

Morville CE Primary School (Academy)



Policy for Formative Assessment (Marking and Feedback)

Date of policy: September 2019



Formative Feedback and Marking Policy

“Meaningful, Manageable and Motivating”

“The single most powerful modification that enhances achievement is feedback...dollops of feedback” Professor John Hattie Influences on Student Learning”

In a typical lesson each child should know where they are going, where they are in relation to that goal and how to get there! This policy has been written to reflect current best practice and contains examples for teachers to refer to. The key messages from the DFE document “Eliminating unnecessary workload around marking” (2016), and the NAHT guidance on marking (2016) are also embedded in this policy.

Our practice is based on research:

Research has confirmed that giving effective feedback ranks at the top of all the strategies for accelerating progress. The evidence from the Sutton Trust (2011) found the impact of effective feedback was substantial gains

Extensive and respected research has assessed the impact of many different interventions in teaching to assess which really makes the greatest difference to pupil’s progress.

Classrooms with a positive formative assessment culture have these elements embedded:

- Using **clear learning objectives** that are shared with pupils (not always at the beginning of a lesson)
- Clear **success criteria** - (***we use 3 Star Success Criteria for increasing challenge)
- Effective classroom discussions
- Skilled questioning by the teacher using a range of questioning strategies to delve and to find out the children’s misconceptions, understanding and prior knowledge. (See Clarke 2014)
- Pupils being a teaching and learning resource for each other
- Pupils involved at the planning stages
- Talk partners, no hands up culture (we use lolly sticks with pupils names on)
- Mixed-ability learning with choices of challenge
- The belief that all can succeed (Growth Mindset)
- Examples of excellence displayed, annotated and discussed to help the children know what to do and what they are aiming for on Working Walls
- Verbal and written feedback that provides useful information for the child to do to improve

“Feedback to any pupil should be about the particular qualities of his or her work with advice on what he or she can do to improve” (Black and Wiliam, 1998)

“Feedback is the most powerful when it is from the student to the teacher. What they know and understand... The growth mindset culture reduces a fear of failure and encourages children to share their errors, to see them as learning opportunities. Errors invite opportunity. They should not be seen as embarrassments, signs of failure or something to be avoided. They are exciting, because they indicate a tension between what we know and what we could know” (Hattie 2012)

Teachers Beware!

“Where the classroom culture focusses on rewards, gold stars, stickers grades or place in class rankings, then pupils look for the ways to obtain the best marks rather than at the needs of their learning ...” (Black and Wiliam 1998)

Effective Formative Feedback in Every Classroom is “The 4 R’s”



1. WRITE

Learning Objective

Teacher writes clear and concise learning objectives linked to the leaning not the context. Read more in “Outstanding Formative Assessment” (2016) by Shirley Clarke. Use a template which should be glued into the child’s exercise book. Train the children to do this neatly.

Success Criteria

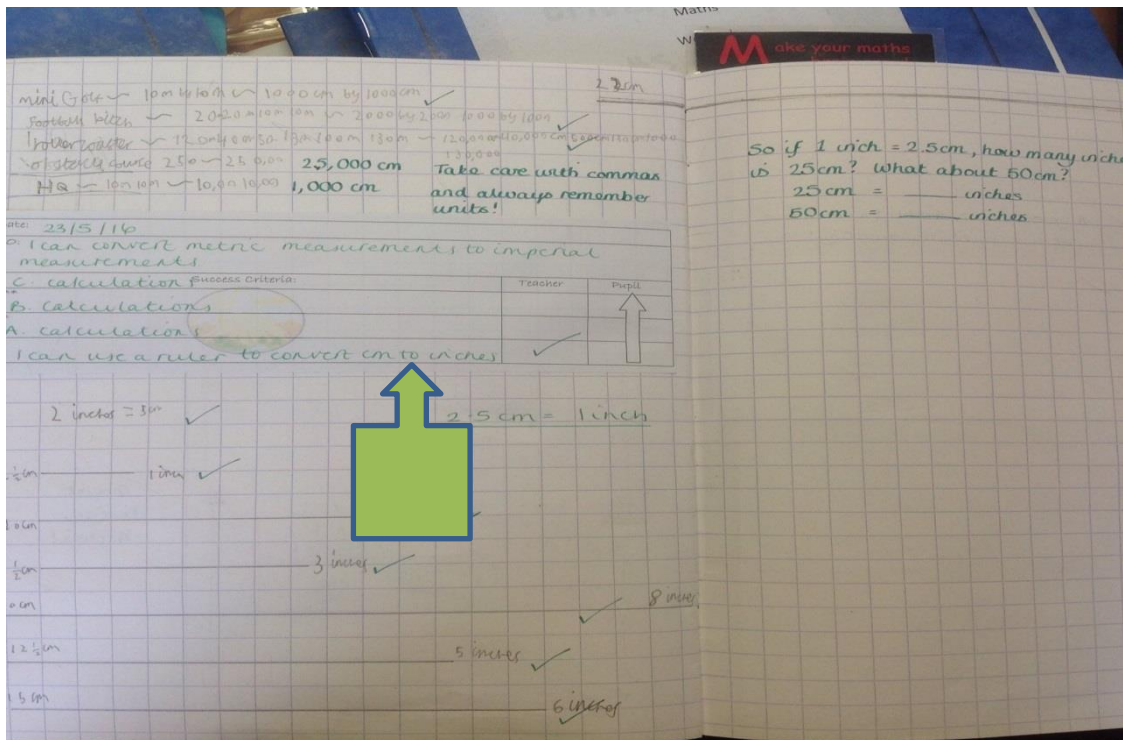
Sharing success criteria helps the children to understand the “steps to success” to meeting or exceeding the learning objective. The most successful success criteria focus on the learning process not the end product.

“Studies from higher education find that providing clear success criteria for a piece of work is associated with higher performance. Given this wider evidence, setting clear targets in marking, and reminding pupils of these before they complete a similar piece of work in the future, appears to be a promising approach, which it would be valuable to evaluate further.”

EEF Review on Written Marking (2016)

Generate the success criteria with the children so they really understand and take ownership of them. Remember they can be expressed as a series of challenges (Hot, Chilly, Mild or */**/**). Look at examples of work which exemplify the features of such success. Display them on the Working Wall. Train the children to glue the printed Success Criteria template neatly into their books. Success criteria can be verbal. Success criteria should be child friendly. The child should understand what they need to do and be motivated to do it!

Examples of LO and SC from books – set in a grid for the pupil and teacher to assess against. Note also the use of a question posed to challenge the child.



2. REFLECT

Mid-way through the lesson children can do a “reflect and check” either in pairs or on their own or using the visualizer and the whole class looking at work. A lesson Study in 2016 found it was successful when children used special pens e.g. high lighters – “green for go” – “pink to think” to focus on the improvements or corrections. A “purple polisher pen” could make it fun for the children to add improvements to their work and for it to be noticed. .

3. REVIEW

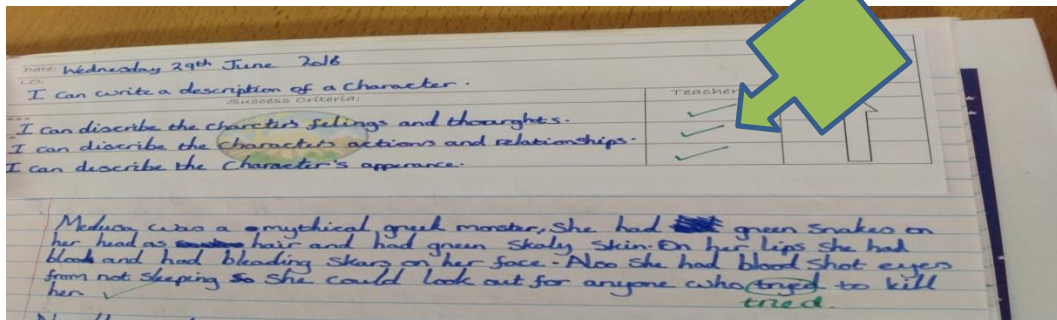
Feedback – 1st the children

Training the children to peer assess and to self - assess is important. This links well with the federation focus on growth mindset. Train children to look at their own work with a partner to look at it with a critical eye to highlight where the success criteria has been met and have another go at improvements or correction (use the purple polisher pen). Did they meet the success criteria? What do they need to do to improve next time?

Feedback – 2nd from the teacher

This may be **VERBAL or written** and in response to the success criteria. Manage your workload and have an impact by **talking to children in lessons** as this is the most effective

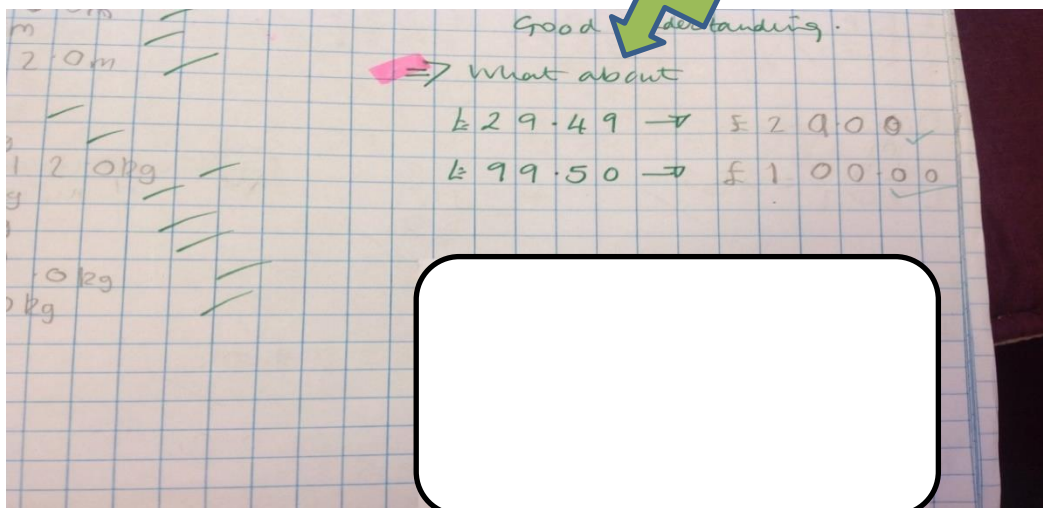
feedback because it is immediate. This avoids any time sitting marking books with written comments after school or lessons. The greatest impact comes from **in lesson feedback**.

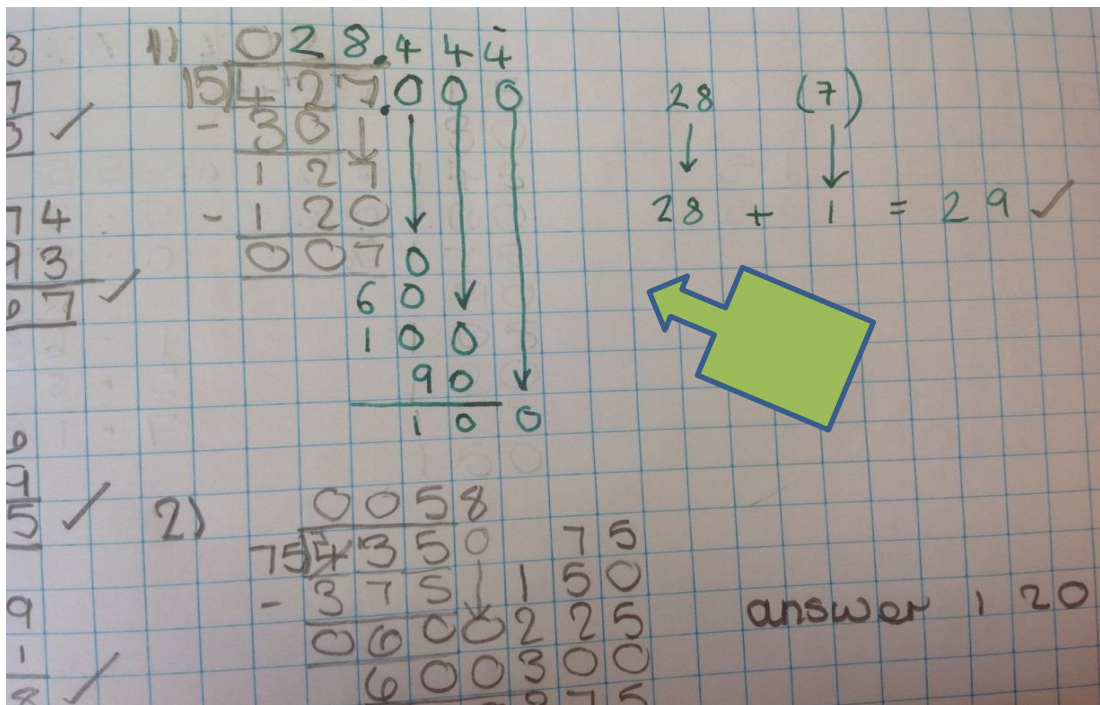


All written feedback is in **green pen** and must be written in line with the school handwriting policy. **The teacher's handwriting serves as a model to pupils.** Comments should relate to the objective set in the LO/SC. Teachers may choose to use the school agreed feedback codes (see end of this policy) or annotations or highlighting by the teacher for speed and efficiency and impact. Any written comments/feedback can be short and effective to help move the learning on:

- pose a question for the child to try (See arrow in photos below)
- model an example, (See arrow in photos)
- correct a misconception.

See separate guidance on marking on history produced by the history subject leader Mel Dipple.





4. REPLAN

As a result of the feedback received – what is it that the children need to learn next? The **impact of feedback will be seen in the teacher’s next lesson planning** e.g. deciding to work with focused groups of children, or in spending longer on a concept the whole. The success of feedback can be measured by the improvements in a child’s work, effort and confidence. The child and class will be making good progress as a result of their feedback.

Meaningful, manageable and motivating

Across the federation, teachers are not required to do “triple marking, deep marking” or to write long comments on every child’s piece of work for every lesson. It is important that feedback that is written is meaningful, manageable and motivating.

“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: pupils should simply act on the feedback in subsequent work.”

“Marking should serve a single purpose – to advance pupil progress and outcomes...oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand”. DFE 2016

Lisa Holt The Trinity Federation and Morville School (Academy) Director of Teaching and Learning
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 Policy renewal 2021



Optional Written Marking Codes



- Correct

VF – Verbal Feedback given

WS – With Support

WS+ - With a lot of Support

GW – Group Work

PW – Paired Work

MW – Modelled Writing

C – Correction to make

SP – Spelling to correct

// - New Paragraph