Elmhurst Primary Feedback and Marking Policy 2021-2022

This policy has been written for staff at Elmhurst Primary school to set out our approach to providing feedback to pupils both in writing (through marking) and verbally. This policy should be read alongside our Teaching and Learning and Assessment policies.

The purpose and aims of this policy and our approach to feedback are to:
- Improve pupil outcomes
- To extend the range, depth, and impact of feedback on learning
- Making better use of teachers' time so that they focus on planning and assessment, resulting in reduction of teachers' workload
- Over time, to develop pupils' expectations of self-improvement and ownership of their learning

The policy is underpinned by the following:

- Evidence from research such as the reports from the Education Endowment Foundation, and the work of Dylan William and John Hattie.
- Recommendations from the Marking Policy Review Group (March 2016) on reducing teacher workload
- The WfP pedagogy of Ross Young and Felicity Ferguson, which promotes pupil-conferencing as a highly effective tool for helping children become better writers
- The work of David Herbert from Eddison learning.
- A 'Growth Mindset' culture where mistakes are seen as an essential and valuable part of the learning process.

We believe in the following:

Feedback should always be *"Specific , helpful and kind"*

- Evidence shows that giving *effective* feedback to pupils will lead to some of the best pupil progress
- The sole focus of feedback should be to further children's learning.
- Evidence of feedback is not driven by the need to provide additional evidence for external verification.
- Marking work and providing extensive written feedback come at an 'opportunity cost' and must be balanced with the time staff have to plan good lessons and assess pupils' progress.
- We believe the more precise the feedback is, the greater the clarity in terms of the teaching and learning steps
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Wherever possible, children should receive 'live' feedback either within the lesson itself or in the next appropriate lesson.
- The 'next step' is usually the next lesson.
- As we know from cognitive load theory, new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. We cannot assume that just because content has been taught that it has been learnt.
- Our feedback approach identifies misunderstanding and mistakes as requiring distinct approaches

- **Not marking books does not equate to not looking at books. Teachers are still expected to look through all books each day (either within or after a lesson) to inform next steps in teaching and to move learning forward.**

Laying the correct foundations for feedback

As specified by the EEF report on effective feedback, "*feedback can only build on something".* Therefore, we believe that before providing feedback on learning the conditions for this should be built in each classroom through the following principles:

1) *Feedback is what happens second' (EEF 2007) 'It is of little use when there is no initial learning or surface information'.* The first task for our teachers, before feedback is delivered, is to provide effective instruction. (See T and L policy for further detail)

2) Understand the principles of effective feedback. The work of Dylan William states that:
   - Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit.
   - Provide *specific* guidance on how to improve
   - High quality feedback may focus on
     - The task
     - The subject
     - Self-regulation/ metacognitive strategies.
   - Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective

3) Opportunities for providing specific feedback should be planned (see appendix) For example:
   - Correction or inclusion of specific punctuation and grammar strategies.
   - Checking for compliance with requirements for layout or presentation.
   - Correction or inclusion of specific spellings or terminology.
   - Inclusion of specific content in the writing.
   - Deepening of specific aspects of writing by editing in, or extension.

Providing feedback

Feedback is part of a cycle that should lead to pupil progress. Once teachers have provided initial instruction and assessed pupils through questioning and marking and looking at books, then it is time to provide the necessary feedback that will lead to pupils AND/ OR teachers adjusting their practice, leading to improvement.

How do we provide feedback to pupils?

1) **Live feedback marking** (responsive in-lesson marking which is quick circulating and helping children). This is not about a new teaching point - embedding and deepening learning they already have. In all lessons, pupils should have the opportunity to respond to live feedback given by the teacher. They will be expected to make immediate improvements to their work. This provides the opportunity for pupils to move on as soon as they are ready with the pupil recording this in their work. Live feedback can be provided to the whole class by stopping the lesson and feeding back to all pupils, to a group of pupils or to individuals as necessary. **The frequency and type of feedback to different groups should be determined by the teacher.**

A trial of live feedback marking in 2020-21 has led us to understand the following:
   ○ Pupils should all have a green pen in order to demonstrate how they are enacting the feedback.
   ○ Where possible pupils should write down the feedback comment. They should use the code TF (Teacher feedback) and then follow with a single word or short phrase e.g *TF capital letters*
   ○ Some pupils will struggle to articulate the teacher's feedback in their own words and may benefit from just responding directly to the comment
   ○ Initially, teachers will need to plan in time to train pupils in this method of live marking and factor in lesson time for pupils to respond.
   ○ Different pupils will be able to enact this on different levels (e.g support group pupils and KS1 pupils will need different instruction to KS2 pupils)
   ○ The younger the children are, the more difficult it is for them to edit their own work and the greater the degree of scaffolding the teacher needs to do.
   ○ Pupils will be more successful if the feedback is as specific as possible and focusing on one thing at a time.
   ○ There may be lessons or days when you see no written pupil responses.
   ○ Remember that live feedback can be to: a whole class, a group of pupils or to an individual

2) <u>Next lesson (planned feedback)</u>

At the end of a lesson and before the next, all teachers should bring together their evaluation of the performance of pupils in the lesson through their in-class formative assessment strategies and through looking at pupil output from the lesson in the form of books. These will inform their next steps. When they identify misconceptions or errors from the lesson which were not addressed through live feedback in the lesson, they may approach the feedback in different ways.

A simple way to gather the type of feedback you need to give is to complete a grid on paper or post-its as you look through books. Teachers should adapt the headers to address the issues they wish to address but examples could include:

Whole class successes/ praise (include examples)	Whole class concerns (can be used as a teaching point)
Individual praise - be specific. Could be shared with the whole class	Individual concerns (to feedback in private)
Group concerns - may need to take a group aside	Presentation concerns SPaG errors

   ○ **Whole Class feedback**

If all pupils have clearly struggled or missed key learning then the lesson itself might have to be re-taught or partly re-taught.

Where individuals or groups of children have done particularly well or poorly, the teacher may want to use these in the lesson as a teaching point (where it is an error, they might use the mistake anonymously or write a similar sentence with the same error). For mistakes, the teacher might share an example of an anonymous or fictional piece where the child has confused describing a character with listing their clothing, piling up adjective after adjective. Pupils may be asked to edit or improve this example.

- ○ **Group feedback (interventions)**

Some pupils would benefit from targeted conversation with the teacher before the next lesson. This could be done at playtime, or assembly time….
Catch up - responsive

- ○ **Individual feedback (when)**

Teachers should clearly identify those pupils who need individual feedback to move their learning on and work with them to give this feedback. If their errors are very specific and entrenched then they may need to work with them on a 1:1 basis during an assembly or break time as a responsive intervention. Other pupils may be referred to your SLT as a candidate for catch up or tuition.

Written feedback and marking codes - what do we expect to see?

The school does expect to see some teacher marking in books. As a minimum there should be acknowledgement of all pieces of work in the form of ticks or a brief comment. This shows pupils that the teacher values their work and has read it. Written feedback should model handwriting expectations and accurate spelling and grammar.

Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer. See example below

Dickens uses adjectives to present
❶ Pips feelings in Great Expectations.
❶ At Miss Havishams house
❷ estella is rude to Pip and Pip
says he feels "humiliated" and
"hurt". This suggests he feels
out of place and is aware that
❶ Estellas social class is higher
than his class.

Errors vs. mistakes
In this example, the student has failed to use an apostrophe correctly on three separate occasions (indicated by ❶), suggesting an underlying misunderstanding. This could be classed as an error. In contrast, the missing capital letter on "estella" (indicated by ❷), is the only incorrect use of capitals and could be classed as a mistake.

We also expect to see marking codes in use. The marking code will now mirror the language that the pupils use in their writing lessons taken from the work of Ross Young, using the acronym **CUPS** (**C**apital letters, **U**se of vocabulary, **P**unctuation, **S**pellings). Both KS1 and KS2 should use the following codes when marking. The expectation for CUPS will be different for each year group, depending on what they have learnt. The CUPS

editing checklists for pupils can be found in each Class Writing Project genre booklet and at the end of this document in Appendix 2. These should be displayed on your literacy working wall and stuck into books.

✓✓	Double tick to identify elements the pupils have done particularly well. Could be accompanied by a word e.g ✓✓ description
C	Capital letters
U	Use of Vocabulary
P	Punctuation
S	Spelling

Peer marking and comments

Not sure what to include there? Peer feedback in maths verbal not written

Curriculum: Variation in Feedback

Feedback, verbal or written, will vary depending on curriculum area. In all areas of the curriculum, teachers will note the difference between misunderstanding and mistakes and will mark accordingly. Misunderstanding will be marked with hints or questions to guide children's thinking or may feed into future teaching, whereas mistakes may be dotted with the simple instruction for children to fix them. In all areas, feedback will promote the highest of expectations.

Writing Lessons

Conferencing:

During a class writing project, and throughout the writing process, teachers are required to conference with individual pupils as frequently as possible. During the 30 minutes of writing time in each lesson, the teacher should conference with a number of pupils. A good pupil conference follows these principles:

- Part 1: Find out what the writer is doing (e.g. ask an open ended question about their writing which allows the pupil to set the agenda for the conference).
- Part 2: Decide what to teach in response to this.
- Part 3: Teach a **single writing strategy** (this could be related to or unrelated to that day's mini-lesson) and tell them that you want them to try that strategy straight away

  (Young and Ferguson, 2020)

Following the principles of live feedback, pupils should make a note of any specific targets they have been given during conferencing. Further information can be found in the Writing For Pleasure Centre's mini-book on pupil-conferencing which can be found in ADD IN LOCATION.

Teachers should keep a conferencing register to ensure that all children have access to support regularly. Examples of pupil-conferencing proformas can be found in the Pupil Conferencing Mini-Book. Teachers should make a particular point of looking at pupil books who they haven't conferenced with that day. **Teachers are expected to look at writing books daily to inform the next steps in learning and to adjust and design future mini-lessons according to the needs of the class.**

Teachers may wish to ask pupils to put work into two piles at the end of the lesson, according to whether the pupil has had a conference or not during the lesson, so that the teacher knows which books to prioritise looking at before the next lesson.

Peer Feedback:

Peer feedback is a crucial part of **writing** lessons. Each writing lesson is split into the following three elements: mini-lesson, writing time, author's chair. **Author's Chair** provides an opportunity for pupils to share their work with their peers (either whole class or in pairs or groups) and to provide advice, feedback or to suggest strategies for others to try.

      Step 1: The writer introduces their work
      Step 2: The writer reads
      Step 3: A listener describes what the piece is about
      Step 4: Another listener offers compliments
      Step 5: The writer asks for advice
      Step 6: Listeners offer suggestions and ask questions

      (Young and Ferguson, 2020)

Written feedback:

General principles of written marking for writing lessons:

- Written marking should **not** be used to teach concepts or strategies: if there is a major issue with a child's writing **do not** write this in their book - use a pupil conference for this feedback.
- Written marking may comment on specific product goals or mini-lessons that the pupils have achieved well **OR** it may direct pupils towards transcriptional errors using CUPS but **only after** pupils have had a chance to do this themselves first

During writing projects, there are **three** points where teachers should provide some written feedback to pupils.

1) *After the drafting process is complete*
2) *After pupils have proofread their work ready for publication*
3) *After pupils have completed their project*

After the drafting process is complete:

Teachers should leave a brief comment about 1 - 3 compositional elements only. This can include specific positive comments about the pupil having met expectations of one or more of the mini-lessons or from the product goals. This may be a brief note to yourself so that you can follow this up in a pupil-conference. This **should not** include marking for transcriptional errors.

After the pupils have proof-read their work ready for publication:

Pupils should use CUPS to edit their work during the editing process and should bring their proof-read work to the teacher for approval during the lesson. Teachers should provide feedback at this time to direct pupils to correct any further transcriptional errors ahead of publishing. If not all pupils have had this feedback during the lesson, the teacher should use CUPS in written marking **at this stage only** to direct pupils to any further corrections required ahead of publication. Mark for 1 - 3 transcriptional errors only. Please see **Appendix 2** for details of CUPS checklist for each year group.

After the pupils have completed their project and published it:

Teachers should make a comment on an element of the work which has been successful as a celebration of achievement through the writing project.

Reading Lessons

Marking and feedback should relate to the desired reading outcome not on writing outcomes. It is expected that the majority of feedback in reading is verbal and within the lesson, following the live marking principles.

All work should be acknowledged. Where appropriate and where live feedback has not been provided for a pupil, teachers could ask a clarifying question to pupils in the form of written feedback.

Teachers may wish to ask pupils to put work into two piles at the end of the lesson, according to whether the pupil has had feedback or not during the lesson, so that the teacher knows which books to prioritise looking at before the next lesson.

Mathematics

At Elmhurst, we teach a mastery curriculum for mathematics. We follow the marking advice from the National Centre of Excellence in the Teaching of Mathematics (NCETM) which advises that within a mastery curriculum, the next lesson is the next step and this curriculum design negates the need for next steps marking. We expect that depth of understanding comes in the lesson, not through marking. Pupils will often be asked to self or peer mark in mathematics lessons, following a section of independent practice.

Teachers will pick up misunderstandings and errors through marking in the same way that they do in other curriculum areas and children will be expected to address these. Teachers may require children to "explain" or "prove" their answers for assessment purposes. If so, teachers will use the word 'explain' or 'prove'. Number formation will be addressed, where necessary, in written feedback throughout EYFS and KS1.

Teachers are expected to look at maths books daily to inform the next steps in learning.

Science and Wider Curriculum

Research indicates that effective feedback is immediate and requires actioning in the short term. Due to the elapsing of time between lessons in these curriculum areas, reams of written feedback is not considered to be useful. It is expected that for Science and Wider Curriculum, the majority of feedback would be verbal and acknowledgement marking. However teachers should not miss the opportunity to reaffirm high expectations or to address ongoing secretarial issues through marking using the CUPS marking code. Where in the wider curriculum outcomes are extended writing, teachers will apply marking conventions for writing.

Marking and feedback in EYFS (KR and Juanita)

High Expectations and presentation

Presentation is of the utmost importance. Presentation will be marked in the same way across the curriculum with a Pr symbol appropriate to the level of presentation being noted onto work. Rubbers are not necessary (unless children are publishing their work or for a correction to a diagram or drawing) as pupils must not be afraid to make mistakes. Teachers need to see mistakes as an aid to assessment. Mistakes should be crossed out with a single horizontal line. Symbols for presentation are:

Pr -   - Good quality presentation

Pr -   - Presentation needs improvement

Pr - 🙁 - Presentation is unsatisfactory. **Teachers may request that children redo sections of their work.**

Impact of the feedback policy

It is important to keep in mind that this policy serves a specific purpose and if it is working well we should see evident progress in all pupils' work. Teachers are responsible for reflecting on whether their feedback is having an impact and to make changes to their practice if this is not the case. The SLT are responsible for monitoring the impact of individual teachers' feedback on pupils and to support them to improve their practice. The impact of the policy should be seen by teachers and SLT in the following ways:

- Identified errors addressed by the teacher in verbal feedback or to the whole class stop happening with time: in books, you should not see an error picked up in Autumn term still happening in Spring if your feedback has been effective.
- The impact of marking on learning should be evident through the range of feedback given and the nature of pupils' responses to it. Much of this should show a deepening of pupils understanding and their use of subject knowledge. Books should show evidence of continuous improvement in a range of specific ways .e.g presentation, grammar, sentence construction, etc
- Teachers should be able to talk with confidence about pupils' work and how they have helped them to improve
- Pupils can tell you what the teacher has fed back to them and what they have been working to improve- some of this is evident in their books as green pen marking or green pen comments and using the CUPS process
- Pupils can talk about their learning with confidence and talk about their mistakes and how they have fixed them.
- Pupils can talk about and demonstrate how they have extended, deepened, or refined their learning because of feedback.
- Pupils in older cohorts are beginning to self-edit their own work as they do it, without the need for frequent live feedback.

Appendix 1: Summary of feedback expectations

	Reading	Writing	Maths	Science & wider curriculum
During each lesson	Live feedback KS2 Pupils write teachers' questions and/or respond in green pen. Re-do elements of work if presentation is poor	Pupil-conferencing KS2 Pupils write the teacher's suggestion in green pen and act on the suggested strategy. Use the author's chair to allow pupils to provide peer feedback and advice.	Live feedback Pupils mark work together KS2 Pupils write teachers' question and respond in green pen Dot used for error 'Explain' used to elicit elaboration Re-do elements of work if presentation is poor	Live feedback KS2 Pupils write teachers' question and respond in green pen Re-do elements of work if presentation is poor
After each piece of work / lesson	Read and acknowledge all work. Double tick for good understanding/ good example CUPS used as a marking code. Gather information for next lesson feedback e.g using whole class feedback template. Re-do elements of work if presentation is poor	Read writing after each lesson. Gather information for next mini-lesson or future pupil-conferences ADD IN ABOUT COMPLETED DRAFTS AND PROOFREAD ETC.	Read and acknowledge all work. Double tick for good understanding/ good example Dot used for error 'Explain' used to elicit elaboration Gather information for next lesson feedback e.g using whole class feedback template Re-do elements of work if presentation is poor	Read and acknowledge all work. Double tick for good understanding/ good example CUPS used as a marking code Gather information for next lesson feedback e.g using whole class feedback template Re-do elements of work if presentation is poor
Next lesson **planned feedback** (depending on your assessment). You would not do ALL of these but select	Lesson is replanned or aspects replanned if all/most children have not understood. Celebrate specific good examples and share why they are good. Share any whole class issues and use examples for pupils to edit/ attempt as a starter.	Mini writing lesson focus might change or be repeated. Pupil-conferencing - may select children to conference with in response to previous lesson or choose a new focus for pupil-conferencing.	Lesson is replanned or aspects replanned if all/most children have not understood. Celebrate specific good examples and share why they are good. Share any whole class issues and use examples for pupils to edit/ attempt as a starter.	Lesson is replanned or aspects replanned if all/most children have not understood. Celebrate specific good examples and share why they are good. Share any whole class issues and use examples for pupils to edit/ attempt as a starter.

as appropriate	Some pupils' work might be used as a teaching point e.g pupils to edit.		Some pupils' work might be used as a teaching point e.g pupils to edit.	Some pupils' work might be used as a teaching point e.g pupils to edit.
	Work/ feedback with a specific group on an area identified		Work/ feedback with a specific group on an area identified	Work/ feedback with a specific group on an area identified
	Work/ feedback with a specific pupil on an area identified		Work/ feedback with a specific pupil on an area identified	Work/ feedback with a specific pupil on an area identified
	Share examples of good presentation or pick up on presentational concerns.			Share examples of good presentation or pick up on presentational concerns.
	Pick up a SPaG area			Pick up a SPaG area

Appendix 2: Editing Checklist for Years 3 - 6
Do we need something different for EYFS and KS1?

Year 3 Editing Checklist

		Checked it!
C	**Capitals** Remember to use capitals:	
	• To start all sentences	☐
	• For all proper nouns *names of people places brand names days months*	☐
	• To start speech	☐
	• For titles.	☐
U	**Use of vocabulary** • Change your most boring or repetitive words. • Choose **verbs** and **nouns** carefully.	☐
P	**Punctuation** I used **commas** for lists *Eggs, bread, milk, flour and sugar* *She opened the lid, put her arms inside, lifted the pig out and held it against her cheek.*	☐
	Fronted adverbials *Carefully, the class edited their work for commas.*	☐
	Speech marks to show what a character said *"Hey, watch it!" said an orange lump on a chair.*	☐
S	**Spellings** • Read your writing and circle any unsure spellings.	☐
	• Look up your unsure spellings using your common word list, spell checker, the internet or a dictionary.	☐
	• I've spelled all of the word wall words correctly.	☐

Year 4 Editing Checklist

		Checked it!
C	**Capitals** Remember to use capitals:	
	• To start all sentences	☐
	• For all proper nouns *names of people places brand names days months*	☐
	• To start speech	☐
	• For titles.	☐
U	**Use of vocabulary** • Change your most boring or repetitive words. • Choose **verbs** and **nouns** carefully.	☐
P	**Punctuation** I used **commas** for lists *Eggs, bread, milk, flour and sugar* *She opened the lid, put her arms inside, lifted the pig out and held it against her cheek.*	☐
	Fronted adverbials *Carefully, the class edited their work for commas.*	☐
	Speech marks to show what a character said *"Hey, watch it!" said an orange lump on a chair.*	☐
S	**Spellings** • Read your writing and circle any unsure spellings.	☐
	• Look up your unsure spellings using your common word list, spell checker, the internet or a dictionary.	☐
	• I've spelled all of the word wall words correctly.	☐

Year 5 Editing Checklist

		Checked it!
C	**Capitals** • To start all sentences	☐
	• For all proper nouns *names of people places brand names days months*	☐
	• To start speech	☐
U	**Use of vocabulary** • Change your most boring or repetitive words and choose your **verbs** and **nouns** carefully.	☐
P	**Punctuation**	
	Fronted adverbials and subordinating clauses - *Carefully, the class edited their work for commas.* - *Before you carry on your sentence, put a comma.*	☐
	Relative clauses *The baby, who had been quite happy till then, started to scream.*	☐
	Parenthesis - *The door - huge, heavy and solid – stopped them going further.* - *One day (it was March 10th 2015) it actually stopped raining.* - *The cat, or so its owner said, was seventeen years old.*	☐
	Apostrophes for possession and contractions I can't believe the aliens' spacecraft landed here. It destroyed the dog's kennel. I wouldn't want to be here when mum gets home!	☐
	Punctuate speech correctly, using commas, new speaker new line, and speech marks. "Who would like a balloon?" asked Tyler. "I would," replied Jagdip.	☐
	End your sentences with some punctuation . ? !	☐
S	**Spellings** • Read your writing and circle any unsure spellings.	☐
	• Look up your unsure spellings using your common word list, spell checker, the internet or a dictionary.	☐
	• I've spelled all of the word wall words correctly.	☐

Year 6 Editing Checklist

		Checked it!
C	**Capitals** • To start all sentences	☐
	• For all proper nouns *names of people places brand names days months*	☐
	• To start speech	☐
U	**Use of vocabulary** • Change your most boring or repetitive words and choose your **verbs** and **nouns** carefully.	☐
P	**Punctuation**	
	Fronted adverbials and subordinating clauses - *Carefully, the class edited their work for commas.* - *Before you carry on your sentence, put a comma.*	☐
	Relative clauses *The baby, who had been quite happy till then, started to scream.*	☐
	Parenthesis - *The door - huge, heavy and solid – stopped them going further.* - *One day (it was March 10th 2015) it actually stopped raining.* - *The cat, or so its owner said, was seventeen years old.*	☐
	Apostrophes for possession and contractions I can't believe the aliens' spacecraft landed here. It destroyed the dog's kennel. I wouldn't want to be here when mum gets home!	☐
	Punctuate speech correctly, using commas, new speaker new line, and speech marks. "Who would like a balloon?" asked Tyler. "I would," replied Jagdip.	☐
	End your sentences with some punctuation . ? !	☐
S	**Spellings** • Read your writing and circle any unsure spellings.	☐
	• Look up your unsure spellings using your common word list, spell checker, the internet or a dictionary.	☐
	• I've spelled all of the word wall words correctly.	☐