

MARKING AND FEEDBACK POLICY

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1 Policy Statement

Feedback is one of the most powerful influences on learning and achievement

(Hattie and Timperley 2007, Review of Educational Research, March 2007, Vol 77 No 1. pp88-112)

Policy Statement

At Heathermount, we believe that feedback, in both written and verbal form, should be an integral part of the teaching and learning process. Effective marking and feedback is regarded as a necessary part of the continuous dialogue between teachers and pupils about how well they are doing.

2 Scope

Purpose/Aims of Marking

- To show pupils that their work is valued.
- To recognise achievement, presentation and effort.
- To address misconceptions.
- To provide ongoing assessment to inform future lesson planning
- To share expectations.
- To encourage pupils to reflect on their performance.
- To allow pupils to make amendments to work in order to improve and extend skills.
- To raise attainment and achievement.
- To develop a dialogue between pupils and staff.
- To promote a consistent approach to marking and feedback throughout all Key Stages.

3 Principles

Monitoring and Evaluation:

The responsibility of the implementation and effectiveness of this policy lies with the Senior Leadership Team. This policy will be monitored by them through the HEX approach (see appendix 1), Governor Learning Walks (once a year) The Student Council will (once a year) provide feedback to the Senior Leadership Team on the quality of marking from a student perspective.

We know this policy is effective if: Student feedback via the student council highlights good practice. Book Scrutinies highlight that students are learning from their mistakes and their work is improving. Governors' learning walks highlight that students are learning from their mistakes and their work is improving. Staff subsequently develop further strategies to improve their marking.

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4 Responsibilities and Accountabilities

Role	Responsibilities and Accountabilities
Teacher	Feedback marking twice weekly
	Accountable to Line Manager

5 Procedure

Marking and feedback (non-negotiable) (KS1-5) (see appendix 2 & 3)

- Work should be marked against the learning Intention/Outcome of the lesson.
- Teachers will indicate achievements by the use of a green pen or highlighter **Great Green**
- Teachers will indicate areas for development by the use of a pink pen or highlighter **Think Pink**
- Teachers will expect children to respond to feedback and time will be provided for this.
- Teachers will use the marking code
- Teachers comments will be written in green or pink dependent on their use – green for celebration/achievement and pink for areas of development / next steps
- Teachers will write comments carefully and neatly, in the style of the school handwriting policy.
- Teachers will indicate where support has been given by a variety of annotations (TA assisted)
- Verbal feedback should be indicated by the use of a stamp
- Where possible, work to be marked with the child and corrections should be completed immediately.
- Success Criteria will be used if necessary
- Marking should include teacher, peer and self assessment.

Early Years Foundation Stage (EYFS) (see appendix 4)

- In our EYFS curriculum, learning is through creative play and ongoing assessment. Work is marked/tracked in the EYFS Tracker Document.
- Observations take place weekly for each child and criteria from the 7 major strands and are marked off accordingly. Observations are backed up by photo evidence.
- Marking Annotations will be used in the students' photo evidence book (see Appendix 1).

The class/subject teacher, tutor and teaching assistant are responsible for the implementation of the above.

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Vocational Qualification Route.

- Vocational qualifications that run at Heathermount are accredited by external organisations. With these Heathermount School follows the awarding bodies' guidance as well as the Joint Council for Qualifications in the administrative arrangements for examinations and assessments.
- Marking students' work in these qualifications will be in accordance with the guidance set out in the Controlled Assessment Policy and Internal Assessment Policy.

5.1 What Outstanding Marking looks like to Ofsted throughout an Inspection

Outstanding	Good
Consistent, high quality marking, assessment and testing are used to improve pupil learning. There are persistently high level challenges over time. Pupils' response to feedback indicates a marked improvement in learning.	Good use of marking, assessment and testing are used to improve pupil learning. The level of challenge over time ensures good progress. Pupils act appropriately on feedback

What Outstanding Marking looks like to Ofsted throughout an Inspection

Ofsted Grade	Comments that have been taken from recent Ofsted Inspections
Outstanding	<ul style="list-style-type: none"> • A particular strength is the guidance teachers give pupils when marking their books. This makes a significant contribution to pupils' excellent progress because teachers carefully check that their guidance has been followed and has raised the standard of their work. • Marking and assessment are systematic and detailed with the clear school policy followed carefully, leading to consistency in practice and expectation. Teachers' marking provides detailed suggestions for improvement of written work and 'next steps' with time built in for work to be improved or developed. • Marking is thorough and gives pupils clear guidance on how to improve their work. Pupils know their targets for learning and what is expected for them to achieve at different levels.
Good	<ul style="list-style-type: none"> • The school has examples of outstanding marking, where teachers provide pupils with clear advice on how to improve and pupil comments show their understanding of how to improve. However, this practice is patchy across the school and therefore opportunities are missed for all pupils to have this understanding. • Teachers give useful feedback to pupils about how they are doing and how they can improve their work. Marking is effective and most pupils are very clear about their learning targets. Pupils are not guided sufficiently to present their work neatly and accurately. The style of handwriting varies considerably across the school

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	<ul style="list-style-type: none"> The quality and regularity of marking has improved, but it is not always challenging enough to move pupils to an even higher level. Teachers write helpful comments, but these do not go far enough to provide extended challenge for the pupils. Too many persistent errors in pupils' work are overlooked.
Requires Improvement	<ul style="list-style-type: none"> The marking of pupils' work has improved but is not always rigorous enough. In some classes, teachers provide detailed and helpful comments which explain what pupils need to do to improve. In too many cases, however, basic errors are not corrected and previous learning is not reinforced sufficiently. Teachers mark pupils' work regularly and frequently, but pupils do not always know enough about their targets. Teachers make detailed comments in their marking, but do not give pupils sufficient planned opportunities to respond with written replies or follow up on the guidance on how to improve their work. Some teachers' marking shows pupils how to improve their work; the quality is variable. However, it is inconsistent, as some marking does not provide clear guidance. Pupils are increasingly involved in checking their own progress. However, pupils are not always given the time to respond to teachers' comments in their books
Inadequate	
Poor Examples of Dialogue Marking	Good Examples of Dialogue Marking
Do question 4 again	Can you see a pattern in your previous answers that will help you answer question 4?
Good work – What do you think is your next step?	You have shown a good understanding of finding a fraction of a number where the numerator is 1. How will this help you finding fractions of a number where the numerator is greater than 1?
28 is the wrong answer – try again	28 is the wrong answer. Can you explain why?
Check your times tables	What would happen if the numbers were 10 times bigger?
The last question is wrong.	Why is this 'not right?'
Which shape is the scalene triangle?	Can you explain which shape is a scalene triangle and why?
What number comes next?	What is the next number in the sequence? Can you explain the rule?
Try this next.	How could you use this skill when multiplying by a 3 digit number?

6 Monitoring, Audit and Review

This policy remains under the control of the Headteacher and resides within the w/drive.

It is the responsibility of Divisional governance teams to audit compliance with all policies as part of their normal audit cycle and undertake remedial action as required.

7 Equality Impact Assessment Statement

As part of its development, this policy and its impact on equality have been reviewed in line with the NHSLA Equality Scheme and Equal Opportunities Policy. The purpose of the assessment is to minimise and if possible remove any disproportionate impact on service users and people employed

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by The Disabilities Trust on the grounds of race, sex, disability, age, sexual orientation or religious belief. This policy was reviewed and no detriment was identified.

8 Revision History

Version	Summary of Changes	Approver	Revision Date

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Appendix 1

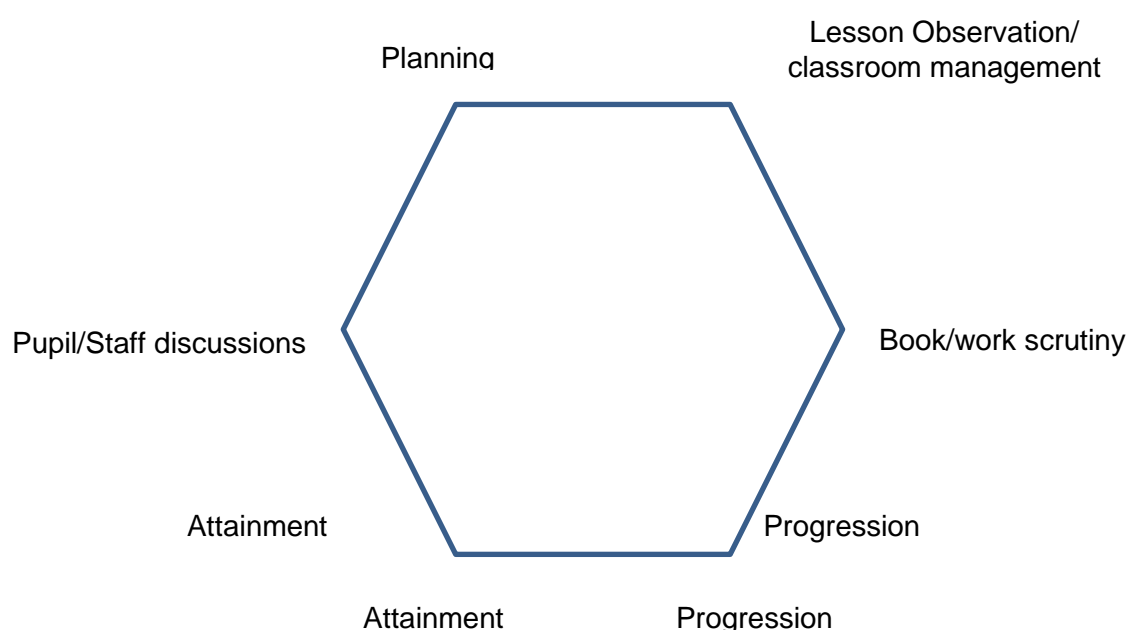
Teaching and Learning Judgement

The manner in which we make judgements regarding Teaching and Learning (T&L) will reflect the Ofsted process. Through the new framework it is clear to see that any judgements made will not be based solely on a single observation. It is apparent that any judgements made will now be achieved through a range of avenues that will combine to provide an in-depth overview of the standards of T&L within the school and within individual classrooms/subject areas.

To ensure that, as a school, we are able to provide the best possible standards of T&L we have amended our T&L strategies. We have introduced a new hexagonal approach to assessing the levels of T&L within the school, ones that will also satisfy external scrutiny.

The Hexagonal Approach to Teaching and Learning:

Under the new format all judgements on T&L will follow a range of pathways that encompass T&L. They are:



Over the course of 1 academic year each member of staff will be involved in 3 rounds of Teaching and Learning reviews. This will feed into a synopsis of the standards of teaching throughout the school.

Hexagonal Pathways

Planning:

Planning will be scrutinised to ensure that both Medium Term Plans (MTP)/Schemes of work (S.O.W.) are in place and are followed.

Weekly plans are created in line with each MTP/S.O.W. and that feedback/forward is created from each lesson/week. Planning should be based on prior learning and understanding, to provide a suitable level/pitch of learning that engages all pupils and offers logical steps of progression for all learners. Planning should highlight clear opportunities for assessment, both formative and summative, and provide distinct opportunities for all learners to gain success/achievement.

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Lesson observations and classroom management:

As in the past all teachers will take part in a round of observations. Class teachers will be required to provide electronic links to the planning for that week and previous planning (including feedback/forward) and the MTP/S.O.W. that is currently being delivered. Lesson observations will be carried out through learning walks, SLT observations and peer observations.

Work/Book scrutiny:

As part of this process a sample of books and/or work (year group as well as individual pupils) will be passed to the SMT. The aim of this scrutiny will be to moderate the quality of work completed, the progression, the marking and feedback provided to the pupils in line with the school's marking policy.

Progress:

During the year the progress of all pupils will be logged and reviewed through our current pupil targeting and tracking procedures. Progress will be based on relevant starting points for each pupil (start of year/start of placement) and in line with national expectations, contextualised as required.

Attainment:

Using the prior attainment data, and current and predicted attainment levels, the attainment of pupils will be looked at. Attainment will be based and judged on individual starting points for all pupils and be correlated to annual assessment cycles and Key Stage cycle.

Pupil/staff discussions:

Within the T&L framework in line with Ofsted practice, discussions will take place with pupils (prior, during and post observation) to gauge an understanding of the 'real' lessons outside of those observed. The final element of this process will be to work with staff and discuss, at length, the findings from each of the hexagonal pathways. The staff discussion will revolve around each of the pathways and look at the strengths of each member of staff. It will also highlight agreed areas for support and further development where CPD may be targeted in the future. The discussion process with members of staff will also enable each teacher to place any relevant contextual information onto the relative 'raw' data that has been produced through the Hexagonal pathways.









Outcomes:

Using the hexagonal approach to Teaching and Learning will allow the school to make judgements on the impact and effectiveness of Teaching and Learning in a similar fashion to that of Ofsted. It will provide a clear image of areas of strength and those areas that we recognise may need development in the future.

Appendix 4

Early Years Foundation Stage: Marking our work

In Heathermount we use the following symbols to mark our work in Foundation Stage.

Assessment for learning			Who marked the work and how was it marked		
Symbol	Stamp	Meaning	Symbol	Stamp	Meaning
HH		Student needed hand over hand support	I		Independent
VP		Verbal prompt given to complete work	TW		Worked with the Teacher in a group
GP		Gestures and movement used to prompt	TA		Worked one to one with the TA
NS		What is the student's next step			Positive praise
PG		Correct pencil grip used	TTA		Tracker target achieved
CI		Child initiated work			

Additional Annotations for supported work	VP	I
	verbal prompt	Independent.







Students' work should have the

- Date
- Title
- Learning Outcome/s
- Next steps if needed

Comments should indicate the things students have done well and next steps for learning (described with specific detail, in student-friendly language)

Appendix 2: Key Stages 1 & 2: Marking our work

In Heathermount we use the following symbols to mark our work in Key Stages 1 & 2.

General Marking Symbols		Who marked the work and how was it marked			Assessment for Learning (AfL)		
Symbol	Meaning	Symbol	Stamp	Meaning	Symbol	Stamp	Meaning
SP	Spelling error	SA		Marked by student (self-assessment)	I		Independent work
P	Punctuation error	VFG		Verbal feedback given	G		Group/paired work
//	New paragraph				S		Supported work (see also codes below to indicate type of support)
R	Repetition				U		I understand the work
^	Something is missing				MP		I think I've got it, but need more practice
					H		This is hard, please help me.

Additional Annotations for supported work	VP	I
	verbal prompt	Independent.

Students work should have the







- Date
- Title
- Learning Outcome/s

Comments should indicate the things students have done well and next steps for learning (described with specific detail, in student-friendly language)

Appendix 3:

Key Stages 3, 4 and 5: Marking our work

In Heathermount we use the following symbols to mark our work.

General Marking Symbols		Who marked the work and how was it marked			Assessment for Learning (AfL)		
Symbol	Meaning	Symbol	Stamp	Meaning	Symbol	Stamp	Meaning
SP	Spelling error	VFG		Verbal feedback given	I		Independent work
P	Punctuation error	Gr		Grammar	G		Group/paired work
C	Miss-use of capital letter	L		Layout	S		Supported work (see also codes below to indicate type of support)
//	New paragraph	SS		Sentence Structure	U		I understand the work
vv	Exceptional point/use of language	/		Add new line	MP		I think I've got it, but need more practice
??	Not clear				H		This is hard, please help me.
R	Repetition				V		Vocabulary
^	Something is missing				L		Layout

Additional Annotations for supported work	TI	VP	CP	GP	MD	PP
	task instructions	verbal prompt	cued prompt/graphic	gestural prompt	modelling	physical prompt

Students work should have the

- Date
- Title
- Learning Outcome/s