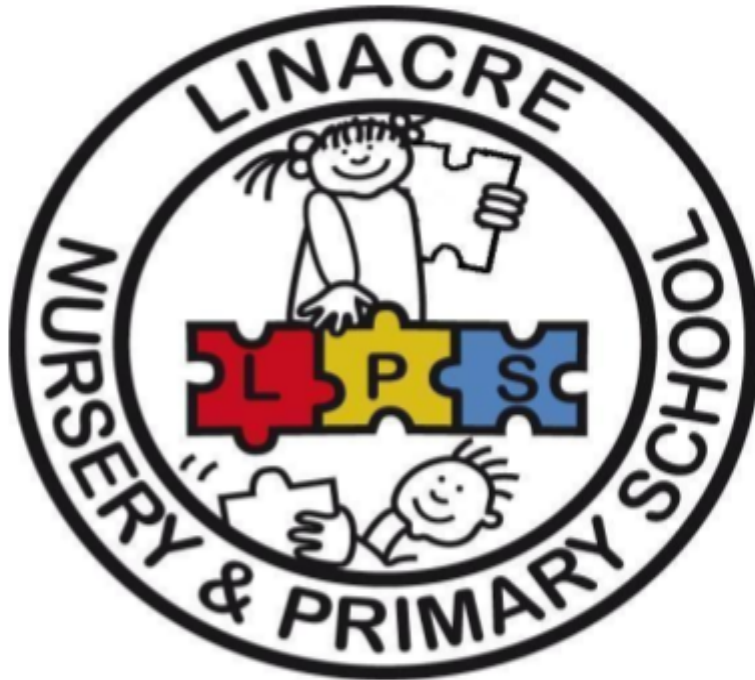


Linacre Primary School



Live Marking and Feedback Policy

Date - May 2022

Marking and Feedback Policy

Research into the impact of written marking is inconclusive, with few large-scale, robust studies being done. The Independent Teacher Workload Review Group noted that marking should be driven by professional judgement and be “meaningful, manageable and motivating”. Its focus should be on helping teachers identify pupil misunderstanding in order to provide feedback that is timely, constructive and purposeful.
(Education Endowment Fund 2016)

At Linacre, we believe that ‘marking’ should be as immediate as possible, forming a feedback loop that impacts directly on pupils’ work and understanding. To achieve this, we promote the use of a series of Assessment for Learning (AfL) strategies that will positively affect pupils’ work and development across subjects and within individual lessons. We believe that carrying out these strategies will have a bigger impact than lengthy written comments in books. This will also have the additional benefit of supporting teachers’ workload.

OBJECTIVES

1. We will monitor, evaluate and review pupils’ current understanding in order to identify next steps for progress, improvement and development.
2. We will enable pupils to evaluate their work in order to take responsibility for their own learning.
3. We will help pupils take pride in their learning to promote positive self-image.
4. We will standardise the marking and feedback procedures.
5. Classroom practice will be “meaningful, manageable and motivating”, enabling teachers to respond to pupils’ current needs. This will help teachers to make secure summative judgements over time, and help pupils to succeed and develop academic rigour.

CLASSROOM STRATEGIES (ASSESSMENT FOR LEARNING)

Question: Questioning is at the forefront of formative assessment. It is the key tool in responsive teaching, with evidence highlighting its role in securing strong pupil outcomes. Teachers need feedback from multiple pupils in order to gauge the success of their teaching. Rosenshine’s research (2012) shows that effective teachers ask more questions from more students in greater depth; they check for understanding, involve all learners, explore thinking processes and misconceptions, and interrogate correct answers. This is how teachers uncover misconceptions and challenge pupils to deepen understanding.

Questioning takes many forms. We promote the following strategies:

- Cold Call: This is a 'no hands up', dialogic approach that keeps all pupils engaged. This makes feedback meaningful so that teaching is responsive to pupils' needs and levels of understanding. Teachers use discretion as needed.
- No Opt-Out: This allows teachers to return to pupils who get an answer wrong so they can show their understanding. It can also be used to engage pupils who refuse to answer to help establish a culture of academic learning and rigour.
- Think, Pair, Share: This allows all pupils to engage in a structured discussion that provides an opportunity to think generatively, share ideas and rehearse answers.
- Whole-Class Response: This allows the teacher to access responses from each and every pupil in order to get an overview of class understanding.
- Check for Understanding: This dialogic approach seeks to uncover the extent of understanding from a range of pupils to determine whether to explore, re-teach, defer or move on.
- Say It Again, Better: This allows teachers to set academic expectations for verbal responses and pupils to develop greater levels of success by adding depth, accuracy or sophistication to initial answers. It can also be used to develop grammar.
- Probing: By asking multiple, linked questions to a few pupils, teachers can promote deep thinking and allow pupils to make connections.
- Process Questions: By seeking out the 'how and 'why', teachers can develop pupils' metacognition, deepen their understanding and help them to evaluate their responses.

Hinge Questions: These are key questions that allow the teacher to know whether a teaching point needs to be developed or the class is ready to move on.

Questioning strategies are often used in combination e.g. 'Probing' may be followed by a wider 'Check for Understanding'; 'Think Pair Share' by 'Cold Call' and 'Probing'.

Circulate: While pupils work, the teacher (and other available adults) will circulate the room to monitor pupils' responses. During this time, adults can address mistakes (**dot mark** the mistake for pupils to correct immediately) and find examples of errors that they can use as discussion points to develop learning or address misconceptions. Teachers should be strategic about when to intervene. If a pupil is engaged and focused with their task, revisit to feedback at a more appropriate time. Any corrections will be done with a **purple** 'editing pen'.

Note: A mistake occurs when a pupil understands something but carries out a procedure incorrectly; an error refers to incorrect or insecure understanding, with follow-up teaching necessary to address this.

Showcase: Pupils' work is displayed - via a visualiser/digital device or written onto the whiteboard – in order to support discussion about its merits or the errors it contains. Editing that follows a 'showcase' will be done with a purple 'editing pen'.

Note: A positive classroom culture should be developed so that pupils feel safe and build resilience. Pupils should understand that mistakes happen when learning new things and that they are an extremely beneficial aspect of the learning journey.

Reflect: Pupils may use success criteria or a WAGOLL (what a good one looks like) to reflect on their own work or that of their peers. Any editing that comes from self- or peer-reflection will be done with a purple 'editing pen'.

Note: To support the above practices, lessons will be broken into short, cohesive chunks.

POST-LESSON FEED-FORWARD STRATEGIES

Feedback should provide clear, actionable steps for improvement. Teachers should use their understanding of individual pupils to use feedback motivationally. It will form part of a scaffold that develops pupils' metacognition and independence.

Feedback may be framed in the form of follow-on tasks that provide an opportunity for pupils to redraft or re-do a previous task; rehearse or repeat aspects of a task to build confidence or fluency; revisit a concept after re-teaching; retrieve and re-learn key facts; or use additional research to develop their work by applying a wider range of ideas.

Whole-class feedback may be used. This is based on an overview of recent work, with the teacher noting general strengths and weaknesses. These reflections will be discussed with the class – along with examples of work that will be used as models of excellence. Pupils will use this feedback to make immediate improvements.

Teachers will annotate on their planning, areas to focus on and next steps. The AfL strategies noted above will mean that teachers have a good understanding of pupils' individual needs, with specific aspects of learning being addressed within lessons. The role of the log is to ensure that teachers reflect on pupils' work within the 'mastery context' of developing curriculum understanding for the whole class. In conjunction with other checks, it will act as a weekly guide for whole-class feedback and link to support mechanisms for groups of pupils within the classroom.

The log will only note a few key points. In comparison to book-by-book marking, it is expected that this will again reduce workload.

MARKING

Any teacher comments will be completed in green pen. A green highlighter will be used for 'dot marking'. If a teacher chooses to add written comments, this will be done in joined handwriting and use the conventions of standard English.

Teachers will provide answers for quizzes (e.g. retrieval), basic skills activities (e.g. Morning Maths) and short tests (e.g. spelling). Pupils will self-mark and self-correct these in purple pen.

In writing, teachers will mark each independent writing piece prior to a final editing session. These will be marked with a system that guides pupils to look for specific mistakes/errors in punctuation, spelling and sentence grammar (E1); highlights specific sentences for rewriting (E2); and highlights specific points for further development (E3). This guidance will maintain the integrity of the writing in terms of its independence so that it can be used for the purpose of summative assessment.

Work undertaken by supply teachers, trainee teachers and teaching assistants will be indicated in books (please see relevant codes in appendices). The learning intention will be shared verbally at the start of the lesson and stampers will be used to identify whether a pupil has achieved this in their books. Pupils who need further support or guidance will have NS indicated (Next steps needed). The next steps may have been verbally discussed with a pupil and ideally intervention will take place where there is a Teaching Assistant present. All staff will indicate if any support was needed within the lesson and whoever has marked the piece will initial at the end of the piece of work. Please see individual marking codes in the appendices attached.

To encourage high quality presentation, Teachers will identify any words or sentences that need to be completed again. An asterix will be marked on the page and pupils will write again underneath.

MONITORING

Monitoring of the strategies in this policy will be done through book scrutiny, learning walks and pupil voice exercises. This will be done by the school's SLT and subject leads.

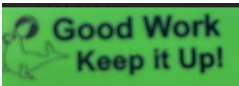

OUTCOMES

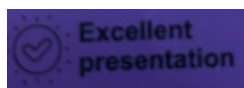
Marking and feedback strategies will be carried out professionally. Learners will benefit from the daily assessment of all work. It will be used to encourage and celebrate learners' achievements and for feed-forward planning that will ensure that lessons build curriculum understanding over time. It will ensure that pupils receive support or access opportunities for consolidation and challenge within given objectives. It will be used to underpin clear and accurate assessment for learners and parents. The marking policy will be reviewed on a regular basis to ensure that it is effective and workable.

Marking Codes 2022/2023

Key points:

- Class Teacher to initial at the end of a piece of work.
- Class teacher to model cursive script in Year 2 and KS2, RWI script Nursery - Year 1.
- Ticks to be clear.
- Stamper to indicate whether the Learning Intention has been met. NS to indicate that next steps are being put in place to allow the pupil to meet the Learning Intention.
- Teachers to indicate what support equipment has been used. KS2 pupils can do this themselves.
- Teachers to mark in green pen.
- Children to mark in purple pen.

TS	Teacher has supported pupil
TA	Teaching Assistant has supported pupil
ST	Work has been marked by a Supply Teacher
PPA	Work has been marked by a Teacher covering PPA/Release time
TT	Work has been marked by a Trainee Teacher.
NS Stamper to be used to encourage effort. 	Next steps for pupils have been discussed or intervention has been put in place to allow pupils to achieve the Learning Intention/tackle misconceptions.
VF	Verbal Feedback Given
Sp	Correct Spellings 3 times
	Learning Intention has been met.
*	Correct poor presentation below.



At the end of the piece of work where good presentation is recognised. Class teacher to share with the class to encourage other pupils to present their work neatly.