Feedback & Marking Policy

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Feedback and Marking Policy

At Uphill Village Academy, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and the research by Professor John Hattie and Visible Teaching.

In Hattie's research (1999) involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement, including direct instruction, reciprocal teaching, prior ability, class size and other socioeconomic factors.

He states, that in order for feedback to be positively effective it must answer three major questions asked by a teacher and/or/by a pupil:

- *Where am I going? (What are the goals?)*
- *How am I doing? (What progress is being made towards the goal?)*
- *Where to next? (What activities need to be undertaken to make progress?)*

In addition, the Education Endowment Foundation's research develops these points stating 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*
- *Provide specific guidance on how to improve and not just tell students when they are wrong*

Notably, the Department of Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, a working party of teachers at Uphill has investigated alternatives to onerous written marking, which can provide effective feedback in line with the recommendations set out above.

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged children.

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 students according to age and ability.
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons (verbal) is more effective than comments (written) provided at a later date.
- feedback is provided both to the teachers and pupils as part of the assessment processes in the classroom and takes many forms other than written comments.

- feedback is part of the academy's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- all pupils' 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 good practice approaches outlined by the EEF toolkit, 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 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 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.

The practices outlined above are defined further below:

Type	What it looks like	Evidence (for observers)
Immediate Feedback	- Includes teacher gathering feedback from teaching including mini whiteboards, book work etc - Protocols and quick checks for understanding (see Appendix 1 for further details) - Takes place in lessons with individuals or small groups - Often given verbally to pupils for immediate action - May involve use of a teaching partner 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.	Drop ins Learning walks Some evidence of annotations, purple pens or use of highlighters.

Type	What it looks like	Evidence (for observers)
Summary Feedback	- 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 the form of self or peer-assessment against an agreed set of criteria - Could take the form of a protocol or check of understanding (refer to Appendix 1) - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.	Drop ins Learning walks Evidence of self/peer assessment May be reflected in selected focus review feedback (marking)
Review Feedback	- Takes place away from the point of teaching - May involve written comments/ annotations for pupils to read/respond to - Provides teachers with the 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 - Whole class marking strategies may be used to address common misconceptions during the following session.	Acknowledgement of work completed Whole class marking notes Purple pen annotations/follow up in books Written comments and appropriate responses/ actions Adaptations to teaching sequence tasks when compared to planning Use of annotations to indicate future groupings.

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives.

In Foundation Stage and Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently and will often be replaced with whole class marking strategies indicated by a number or LLL (last lessons learning). In some cases, the marking code may be used where this is understood by the pupils (see end of policy for marking codes and symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments will only be used where meaningful guidance can be offered which has not been possible during a classroom session. In these cases, a pink pen will be used to give a positive praise (this may be accompanied by a personal best sticker) and a green pen to indicate the child's next steps in learning. It is likely that whole class marking strategies will be employed on a more regular basis indicated by a number or LLL (last lessons learning) and followed up by children using a purple pen.

In Maths: Common misconceptions will be addressed via whole class marking. Misconceptions will be numbered, and children will receive a number within their book. Follow up work will then take place the next morning to address the misconception. Work will be marked with a pink pen or self-marked by pupils to indicate correct responses and a green dot to indicate a mistake has been made. Children are encouraged to write the correct response next to the green dot. Marking codes or numbers may also be used.

In Writing: The children will be encouraged to respond to marking using a purple pen. The children will be encouraged to self –edit and redraft their initial work in order to progress their learning; this will often be completed using a purple pen.

In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

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 recognised and provide further guidance for future learning.

Targets will follow extended pieces of writing and are drawn from the academy's key essentials document.

There are not expectations that targets are updated on a fixed term, but these should be reviewed regularly by pupils and teachers and updated when achieved. Where the same target remains for a long period, these should be reviewed to take account of a child's needs and progress.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines the use of highlighters and symbol codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

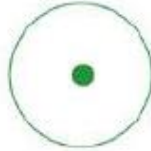| Annotation	Meaning
Highlighted, underlined or ticked	Work which demonstrates a pupil has met an element of success criteria; demonstrated a particular skill or achieved the intended outcome.
GREEN - Highlight or underlined	Work which needs further attention or displays an error or misconception (e.g. a letter needing capitalisation; poor word choice; specific erroring calculation.
Sp (in margin)	Spelling mistake
//	New paragraph needed here
^	Missing Word
Pink Tick ✔	Correct response/ answer
Green dot .	Incorrect answer which requires correcting

Target Stamps for Key Stage I

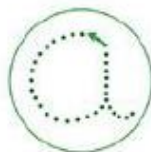|		
finger spaces	listen for sounds	oops! mistake
full stops	pencil grip	dog handwriting (ascenders/ descenders)
Aa upper/lower case letters	target reached	punctuation
letter formation	conjunctions	capital I

Appendix 1

These are excerpts from Uphill's Pedagogy Protocols Document. When we check all children's levels of understanding throughout each lesson, it sets the tone that everyone's thinking is important and necessary, and we focus the learning and engagement of all. Some techniques can be used as quick pulse checks - using these strategies in lessons allows us to track learning and adapt instruction appropriately, on the spot. Other strategies help us to gauge children's understanding once the activity is completed.

Quick Checks

Cold Call: Name a question before identifying children to answer it and call on children regardless of whether they have hands raised. Call on children by pulling *equity sticks* or name cards, or by using a tracking chart to ensure all children contribute. Scaffold questions from simple to increasingly complex, probing for deeper explanations. Connect thinking threads by returning to previous comments and connecting them to current ones; model this for children and teach them to do it too. In this way, listening to peers is valued, and even after a student has been called on, s/he is part of the continued conversation and class thinking.

Equity Sticks: Wooden sticks (e.g. tongue depressors or popsicle sticks) with each child's name on one stick. Equity sticks are often used for cold call or forming random groups.

Fist-to-Five: To show degree of agreement, readiness for tasks, or comfort with a learning target/concept, children can quickly show their thinking by holding up (or placing a hand near the opposite shoulder) a fist for 0/Disagree or 1-5 fingers for higher levels of confidence or agreement.

Four Corners: Children form four groups (vary the number based on purpose) based on commonalities in their responses to a question posed. Once children physically move to a "corner" or the room based on their answer, they discuss their thinking, and one student from each group shares the group's ideas with the whole class. Children in other groups/corners may move to that corner if they change their thinking based on what they hear.

Guided Practice: Often occurring in a lesson after children grapple, teachers provide guided practice before releasing children to independent application. During guided practice, children quickly try the task at hand in pairs or in a low-stakes environment. The teacher strategically circulates, monitoring children's readiness for the task and noting children who may need re-teaching or would benefit from an extension or more challenging independent application. Teachers use an appropriate quick-check strategy to determine needs for differentiation during independent application time.

Learning Line-ups: Identify one end of the room with a descriptor such as "Novice" or "Beginning" and the other end as "Expert" or "Exemplary". Children place themselves on this continuum based on where they are with a learning target, skill, or task. Invite them to explain their thinking to the whole class or the people near them.

Turn and Talk: When prompted, children turn to a shoulder buddy or neighbour and, in a set amount of time, share their ideas about a prompt or question posed by the teacher or other children. Depending on the goals of the lesson and the nature of the Turn and Talk, children may share some key ideas from their paired discussions with the whole class.

Whip-Around (Go-Around): When a brief answer can show understanding, self-assessment, or readiness for a task, teachers ask children to respond to a standard prompt one at a time, in rapid succession around the room.

Longer checks for understanding

Admit and Exit Tickets

At the end of class, children write on note cards or slips of paper an important idea they learned, a question they have, a prediction about what will come next, or a thought about the lesson for the day. Alternatively, children turn-in such a response at the start of the next day—either based on the learning from the day before or the previous night's homework. These quick writes can be used to assess children's' knowledge or to make decisions about next teaching steps or points that need clarifying. This reflection helps children to focus as they enter the classroom or solidifies learning before they leave.

Triangle-Square-Circle

This strategy encourages children to reflect on their learning and process information presented in the lesson. Similar to other closing strategies, it asks children to pick out important pieces of information and to question anything they don't completely understand. As a teacher, it is a tool that will be used to gauge understanding and determine if anything needs to be re-addressed in future lessons.

How to Use:

1. Triangle: After a lesson, have children draw a triangle and next to it write down three important points from the presentation or reading they just saw or completed.

2. Square: Then, have children draw a square and next to it write down anything that "squares" with their thinking or anything they agree with.

3. Circle: Finally, have the children draw a circle and next to it write down anything that is still "circling" in their head or questions that they have. *For Primary Grades PK-1, this strategy should be used in whole-group rather than as an independent task, with the teacher charting ideas. Of course, since many children will want to participate, there might be more than 3 ideas in each shape.

When to Use:

Use Triangle-Square-Circle as a closing activity or exit ticket as a formative assessment of children's understanding of a lesson. It can also be used <u>before</u> reviewing for an assessment, so the teacher knows which areas to focus her test-prep on.

3-2-1

This strategy provides a structure for children to record their own comprehension and summarise their learning. It also gives teachers the opportunity to identify areas that need re-teaching, as well as areas of student interest.

How to Use:

1. Three
After the lesson, have each student record three things he or she learned from the lesson.
2. Two
Next, have children record two things that they found interesting and that they'd like to learn more about.

3. One

Then, have children record one question they still have about the material.

4. Review

Finally, the most important step is to review the children's responses. You can use this information to help develop future lessons and determine if some of the material needs to be taught again.

*For Primary Grades EYFS/Y1, this strategy should be used in whole-group rather than as an independent task, with the teacher charting ideas. Of course, since many children will want to participate, there might be more than 3-2-1 ideas/questions in each section.

Gallery Walk/Hosted Gallery Walk

Purpose:

This protocol offers children an opportunity to share information with others in a gallery setting. The protocol involves small-group collaboration, while making individuals responsible for the learning and, when hosted, the teaching.

Procedure:

1. Divide children into groups—the size of group will vary with the topic and how it can be divided, size of class, age of children, etc.

2. Assign each group a specific segment of the topic (example: legislative branch of government, role of a worker bee, or transportation on the river).

3. Provide each group with additional materials they need to further enhance the study that has already been introduced, probably in a large-group setting (example: government, insects; importance of the river).

4. Allow time for group to read and discuss the new information. Using prior knowledge along with the new knowledge, have each group create a chart with key points and a visual representation that—in the hosted version—each child in the group will use to teach others in the class.

5. Be clear that each child has to understand the text and images on the poster in order to present the information effectively. Allow time for the groups to help one another focus on key components.

6. Post the work around the room or in the hallway.

7. Regroup children so each new group has at least one member from the previously established groups.

8. Give specific directions at which poster each group will start and what the rotation will look like.

9. The speaker at each poster is the person(s) who participated in the creation of the poster.

10. When all groups have visited each poster, debrief.

Possible debrief questions:

A. What was your biggest "a-ha" during the tour?

B. How was your learning enhanced by this method?

C. What role did collaboration play in your success?

D. Why was the individual responsibility component so important?

Rubrics

Rubrics include the criteria that will be evaluated and describe various levels of quality. The levels of quality are often labeled with the language of "beginning, developing, accomplished, and exemplary" and associated with the numbers "1, 2, 3 and 4". Rubrics are typically more useful for children when assessing their own work, because they can match the work to the language of the rubric description and determine where their work falls in regard to each criterion. Rubrics give children language to describe the different levels of quality so they can better describe their work and take incremental steps toward achieving quality.

Common Features:

Rubrics can be created in a variety of forms and levels of complexity; however, they all contain three common **features**:

1. They focus on measuring one or more stated **learning targets** (content, skills, character, and/or craftsmanship).

2. They use a **range** to rate performance.

3. They contain specific performance characteristics arranged in levels indicating the **degree** to which a learning target has been met. (Pickett and Dodge, 2001)