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 visit the website:
https://www.gov.uk/government/publications/reducing-teachers-workload/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 per week.

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 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 questions.*

- **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 (See section about the Rocket in this document), about how they have achieved the non-negotiable elements and an action that when completed would improve the work?** *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 (once trained) to give peer or self-feedback about how they have achieved the learning outcome for the lesson and an action that when completed 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 to seriously make a difference to workload, then some work 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

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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.

	Monday	Tuesday	Wednesday	Thursday	Friday
English	B&Y Peer M R Self M G Guided VF	B&Y Acknow M R Guided WF G Deep M	B&Y Deep M R Acknow M G Peer M	Y Self F B Peer M R Deep M G Peer M	B&Y Guided VF G&R Peer F
Maths	Y Peer F B&R Self M G Acknow M	Y Self F B&R Acknow M G Guided WM	B&Y Peer F B&R Guided WF G Acknow M	B&Y Deep M R Peer M G Deep M	Y Acknow M B Self M R Guided WF G Self M
Topic	All Deep M	PE & French	B&Y Self F G&R Acknow M	Music & Library	KS2 Star Assembly
Time	30 x 3min 6 x 1min	14 x 1min 6 x 3min 12 x 1min	12 x 3min 6 x 1min 6 x 1min 12 x 1min	6 x 3min 12 x 3min 6 x 3mins	6 x 1min
Total	96min	44min	60min	72min	6min

Weekly Total   4hrs 38mins

In the example above the teacher has chosen 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 work 2 hours on a different evening to keep up to date. You might have clubs you attend or childcare. **Build your week to suit you!**

This system will only work if you trust that leaders will not be judging the **quality** of your feedback based on 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!

Mistakes in books

As we work with the children to develop their growth mindsets, it is important that all strands of our school are consistent with this message. Children should not routinely rub out their mistakes. Instead children should show that they know they have made a mistake by drawing a single line through it and celebrating that they have corrected it and learnt from their mistake.

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, the non-negotiables and the needs of individual children.

It is expected that the following symbols are used:

	Spelling	Punctuation	Grammar
Apprentice (Basic)	**S** written in the margin on the line where the spelling needs correcting and <u>underline</u> 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 the 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. <u>Underline</u> the mistake that needs correcting. **Child** to use their skills to correct the mistake.
Qualified (Advancing)	**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.
Mastering (Deep)	**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, therefore showing visible progress. It may also relate to the Learning Objective or non-negotiables.

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 do not deep mark the children's MNP! Workbooks, these should instead be marked during the lesson by the teacher or TA. As the children progress through school, at the end of the lesson the answers could be easily put up onto the SMART board so the pupils can 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 – the teacher and/or TA can then provide immediate intervention and support so that every child is ready for the next day's lesson.

Deep marking should focus on the children's journal and challenge their understanding of the non-negotiable goal from the lesson. You should set the children a reasoning style action or next step in order to move their understanding forward. Teachers should take account of age-related expectations, the non-negotiables and the needs of individual children.

It is expected that the following symbols are used:

	Number	Arithmetic	Reasoning
Apprentice (Basic)	**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 three 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.
Qualified (Advancing)	**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 three 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.
Mastering (Deep)	**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).

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, therefore showing visible progress. It may also relate to the Learning Objective or non-negotiables.

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.

Can you use the skills we have focused on this week to solve:

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

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Different styles of journaling for next steps

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 – Pupils have to make and justify choices. You could ask them why they chose a certain method and how it helped them.

Creative – Encourage the pupils 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 pupils 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 pupils 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 underlining it.	Your teacher might show you where it is by circling the mistake.	Your teacher might show you where it is by 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. Your teacher might show you where it is by Circling the mistake. You need to correct it and practise it three times in the box at the bottom of the page.	If you see this symbol, you have made an arithmetic mistake. Your teacher might show you where it is by putting a box around the mistake. You need to correct it so that you have used the correct calculation.	If you see this symbol, you have made a reasoning or explanation mistake. Your teacher might show you where it is by underlining the mistake in your reasoning or explanation. 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 they tell you to use something else like a highlighter).

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; Basic, Advancing or Deep
- where you are in the teaching sequence for the unit; Start, Middle or End

The four types

Types of Action /Next Step				
Attainment or Challenge Level	Higher Attainment (Deep)	**Challenge**	End of the Unit	Teaching Sequence
		Reminder		
	Middle Attainment (Advancing)		Middle of the Unit	
		Instructions		
	Lower Attainment (Basic)		Start of the Unit	
		Examples		

Examples

Often given to children at a Basic level 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 the higher end of the Basic level 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 at the Advancing level (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 at the higher end of the Advancing level or Deep 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

The Rocket is made up of two parts:

- Basic Skills (Non-Negotiables)
- Stars to Success

Basic Skills (Non-Negotiables)

Each Rocket has 4 windows with each window describing a basic skill that the children in that year group should be able to achieve, starting with the most basic of skills at the bottom of The Rocket. There should be a class version of The Rocket near the front of the class as well as a laminated version in each of the children's books so they can assess from their table.
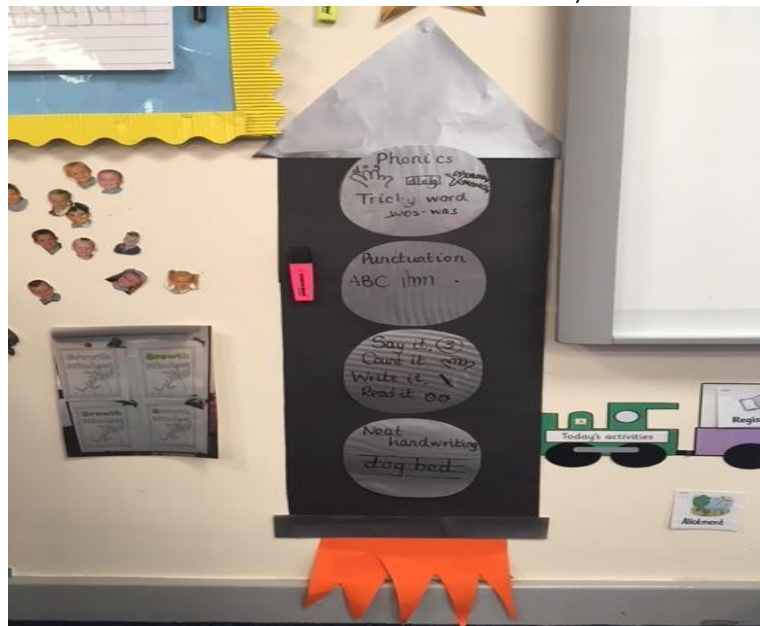
When children have completed a section of work they should Self or Peer assess their work against these 4 windows and where they have missed things out or not been as accurate as they should have been they should self-correct their own work.

Depending on each year group, the rocket relates to year groups basic skills.

- **EYFS** – Handwriting, capital letter, finger spaces, full stop, makes sense as 5 windows.
- **KS1** – Handwriting, sense checking, punctuation and Phonics/Spelling.
- **KS2** – One window that covers all KS1's basic skills, then basic skills of year group.
- **Pink for punctuation** – All year groups to have pink for punctuation highlighting.

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Stars to Success

Once all basic skills are covered, children can assess whether they've included the 'Stars' by highlighting/improving their own work.

Depending on each year group, the Stars relate to the children's next steps in Writing. They will look different in every year group and should come from the issues you have identified your class need further support in from the Cold Task in a PWP topic.

- **Highlighters** – Aside from pink for punctuation, all year groups can choose whatever colours for the Stars, however must be consistent across year group.