Feedback and Marking Expectations

As a school, we recognise the importance of using a range of feedback to progress learning. This includes feedback in both written and verbal forms.

Written Feedback

Following the Government's publication of the reducing workload documents, our school is committed to a written feedback policy that is both effective in securing pupil progress but manageable. For more details about the documents, please google: reducing-teachers-workload

With this document in mind, it is an expectation that teachers carefully plan the feedback that they aim to use over a week so that they do not exceed more than 5 hours of written feedback.

To make this a habit, there are a range of actions you should consider:

- **Have the children completed work that required them to produce work of high quality, using and applying their knowledge, skills or ideas? If they have, then perhaps this is the ONE piece of work that you would deep mark for that child, in that subject that week.** *This type of feedback might work well for drafts or end of unit pieces of writing, word problems where children have to explain their thoughts or topic work where children have given opinions based on research.*

- **Have the children completed work that you can stop the lesson 5 minutes earlier than you previously would have in the past so you can give them the answers and let them peer or self-mark?** *This type of feedback might work well for spellings, arithmetic or multiple choice.*

- **In English… Have the children completed work that you can stop the lesson 5-10 minutes earlier than you previously would have so that you can ask them to give peer or self-feedback, using the school's Rocket System?** *This type of feedback might work well for longer pieces of writing as well as Short Burst Writing and non-fiction work in topic.*

- **In Maths… Have the children completed work that you can stop the lesson 5-10 minutes earlier than you previously would have so that you can ask them to give peer or self-feedback about the learning outcome for the lesson and an action that would improve the work?** *This type of feedback might work well for reasoning and problem solving questions.*

- **Have the children completed work in a guided group (either with you or one of your support staff) that can be marked as the session is ongoing?** *If you have given guided written or verbal feedback at the time of the session, then you would need a simple tick of acknowledgement.*

- **If we are seriously about reducing workload, then sometimes work completed by children needs to be acknowledged marked, that is to say, that the adult has double ticked or put a smiley face on the parts**

of the work where the child has done something very well, met the learning outcome or met a non-negotiable. Other than the adult's double ticks or smiley faces no comment or action will be given.

There are many other ideas around marking that can be found in books on teaching and www.pinterest.com

Once you recognise the different types of marking and what each type might be most suitable for, you can timetable your week so that your feedback workload never exceeds 5 hours.

For example, a teacher might chose to work longer on Monday and Thursday as they don't have meetings on those days and has deliberately left their weekend light as they know there is a family engagement that weekend.

You should build your feedback workload around your work/life balance.

Other examples might be where a teacher has tickets to a concert or the cinema on a school night and deliberately chooses not to **Deep** or **Acknowledge** marking on that day, instead choosing to get the children to self or peer mark. The teacher might then work 2 hours on a different evening to keep up to date. **Build your week to suit you!**

This system will only work if you trust that leaders will be judging the **quality** of your feedback based on the **impact** it has not the **quantity**.

That is why in SLT meetings we will be working hard as a leadership team to moderate our judgements on how effective marking and feedback based on the **impact** it has on children's **progress**. From now on, when you are given feedback after a book scrutiny it will focus on how **effective** your feedback has been, not on how much you have done!

English – Deep Marking

Deep Marking should focus on the basics of grammar, punctuation and spelling and set the child an action to move their understanding forward.

Teachers should take account of age-related expectations as set out in the Pie Corbett T4W Progression Map and the needs of individual children.

It is expected that the following symbols are used:

	Spelling	Punctuation	Grammar
Working Towards ARE	**S** written in the margin on the line where the spelling needs correcting and underline the spelling. **Teacher** to model the correct spelling in the Magpie box on the page and child to repeat it three times.	**P** written in the margin on line where the punctuation needs correcting. Circle the mistake that needs correcting. **Child** to use their skills to correct the mistake.	**G** written in the margin on the line where the grammar needs correcting. Underline the mistake that needs correcting. **Child** to use their skills to correct the mistake.
At ARE	**S** written in the margin on the line where the spelling needs correcting. **Child** to write the correct spelling in the spelling box on the page and to repeat it three times.	**P** written in the margin on the line where the punctuation needs correcting. **Px2**(or more) to indicate if more than one correction needs to me made. **Child** to use their skills to find the error(s) and correct.	**G** written in the margin on the line where the grammar needs correcting. **Gx2**(or more) to indicate if more than one correction needs to me made. **Child** to use their skills to find the error(s) and correct.
Working Above ARE	**S** written at the end of the piece of work. **Child** to locate inaccurate spelling and make appropriate correction(s). **Child** to write the correct spelling in the spelling box on the page and to repeat it three times.	**P** written at the end of the piece of work. **Child** to locate inaccurate punctuation and make appropriate correction(s).	**G** written at the end of a piece of work. **Child** to locate inaccurate grammar and make appropriate correction(s).

Showing the children what they have done well

The teacher should indicate what the child has done well with double ticks or a smiley face next to the section of work that shows the success. This could include actions from previous lessons that have been acted upon. It may also relate to the Pie Corbett T4W Progression Map.

Showing the children what their next steps are

All deep marking should result in an action (next steps) that children should act upon using a Purple Pen at the earliest opportunity so that it remains relevant to them. Please draw the following symbol and then give them an action. Example.

In Yellow highlighter, please show me the fronted adverbials you have used.

Maths – Deep Marking

The expectation is that you don't deep mark the children's MNP! Workbooks, these should instead be marked during the lesson by the teacher or TA.

As the children get older there will be more opportunities for the answers to be displayed and for them to self-assess or peer-assess the work.

The main purpose of the MNP! Workbooks is as an assessment tool to see which children have and haven't met the non-negotiable goal for the lesson.

Deep marking should focus on the children's journal and challenge their understanding of the non-negotiable goal from that lesson. You should set

the children a reasoning style action or next step in order to move their understanding forward. It is expected that the following symbols are used:

	Number	Arithmetic	Reasoning
Working Towards ARE	**Circle** the number reversal or place value error e.g. 13 written instead of 31. **Teacher** to model the correct orientation or number in the Key Vocab box (bottom of the page) **Child** to repeat it 3 times.	**AX** written beside the calculation that is incorrect. Where possible use a box to indicate the part of the calculation where the error was made. **Child** to use calculation skills to correct the mistake.	**RX** written beside the reason/explanation that is incorrect. Where possible underline the part of the explanation where the error was made. **Child** to use reasoning skills to correct the mistake.
At ARE	**Circle** next to the number or calculation where the reversal or place value error has taken place. **Teacher** to model the correct orientation or number in the Key Vocab box at the bottom of the page. **Child** to repeat it 3 times.	**AX** written beside the calculation that is incorrect. **Child** to use calculation skills to correct the mistake.	**RX** written beside the reason/explanation that is incorrect **Child** to use reasoning skills to correct the mistake.
Working Above ARE	**Circle** at the bottom of the page to indicate that a reversal or place value error has taken place above. **Child** to model the correct orientation or number in the Key Vocab box at the bottom of the page and repeat it three times.	**AX (x2 or more)** written at the bottom of the page to indicate that there are calculations above that are incorrect. (Do not tick correct calculations on these occasions) **Child** to use calculation skills to find and correct the mistake(s).	**RX (x2 or more)** written at the bottom of the page to indicate that there are reasons/explanations above that are incorrect. (Do not tick correct reasons/explanations on these occasions) **Child** to use reasoning skills to find and correct the mistake(s).

<u>Showing the children what they have done well</u>
The teacher should indicate what the child has done well with double ticks or a smiley face next to the section of work that shows the success. This could include actions from previous lessons that have been acted upon. It may also relate to the non-negotiable for the lesson.

<u>Showing the children what their next steps are</u>
All deep marking should result in an action (next steps) that children should act upon using a **Purple Pen** at the earliest opportunity so that it remains relevant to them. Please draw the following symbol and then give them an action. Example.

Can you use the skills we focused on to solve:

$$\begin{array}{r} ?\ \ ?\ \ 9 \\ +\ \ ?\ \ 3\ \ ? \\ \hline =\ \ {}^1 7\ \ {}^1 0\ \ 6 \end{array}$$

<u>Different styles of journaling for next steps</u>
Here are some examples of the different types of journaling that you could ask the children to do as part of their next steps:
Descriptive – Children describe what they did during the lesson and the methods they used. You could ask them to write a set of instructions for a friend or younger pupil so that they can solve the problem.
Evaluative – The child has to make and justify choices. You could ask them why they chose a certain method and how it helped them.
Creative – Encourage the child to develop their own methods and stories. You could ask them to create a brand new method and allow them to give it

a name or name it after themselves. You could ask them to write a word story for a problem or number sentence.

Investigative – Ask the child to record their findings after exploring a problem, set them questions such as: Did you see any patterns? What helped you in this investigation?

How many solutions can you find to this problem where all the shapes are a different 1-digit figure?

$$\triangle + \square + \bigcirc = 21$$

Formative – Ask the child to demonstrate their understanding so that you can see how much progress they've made. There are a variety of different questions styles for this such as: Which question did you find the hardest and why?

- Choose a problem that you've solved and you're proud of and explain why.
- Can you find and correct my mistake, explaining what I did wrong?

$$\begin{array}{r} 64 \\ \times\quad 4 \\ \hline 246 \end{array}$$

Child Version of Symbols
English

When they give you feedback, your teacher might use the following symbols:

S	P	G
S = Spelling	**P = Punctuation**	**G = Grammar**
If you see this symbol, you have made a spelling mistake.	If you see this symbol, you have made a punctuation mistake.	If you see this symbol, you have made a grammar mistake.
Your teacher might show you where it is by	Your teacher might show you where it is by	Your teacher might show you where it is by

underlining it.	circling the mistake.	underlining it.
You need to correct it and practise it three times in the box at the bottom of the page.	You need to correct it so that you have used the correct punctuation.	You need to correct it so that you have used the correct grammar.

You should always use a **Purple Pen** to show where you have acted on your teacher's feedback (unless they tell you to use something else like a highlighter).

Maths

When they give you feedback, your teacher might use the following symbols:

◯ ◯ = Number or Place Value	**AX** AX = Arithmetic	**RX** RX = Reasoning
If you see this symbol, you have made a number or place value mistake.	If you see this symbol, you have made an arithmetic mistake.	If you see this symbol, you have made a reasoning or explanation mistake.
Your teacher might show you where it is by Circling the mistake.	Your teacher might show you where it is by putting a box around the mistake.	Your teacher might show you where it is by underlining the mistake in your reasoning or explanation.
You need to correct it and practise it three times in the box at the bottom of the page.	You need to correct it so that you have used the correct calculation.	You need to correct it so that you have used the correct reasoning or explanation.

You should always use a **Purple Pen** to show where you have acted on your teacher's feedback (unless you are told to use something else).

Examples of possible Actions/Next Steps

There are four types of possible Actions/Next Steps you can set children, and this will depend on:

- what level of challenge they are working at; below ARE, at ARE or above ARE
- where you are in the teaching sequence for the unit; Start, Middle or End

The four types

Types of Action /Next Step				
Attainm ent or		Challenge		Teachin g
	Above ARE		End of the Unit	

		Reminder		
	At ARE		Middle of the Unit	
	Below ARE	**Instructions**	Start of the Unit	
		Examples		

Examples

Often given to children below ARE or towards the start of a unit of work.

- The teacher might give two examples of how to use an English or Maths technique and ask the child to write/show the third example using the same skills.
- The teacher might highlight two occasions where the child has used a technique and ask them to find a 3 example to highlight.

Instructions

Often given to children at ARE or towards the middle of a unit of work.

- The teacher might give two or 3 instructions on how to punctuate inverted commas and then ask the child to write a sentence following the instructions.
- The teacher might give two or 3 instructions on how to round a three digit number to the nearest 10 and then ask the child to follow the instructions and round 3 examples.

Reminders

Often given to children above ARE (as they become more independent) or towards the middle or end of a unit of work.

- The teacher might remind the children of the techniques learnt so far in the unit and ask the children to highlight where they have included them or to add them.
- The teacher might remind the child to exchange when using column subtraction and ask them to answer two further questions?

Challenge

Often given to children above ARE and towards the end of a unit of work.

- The teacher might ask children why they have chosen specific words, sentence types, sentence order and focus on the effect on the reader.
- The teacher might ask children to answer a word problem using the calculations the child has been practising.
- The teacher might set an open-ended challenge to deepen the child's understanding – ask them to define a technique, ask them to write a

rule, ask them to check if the rule is always true or if there are exceptions (does the rule work for decimals?)

The Rocket – Self and Peer Feedback tool

Every Day Writing

Each Rocket has 4 windows with each window describing a basic skill that the children in that year group should be able to achieve every day. These skills should be taken from the Pie Corbett T4W Progression Map. There should be a class version of The Rocket near the front of the class.

Some children might also benefit from a smaller personal version either in their book or close to their table. This is not an expectation and open to teacher judgement.
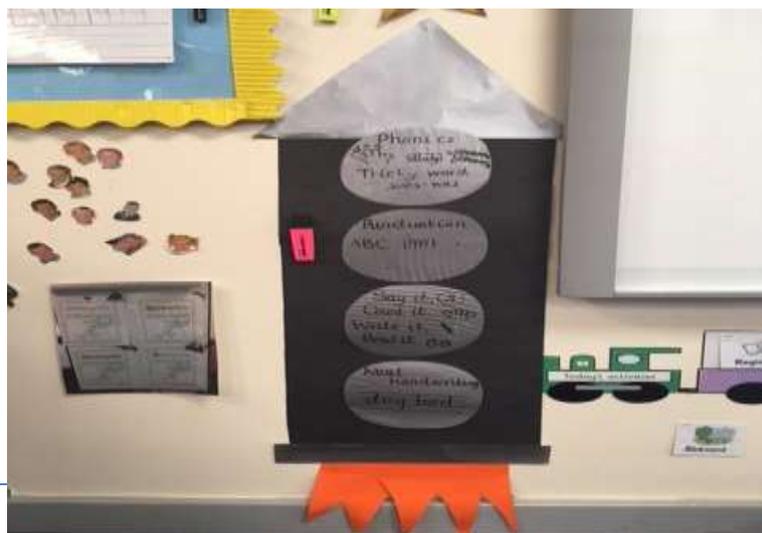
When children have completed a section of work they could Self or Peer assess their work against the 4 windows and where they have missed things out or not been as accurate as they should have been, they should self-correct their own work.

New for 2019-20

- *Pink for punctuation – All year groups should continue to use pink to highlight punctuation.*
- *But – The types of punctuation highlighted in Pink should ONLY be those punctuation marks that have been introduced in that year group as set out in the Pie Corbett T4W Progression Map.*
- *When – Highlighting punctuation in Pink is a visual way for the child to draw the teacher or peer's attention to the fact that they are now able to use a certain punctuation mark. Once it is clear that a child has mastered that punctuation mark, they no longer need to highlight it.*
- *It will be up to you and the child to agree when they can stop highlighting a certain mark.*
- *Green for Target – All year groups should introduce the idea of children highlighting where they believe they have met their target in Green.*
- *When – Highlighting targets In Green is a visual way for the child to draw the teacher or peer's attention to the fact that they are now able to use a certain skill that they were given after the Cold Task. Once it is clear that a child has mastered that target, they should be given a different one.*
- *It will be up to you and the child to agree when they can stop highlighting a certain mark.*

Stars to Success

There is no longer a requirement for these to be used in self and peer marking. The highlighting of children's work would often make work look untidy and distract from the overall effect of the child's writing.

There might be occasions when you as a teacher would choose to use certain colours in your feedback or the children's self/peer feedback to highlight a certain skill or type of language such as conjunctions or fronted adverbials.