect on feedback given during a lesson or over a period of time. It does not need to be timetabled but should occur at relevant points in time throughout each week, usually after marking and feedback has been given, to enable students to reflect on and improve their practise. This opportunity is also effective in looking for evidence to prove that targets have been achieved and setting new targets to bridge gaps and extend children’s learning. This could be done during guided sessions, lesson times or through individual meetings. Too often we spend a great deal of time marking student work and giving them excellent feedback to improve. Crucially, however, students often spend a relatively short amount of time scanning the feedback for a grade or a level and then move on. Similarly, with a draft of their work they give the feedback a cursory glance, but they hurry on with supposed improvements and make the same mistakes once more. **DIRT** is about redressing that issue. Essentially, **DIRT** is about having the highest expectations of students and them having the highest expectations of themselves.

Pupils should use a red pen when making improvements to their work.

Here are 5 ways to make DIRT successful:

1. **Keep it focused**—make sure students are looking for specific things to improve in their work
2. **Model and scaffold**—take time to teach pupils how to improve their work. Scaffold the approach for different pupils.
3. **Targeted feedback**—make sure your feedback is specific to enable students to make improvements.
4. **Make oral feedback matter**— using live feedback during sessions should minimise the amount of time students need to spend improving their work
5. **Exploit the power of peers** - effective peer reflection and coaching (using Kagan structures) ensures all students are able to make improvements in their work even when they are not



D.I.R.T time

Dedicated
Improvement and
Reflection
Time





Appendix 4—Summative Feedback

Target Setting

The teachers and pupils work together to set Reading, Writing and Maths targets on a regular basis. These targets are displaying on each individuals Trello board and may seen written in books also. In Maths, targets for the children are based on the key number skills needed for each stage of learning that underpin broader mathematics learning, including number bonds, multiplication facts, place value and standard written methods. In Writing, targets are based on the key spelling punctuation and grammar rules for each stage of learning as well as key composition skills. There is no expectation that targets are updated on a fixed term, but these should be reviewed regularly by both pupils and teachers, and updated when they are achieved. Targets should not remain for a long period but take account of a child's need and progress so that they are achievable.

Baseline Assessments, Phonic Screening, KS1 SATs, Time Table Recall, KS2 SATs, NFER Termly Tests

The pupils and teachers complete all statutory assessments as well as NFER tests in years 1,3,4 and 5. These are used to support teacher assessments for pupils as well as providing information about gaps in learning, subject leader information and reporting to parents etc. SLT also use this information to gain an insight into attainment and progress throughout the school.



Department
for Education





Marking and Feedback Policy

Policy Responsibilities

School

- To consistently apply this policy,
- To engage in the review and improvement of this policy and any associated assessment systems.

Pupils

- To respond to marking and feedback,
- To participate in the review and improvement of this policy.

Monitoring

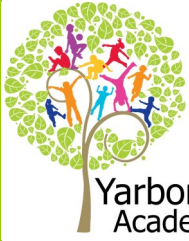
Consistency of implementation and impact will be monitored through:

- Work Trawls,
- Formal and informal lesson observations,
- Pupil interviews.

Review

Policy review will be lead by:

Governor Committee	Standards		
Staff Team	Senior Leadership Team		
Term / Year			
Signed		Date	



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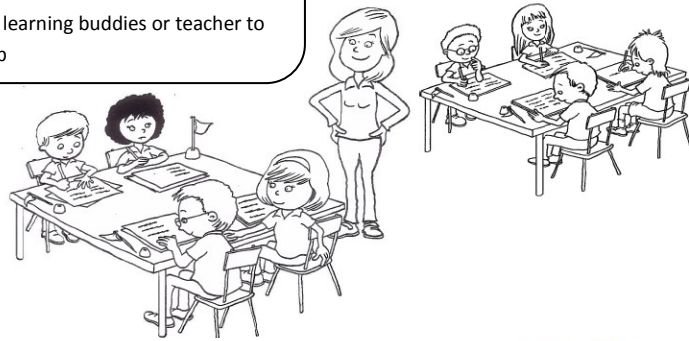


Progress Checks

In order to gain a deep insight into the progress pupils make in lessons, the teacher needs to use techniques that do not put on hold any body learning. These are the techniques we will use, rather than stopping the whole class each time

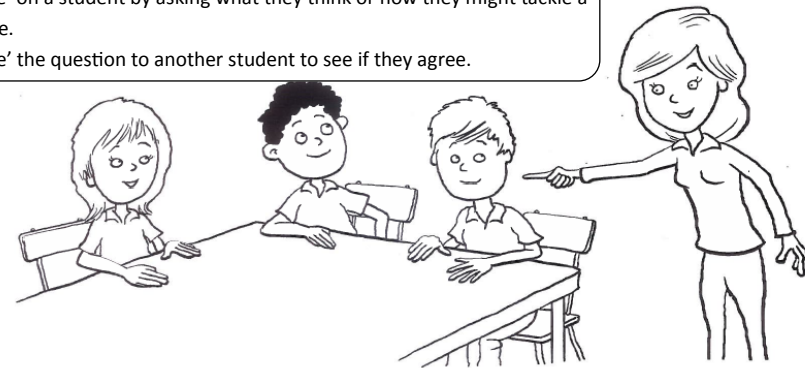
- *Students display a flag indicating they need help.
- *Red: 'Really can't do this.'
- *Amber: 'I need a bit of guidance.'
- *Green: 'I feel confident.'
- *Use either learning buddies or teacher to provide help

Flagging



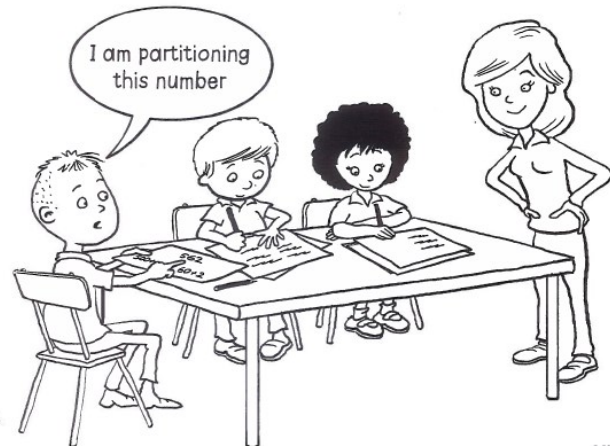
Pounce and bounce

- *Best used in a smaller group:
- *'Pounce' on a student by asking what they think or how they might tackle a challenge.
- *'Bounce' the question to another student to see if they agree.



- *Teacher asks individuals of groups to tell them what they are doing.
- *Teacher decides if they seem to know what to do.

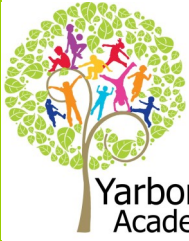
Tell me



Show me

- *Instead of asking students questions, give activities that will show knowledge, skills or understanding.





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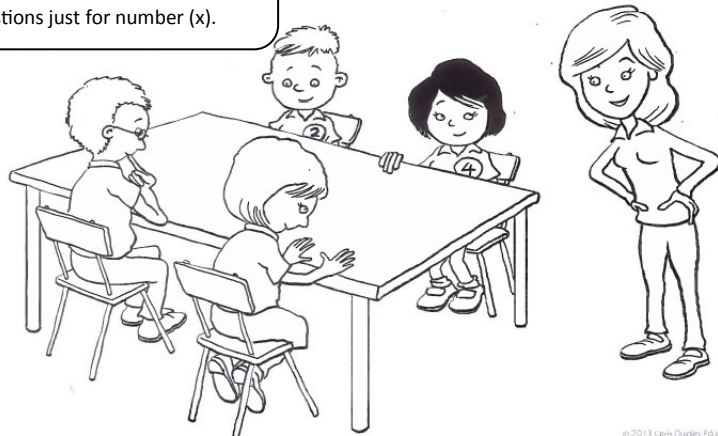


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- *1, explain to 2 whilst I listen.
- *3, please could you summarise?
- *2, please could you teach 4 whilst I watch?
- *Here's a questions just for number (x).

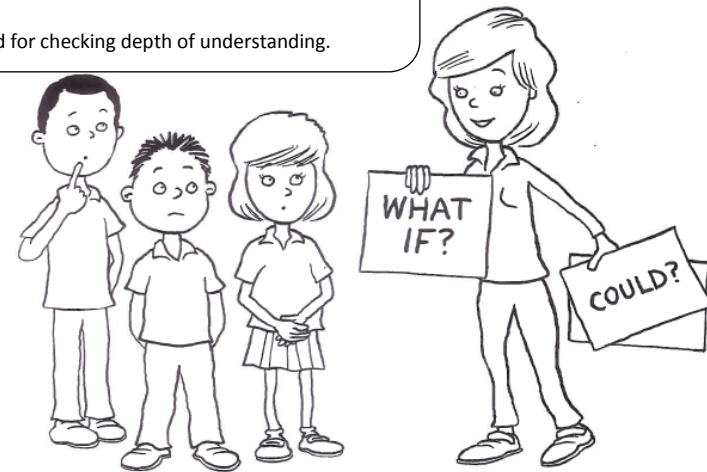
Number check



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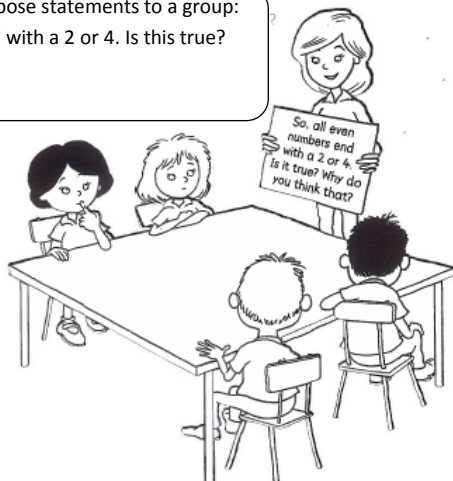
- *Ask individuals or groups challenging questions such as:
- *What if?
- *Could?
- *Should?
- *This is a good for checking depth of understanding.

Curved ball



Statements

- *To check understanding pose statements to a group:
- *So, all even numbers end with a 2 or 4. Is this true? Why do you think that?

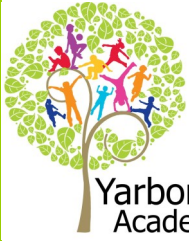


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- *Teacher presents a group or individual with a challenge.
- *Teacher leaves them, giving a few minutes for them to think of an answer.
- *Teacher poses another question to another group and then returns to the first group to listen to their response.

Timed challenges





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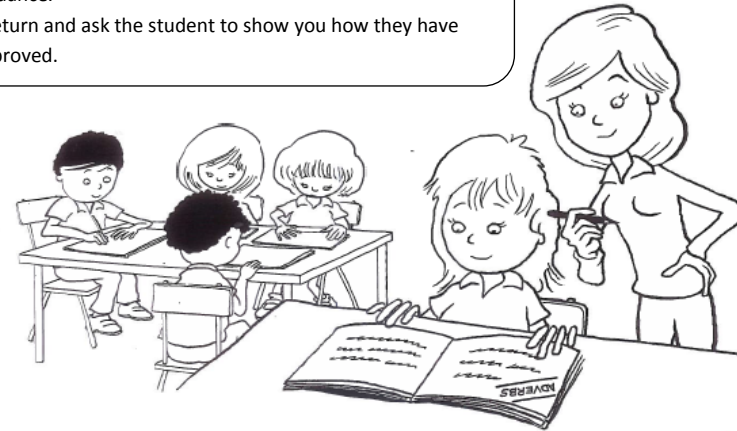
Guide and return

- *Give an individual or group guidance.
- *Make a note of the guidance.
- *Return soon afterwards to see if the guidance has been acted upon



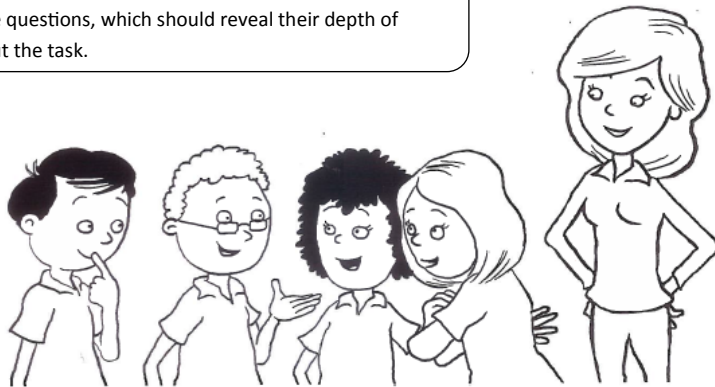
- *Check a students work and give verbal feedback.
- *Write a key word to symbols to remind the student of the guidance.
- *Return and ask the student to show you how they have improved.

Key word



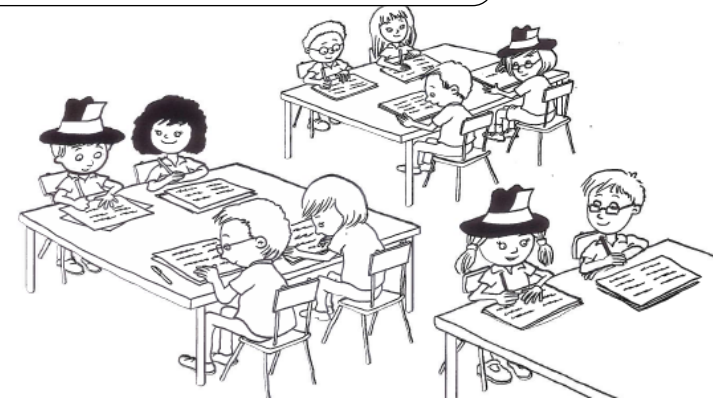
Go for three (or five)

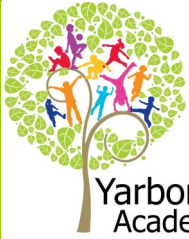
- *Ask a group to think of 3 questions they have about the task they are doing.
- *Listen to the questions, which should reveal their depth of thinking about the task.



- *Each group of students has a designated reporter.
- *Reporters are students who can quickly articulate the thoughts of the group.
- *After discussion, only the reporter feeds back to the class.

Reporters





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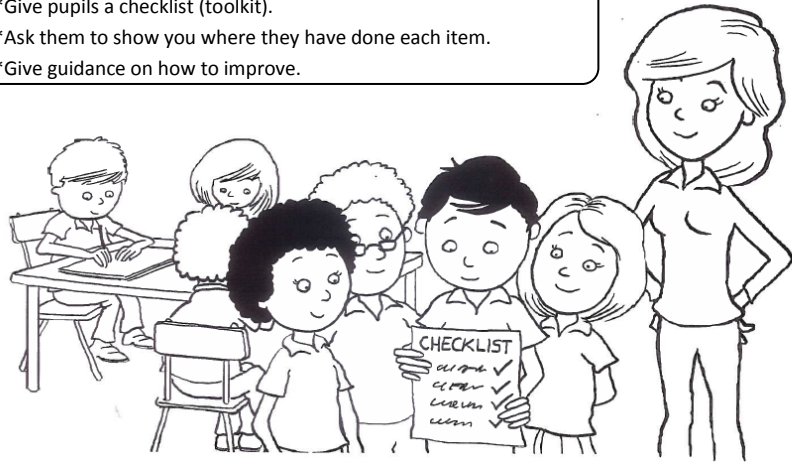
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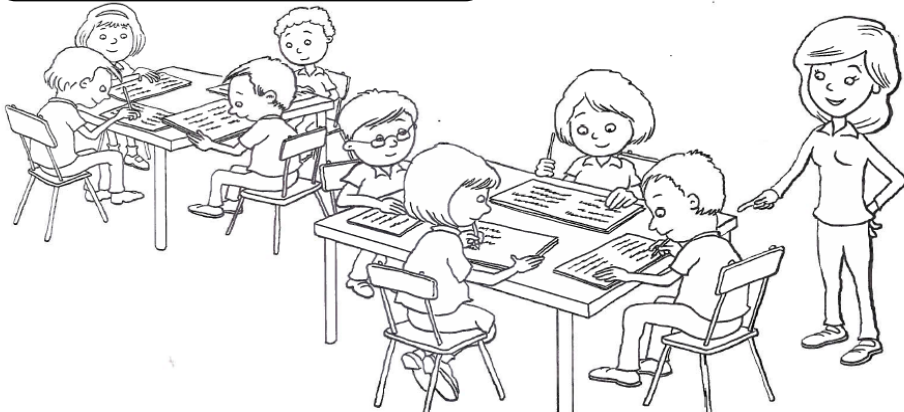
Checklist

Give pupils a checklist.

- *Give pupils a checklist (toolkit).
- *Ask them to show you where they have done each item.
- *Give guidance on how to improve.



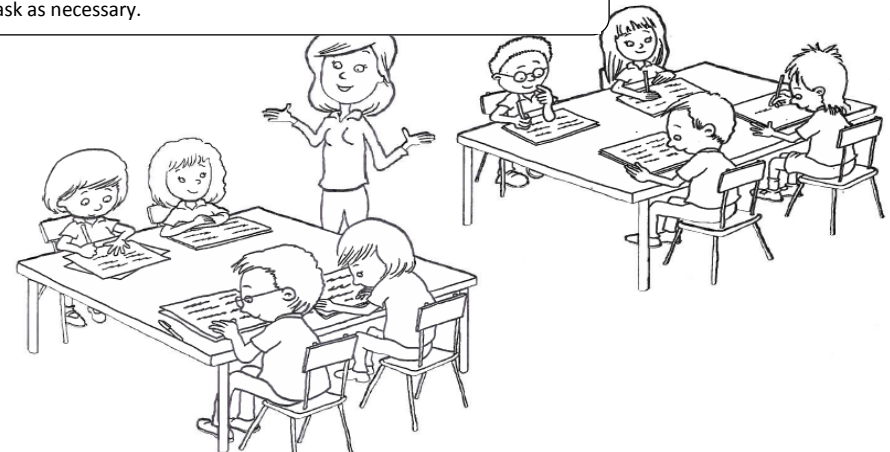
- *Watch students.
- *Quickly group any students that need guidance.
- *Don't stop the whole class, just the ones who need help.



Quick groups

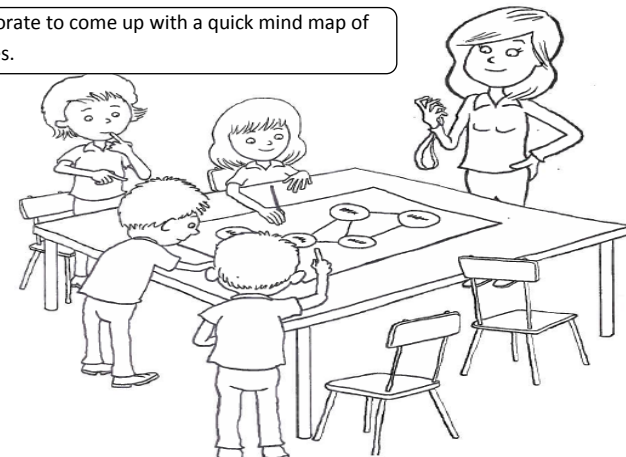
Pupil questions

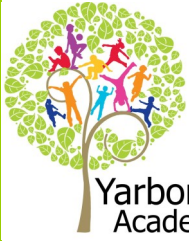
- *Ask pupils to come up with 3 possible answers to a question.
- *Ask them then to decide which they think is the best question, giving reasons why.
- *Reshape the task as necessary.



Two-minute mind map

- *Ask pupils to collaborate to come up with a quick mind map of key ideas in 2 minutes.





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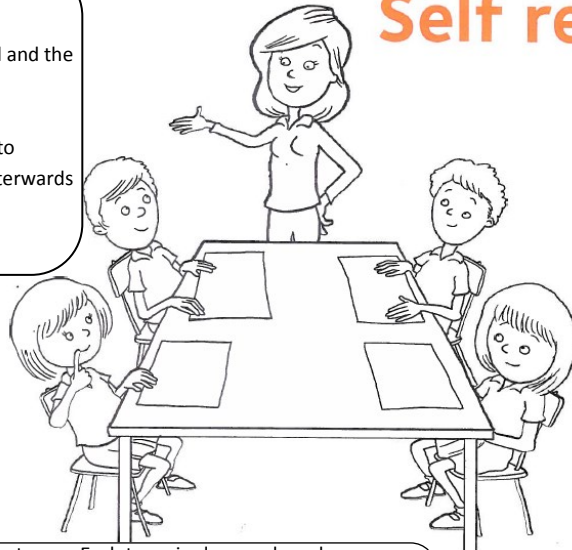


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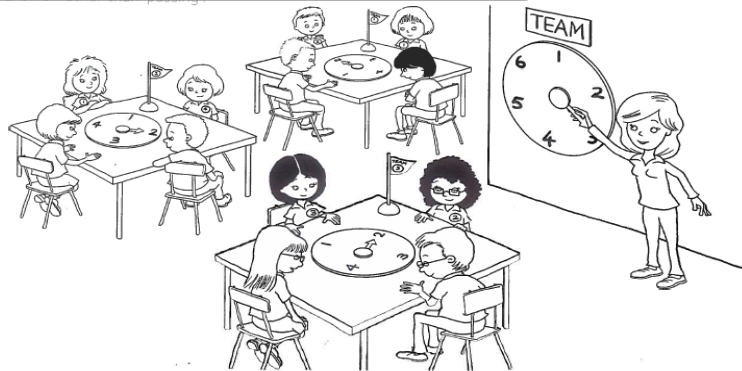
- *Ask pupils to look at their work and identify 2 things:
- *What they have done well and the reasons for their choice.
- *What they could improve.
- *Then give them a change to improve, returning soon afterwards to see the improvement.

Self review



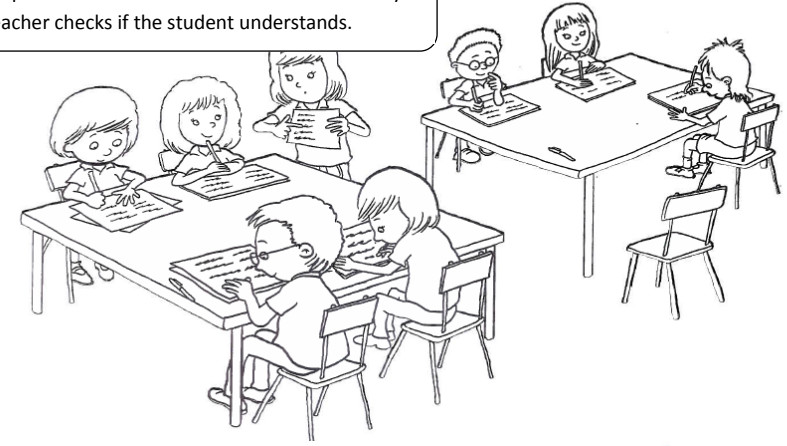
- *Put numbered students into teams. Each team is also numbered.
- *When asking questions, try think and discussion time. Spin to see which team will answer and spin to see which team member will answer.
- *If a team member cannot answer, give a little extra team discussion time as the aim is that they can answer rather than 'passing'.

Spinners



- *Students find their buddy if they need help.
- *Teacher spots this but does not intervene immediately.
- *Later, teacher checks if the student understands.

Learning buddies



- *Give pupils a quick quiz to test their recall of key facts, concepts and vocabulary.

Quick quiz

