Mundella Primary School

Policy for Marking and Feedback

Date of issue	Next review	Version	To be read in conjunction with in house documents	Updated information
May 2018	Jan 2020			
Signed: Chair of Governors				
Signed: Headteacher				

Inclusion and Equality

We believe that all children, irrespective of physical ability, race, gender, creed or stage of achievement should be given the opportunity to reach their full potential in all areas of the Curriculum. Marking and feedback at Mundella Primary School is tailored to the range of needs and abilities of each child. We also consider the summative assessment of children in various groups (gender, ethnicity, etc.) as part of our six pupil progress meetings a year and plan accordingly should there be any gaps shown in progress. This is reviewed, evaluated and if necessary, modified at subsequent meetings.

Introduction

At Mundella Primary School, we recognise the importance of marking and feedback as part of the teaching and learning cycle, and we aim to maximise the effectiveness of its use in practice. We believe that marking of children's work has four basic functions:

1. **To correct and direct:** To support children's learning by providing them with developmental comments and specific guidance on how to improve their work, enabling the subsequent progress to be monitored.
2. **Affirmation:** To celebrate children's achievements by providing accurate, specific affirmation based on the learning objective and success criteria of the lesson. This may sometimes be delivered verbally, and not always be evidenced in books.
3. **To identify the process:** To ensure the learning process is clear so children know how to complete similar tasks in the future. E.g. A further example provided by the teacher for the child to further practice the taught skill.
4. **To coach:** To enable pupils to critique themselves and others and develop insight for all children in peer and self-assessment.

For both children and teachers it must be; Meaningful, Manageable and Motivating
(DFE, March 2016 'Eliminating Unnecessary Workload Around Marking').

Key Principles

Our policy has at its core, a number of principles:

- the focus of feedback and marking is to further children's learning;
- written comments are used where they are accessible to students according to age and ability;
- effective feedback is delivered closest to the point of action, and as such, feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both by teachers and pupils as part of the assessment process in the classroom, and takes many forms other than written comments;
- 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.
- marking informs future planning - lessons are delivered to meet the need of the individuals based on the information gleaned from their oral and written responses in class.

All pupils' work should be reviewed by teachers, at the earliest appropriate opportunity, so that it will impact on future learning. If written comments are needed teachers and teaching assistants should try to adhere to the school handwriting policy. Children are expected to take pride in their work and present it to the best of their ability.

Aim

Within these principles, our aim is to:
- make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning. (https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/)
- ensure teachers 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 three common stages in the learning process:

1. Immediate feedback – at the point of teaching.
2. Summary feedback – at the end of a lesson/task.
3. Review feedback – away from the point of teaching (including written comments).

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.

Type	What it looks like	Evidence (for observers)
Immediate	- Includes teacher gathering information during lessons, including mini-whiteboards, written tasks and oral responses, etc. - 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 - May include highlighting/annotations according to the marking code.	- Lesson observations/learning walks/book looks as part of the school monitoring cycle. - Some evidence of annotations or use of marking code/highlighting - AFL stickers or comments placed in books to reflect/detail oral responses given by pupils evidencing understanding.
Summary	- Takes place at the end of a lesson or activity - Often involves whole groups or classes - Provides an opportunity for evaluation of learning in the lesson - May take form of self- or peer- assessment against an agreed set of criteria - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	- Lesson observations/learning walks/book looks as part of the school monitoring cycle. - Timetabled pre- and post-teaching based on assessment - Some evidence of self- and peer-assessment - Reflected in books and in future teaching.
Review	- Takes place away from the point of teaching - May involve written comments/annotations for pupils to read / respond to - Provides teachers with opportunities for assessment of understanding - Leads to adaptation of future lessons through planning, grouping or adaptation of tasks - May lead to targets being set for pupils' future attention, or immediate action	- Lesson observations/learning walks/book looks as part of the school monitoring cycle. - Acknowledgement of work completed - Written comments and appropriate responses/action - Adaptations to teaching sequences or tasks when compared to planning - Use of annotations to indicate future groupings.

Appendix 1

Equipment needed for policy to be adhered to successfully:

- Blue pens for teacher marking.
- Highlighter pens in green, and orange.
- Children edit, self and peer assess work using a green pen.

Appendix 2
Marking Code

| Annotation	Meaning
	Work which demonstrates that a pupil has met an element of the success criteria to a high standard, demonstrated a particular skill or achieved the intended outcome. Only a small part will be highlighted green as an outstanding example when noted.
	Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in calculation, etc.). The highlighted part needs to be redrafted/corrected before/during the next lesson.

Self-evaluation

Learning objectives are clearly written or displayed in children's books. At the end of lessons, children are asked to mark next to it whether they feel they have met it by adding:

KS1: Smiley faces.

KS2: Triangle
One line of a triangle (need more help), 2 sides of a triangle (partly understood) or a triangle (fully understood).
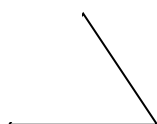
Optional Marking codes

Topic

VF	Verbal Feedback
SP	Spelling Review
P	Punctuation Review
//	New Paragraph
SA	Self-Assessment
PA	Peer-Assessment
^	Missing Word / Phrase
⌐	Next Steps
I	Independent

Maths

.	Take another look
√	Correct
⌐	Next Steps
I	Independent

Appendix 3

Effective Questioning Strategies:

- Extend the wait time. Research shows the average time it takes for children to answer a question is 3 to 5 seconds.
- No hands up - teacher chooses so whole class involved no children opting out.
- Jotting thinking on whiteboards or scrap paper and then share with class.
- Talking partners or groups.
- Focus on the response and not the child.
- Show a variety of wrong and right answers and discuss.
- Give a statement and ask children to agree and disagree. Discuss.
- Respond neutrally - echo or 'Does anyone have a different idea?'
- Include 'Do you think?' questions
- Using a good range of types of questions See Blooms Taxonomy

Appendix 4

Embedding the principles of effective marking
(DFE, March 2016 'Eliminating Unnecessary Workload Around Marking').

Meaningful: marking varies by age group, subject, and what works best for the pupil in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and are trusted and expected to incorporate the outcomes into subsequent planning and teaching. This will further highlight how marking should serve a single purpose – to advance pupil progress and outcomes. Oral feedback, working with pupils in class, reading their work – all help teachers understand what

pupils can do and understand. Every good teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

Manageable: 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. The time taken to mark does not always correlate with successful pupil outcomes and leads to wasted teacher time. Examples of disproportionate marking practice include: extensive comments which children in an early years' class are unable to read, or a written dialogue instead of a conversation. If teachers are spending more time on marking than the children are on a piece of work then the proportion is wrong and the teacher needs to redress the balance. Feedback can take the form of spoken or written marking, peer marking and self-assessment.

Motivating: Marking should help to motivate pupils to progress. This does not mean writing in-depth comments or being universally positive: sometimes short, challenging comments or oral 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.

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. 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.

Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Appendix 5

Bloom's Taxonomy

http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf

Bloom's Taxonomy provides an important framework for teachers to use to focus on higher order thinking. By providing a hierarchy of levels, this taxonomy can assist teachers in designing performance tasks, crafting questions for conferring with students, and providing feedback on student work.

This resource is divided into different levels each with **Keywords** that exemplify the level and questions that focus on that same critical thinking level.

Questions for Critical

Thinking can be used in the classroom to develop all levels of thinking within the cognitive domain. The results will be improved attention to detail, increased comprehension and expanded problem solving skills. Use the keywords as guides to structuring questions and tasks. Finish the Questions with content appropriate to the learner.

Assessment can be used to help guide culminating projects. The six levels are:

Level I Knowledge

Level II Comprehension

Level III Application

Level IV Analysis

Level V Synthesis

Level VI Evaluation

Blooms Level I: Knowledge

Exhibits memory of previously learned material by recalling fundamental facts, terms, basic concepts and answers about the selection.

Keywords:
who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

Questions:
• What is...? • Can you select? • Where is...? • When did _____ happen?
• Who were the main...? • Which one...? • Why did...? • How would you describe...?
• When did...? • Can you recall...? • Who was...? • How would you explain...?
• How did ____happen...? • Can you list the three..? • How is...?
• How would you show...?

Assessment:
Match character names with pictures of the characters.
Match statements with the character who said them.
List the main characteristics of one of the main characters in a WANTED poster.
Arrange scrambled story pictures and/or scrambled story sentences in sequential order.
Recall details about the setting by creating a picture of where a part of the story took place.

Blooms Level II: Comprehension
Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptors and stating main ideas.

Keywords: compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

Questions:
• How would you classify the type of...? • How would you compare...? contrast...?
• Will you state or interpret in your own words...?
• How would you rephrase the meaning?
• What facts or ideas show...? • What is the main idea of ......?
• Which statements support...? • Which is the best answer...?
• What can you say about ...? • How would you summarize... ?
• Can you explain what is happening...? • What is meant by...?

Assessment:
Interpret pictures of scenes from the story or art print.
Explain selected ideas or parts from the story in his or her own words.
Draw a picture and/or write a sentence showing what happened before and after a passage or illustration found in the book. (visualizing)
Predict what could happen next in the story before the reading of the entire book is completed.
Construct a pictorial time-line that summarizes what happens in the story.
Explain how the main character felt at the beginning, middle, and /or end of the story.

Blooms Level III: Application
Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different, or new way.

Keywords:
apply. build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify

Questions:
• How would you use...? • How would you solve ____ using what you've learned...?
• What examples can you find to...? • How would you show your understanding of...?
• How would you organize _____ to show...?
• How would you apply what you learned to develop...?

• What approach would you use to…? • What other way would you plan to…?

• What would result if…? • Can you make use of the facts to…?

• What elements would you use to change…? • What facts would you select to show…?

• What questions would you ask during an interview?

Assessment:

Classify the characters as human, animal, or thing.

Transfer a main character to a new setting.

Make finger puppets and act out a part of the story.

Select a meal that one of the main characters would enjoy eating: plan a menu, and a method of serving it.

Think of a situation that occurred to a character in the story and write about how he or she would have handled the situation differently.

Give examples of people the student knows who have the same problems as the characters in the story.

Blooms Level IV: Analysis

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Keywords:

analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion, take part in

Questions:

• What are the parts or features of . . . ? • How is _____ related to . . . ?

• Why do you think . . . ? • What is the theme . . . ? • What motive is there . . . ?

• Can you list the parts . . . ? • What inference can you make . . . ?

• What conclusions can you draw . . . ? • How would you classify . . . ?

• How would you categorize . . . ? • Can you identify the different parts . . . ?

• What evidence can you find . . . ? • What is the relationship between . . . ?

• Can you make a distinction between . . . ? • What is the function of . . . ?

• What ideas justify . . . ?

Assessment:

Identify general characteristics (stated and/or implied) of the main characters.

Distinguish what could happen from what couldn't happen in the story in real life.

Select parts of the story that were the funniest, saddest, happiest, and most unbelievable.

Differentiate fact from opinion.

Compare and/or contrast two of the main characters.

Select an action of a main character that was exactly the same as something the student would have done.

Blooms Level V: Synthesis

Compile information together in a different way by combining elements in a new pattern
or proposing alternative solutions.

Keywords:

build, choose, combine, compile, compose, construct, create, design, develop, estimate,
formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution,
suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, theorize,
elaborate, test, happen, delete

Questions:

• What changes would you make to solve…? • How would you improve…?

• What would happen if…? • Can you elaborate on the reason…?

• Can you propose an alternative…? • Can you invent…?

• How would you adapt _____ to create a different…?

• How could you change (modify) the plot (plan)…? • What facts can you compile…?

• What way would you design…? • What could be combined to improve (change)…?

• Suppose you could _____what would you do…? • How would you test…?

• Can you formulate a theory for…? • Can you predict the outcome if…?

• How would you estimate the results for…? • What could be done to minimize (maximize)…?

• Can you construct a model that would change…? • How is _____ related to…?

• Can you think for an original way for the…? • What are the parts or features of…?

• Why do you think…? • What is the theme…? • What motive is there…?

• Can you list the parts…? • What inference can you make…? …? • What ideas justify…?

• What conclusions can you draw…? • How would you classify…?

• How would you categorize…? • Can you identify the different parts…?

• What evidence can you find…? • What is the relationship between…?

• Can you make the distinction between…? • What is the function of

Assessment:

Create a story from just the title before the story is read (pre-story exercise).

Write three new titles for the story that would give a good idea what it was about.

Create a poster to advertise the story so people will want to read it.

Use your imagination to draw a picture about the story.

Create a new product related to the story.

Restructure the roles of the main characters to create new outcomes in the story.

Compose and perform a dialogue or monologue that will communicate the thoughts of the main character(s) at a given point in the story.

Imagine that you are the main character. Write a diary account of daily thoughts and activities.

Create an original character and tell how the character would fit into the story.

Write the lyrics and music to a song that one of the main characters would sing if he/she/it became a rock star and perform it.

Blooms Level VI: Evaluation

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Keywords:

award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritize, opinion, interpret, explain, support importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, deduct

Questions:

• Do you agree with the actions/outcome…? • What is your opinion of…?

• How would you prove/ disprove…? • Can you assess the value or importance of…?

• Would it be better if…? • Why did they (the character) choose…?

• What would you recommend…? • How would you rate the…?

• How would you evaluate…? • How would you compare the ideas…? the people…?

• How could you determine…? • What choice would you have made…?

• What would you select…? • How would you prioritize…? • How would you justify…?

• What judgment would you make about…? • Why was it better that…?

• How would you prioritize the facts…? • What would you cite to defend the actions…?

• What data was used to make the conclusion…?

• What information would you use to support the view…?

• Based on what you know, how would you explain…?

Assessment:

Decide which character in the selection he or she would most like to spend a day with and why.

Judge whether or not a character should have acted in a particular way and why.

Decide if the story really could have happened and justify reasons for the decision