

## **Marking/ Feedback Guidelines 2017**

Feedback is an integral part of the assessment process as it is integral to promoting children's learning; feedback should make learners think! However:

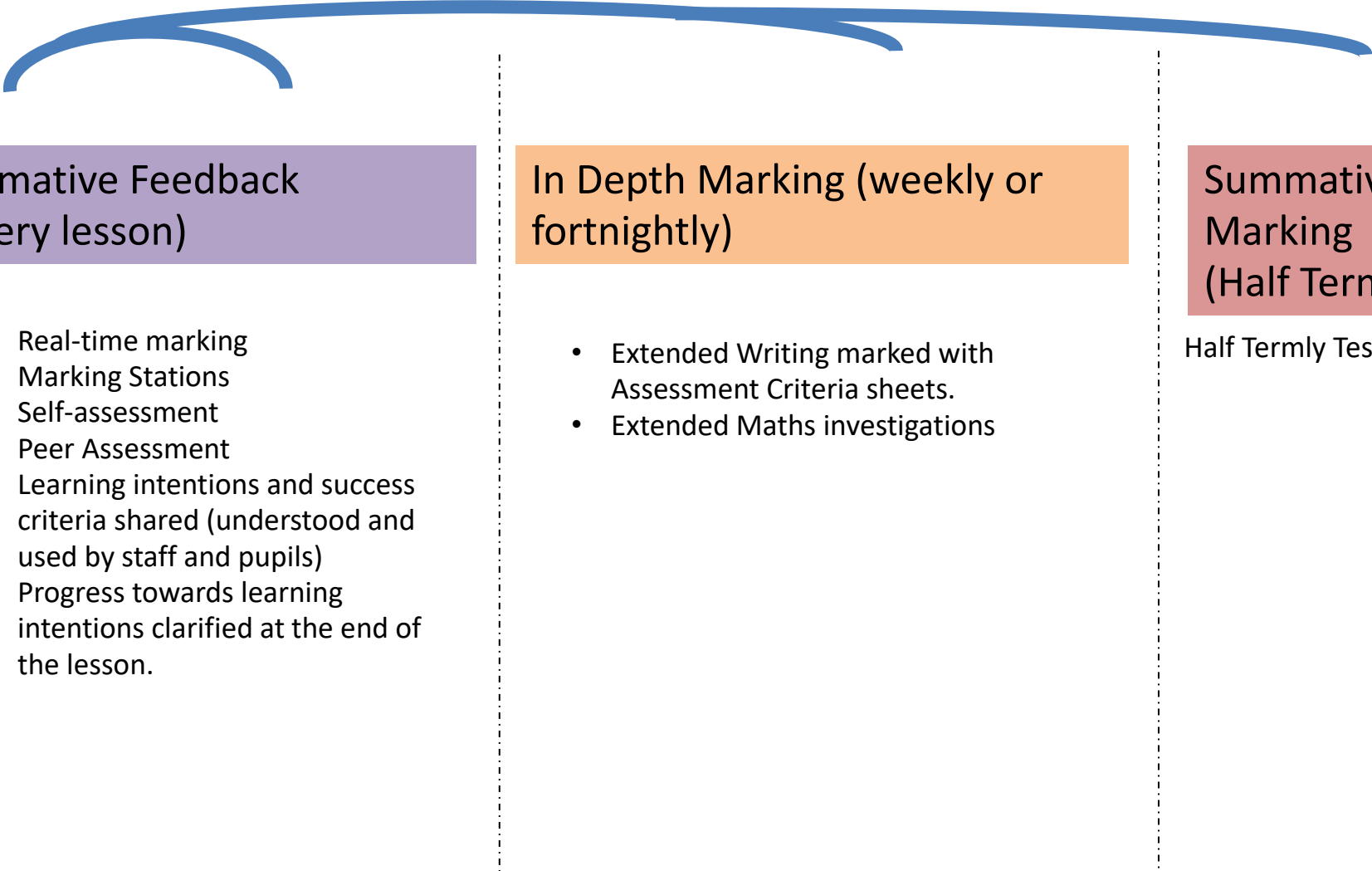
*'The road to great feedback is paved with good intentions and broken teachers. The idea of feedback sounds so simple and easy yet it has become a triple coloured workload nightmare in many schools.'*

The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'. This is not a requirement for pupils to provide a written response to feedback: it could simply that pupils should act on the feedback in subsequent work.

### **Feedback Essentials**

1. *Any marking/ feedback policy should be personalised and reflect the ethos/ priorities of the school.*
2. *Teachers should have a secure overview of the starting points, progress and context of all pupils in the classroom, including their prior attainment group.*
3. *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*
4. *Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms including written comments, response time, verbal feedback*
5. *All pupils work should be reviewed by teachers at the earliest appropriate opportunity to that it might impact on future learning. When work receives written feedback it should be acknowledged by the recipient*
6. *The sole focus of feedback should be to further all children's learning*
7. *Written comments should be used where they are accessible to pupils according to age and ability. Adults should understand that when written feedback is used, there is a responsibility to ensure that it is acted upon; this responsibility is shared by the adult and the learner.*
8. *Feedback/ marking policies, once in place, should be adhered to by adults and children but should also be subject to frequent review to ensure continued relevance and impact. Policies will include details of any codes to be used and colours of pen if this is appropriate.*
9. *Self and Peer assessment should play a key role in any marking and feedback policy, but should only be employed to enhance learning.*
10. *Feedback/ marking will only be effective if children are clear about learning expectations, including success criteria.*
11. *Whenever possible children should be given the opportunity to decide on their own way forward.*

When writing a marking and feedback policy it may be useful to refer to the following diagram:



## Formative Feedback (every lesson)

- Real-time marking
- Marking Stations
- Self-assessment
- Peer Assessment
- Learning intentions and success criteria shared (understood and used by staff and pupils)
- Progress towards learning intentions clarified at the end of the lesson.

## In Depth Marking (weekly or fortnightly)

- Extended Writing marked with Assessment Criteria sheets.
- Extended Maths investigations

## Summative Marking (Half Termly)

Half Termly Tests

### Some general principles- feedback should:

- be specific, accurate and clear  
(e.g. "It was good because you..." rather than just "correct");
- compare what a learner is doing right now with what they have done wrong before  
(e.g. "I can see you were focused on improving X as it is much better than last time's Y...");
- encourage and support further effort;
- Be given sparingly so that it is meaningful;
- provide specific guidance on how to improve and not just tell learners when they are wrong;

### From Ofsted

#### *Pupils' work*

- Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.
- 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.
- If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

### Maths

In maths lessons children should be encouraged to mark their own work after a specified amount of work has been completed, allowing them to move on to the next challenge if appropriate, within the lesson. By the end of each lesson all children should have received feedback on their progress towards the learning intention relevant to them and been given opportunities to respond as soon as possible.

Once a week children could undertake a more in depth investigative task which is marked in greater detail.

### English

Most feedback should be formative and take place in during lessons. All children should leave the lesson with a clear understanding of their own progress in relation to the learning intention and their next way forward. Opportunities for feedback during the lesson should be frequent allow children to respond as soon as possible.

On at least fortnightly basis children (KS1 and KS2) could undertake an extended independent piece of writing which is marked to greater depth. Children's writing should be marked using the Writing Assessment Criteria sheets. Children could receive written feedback indicating their next steps (target). In line with the guidance provided by the Standards Testing Agency (2017) writing is likely to be deemed independent if:

- It emerges from a quality text, topic, visit or curriculum experience, in which pupils have a had a range of experiences to explore and discuss what is to be written about.
- Enables pupils to apply their learning independently, possibly with an element of choice, for example writing from the perspective of a chosen character.
- Has been independently edited/and or redrafted by the pupil. This may be in response to self, peer or group evaluation.
- Is produced by pupils who have independently drawn on classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites for support and ideas.
- Is informed by clear learning objectives and limited success criteria (no more than three) which are not over detailed and do not over aid pupils.

Writing is not independent if it has been:

- Modelled or heavily scaffolded
- Copied or paraphrased
- Supported by success criteria which are over-detailed and over-aids pupils
- Edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated.
- Produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation or predictive text.

### **Presentation**

It is important that any marking/ feedback policy values high standards in presentation as this will help to ensure that children set high expectations for themselves and their work. Policies may include guidance on:

#### **Lined Books**

- Position of the date on the page;
- Recording of the learning intention (when appropriate);
- Numbering of answers;
- Discouraging excessive use of rubbers – neat single line through errors;
- Use small crosses for incorrect responses
- Use of ink colour to mark work;
- Words should be copied correctly directly from the board.

#### **Squared Books**

- Put one digit in each square to encourage clear setting out of number work ( but not letters in boxes when writing in maths books);
- Straight lines should be drawn with a ruler using lines on the paper as a guide.

### Who is it for?

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"><li>• Takes place in lessons with individuals or small groups</li><li>• Often given verbally to pupils for immediate action</li><li>• May involve use of a teaching assistant to provide support or further challenge</li><li>• May re-direct the focus of teaching or the task</li><li>• May include highlighting/annotations according to the marking code.</li></ul>	<ul style="list-style-type: none"><li>• Lesson observations/learning walks</li><li>• Some evidence of annotations or use of marking code/highlighting</li></ul>
<b>Summary</b>	<ul style="list-style-type: none"><li>• Takes place at the end of a lesson or activity</li><li>• Often involves whole groups or classes</li><li>• Provides an opportunity for evaluation of learning in the lesson</li><li>• May take form of self- or peer- assessment against an agreed set of criteria</li><li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li></ul>	<ul style="list-style-type: none"><li>• Lesson observations/learning walks</li><li>• Some evidence of self- and peer-assessment</li><li>• May be reflected in selected focus review feedback (marking)</li></ul>
<b>Review</b>	<ul style="list-style-type: none"><li>• Takes place away from the point of teaching</li><li>• May involve written comments/annotations for pupils to read / respond to</li><li>• Provides teachers with opportunities for assessment of understanding</li><li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li><li>• May lead to targets being set for pupils' future attention, or immediate action</li></ul>	<ul style="list-style-type: none"><li>• Acknowledgement of work completed</li><li>• Written comments and appropriate responses/action</li><li>• Adaptations to teaching sequences tasks when compared to planning</li><li>• Use of annotations to indicate future groupings</li></ul>

In conclusion, if your current approach is unmanageable or disproportionate, stop it and adopt an approach that considers exactly what the marking needs to achieve for pupils. The impact on teacher workload must be taken into account when reviewing, developing and following marking practice and school assessment policies.

### Review and Monitoring

Policies should include details of monitoring and review arrangements.

Many thanks to Rebecca Sunman for her significant contribution to these guidelines.