

**Parklands Community
Primary & Nursery School**



Responding to Children's Work

*Guidance for Best Practice in
Feedback and Marking*

January 2022

Responding to Children's Work

Introduction

The aim of this guidance is to ensure that all children have their work responded to in a way which improves their learning and achievement whilst developing their self-confidence. It ensures consistency in feedback and marking throughout children's schooling.

Feedback and marking are:

- ✓ meaningful
- ✓ motivating
- ✓ manageable

Responding to children's work is the responsibility of **all teaching and support staff**.

Purpose of Responding to Children's Work

- ✓ to give recognition of a child's achievements and progress
- ✓ inform and stimulate further learning
- ✓ to assist pupils in their next steps
- ✓ to enable teachers to plan the next stage of teaching and learning
- ✓ to enable staff to make judgements about pupil attainment
- ✓ to provide information for other staff involved in monitoring children's work

Feedback may be given in a variety of ways at the appropriate level for the child's learning and understanding:

- verbally
- shared in a plenary, between talking partners or children in groups
- written on the work

Feedback in Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Feedback occurs at one of four common stages in the learning process:

1. *Immediate feedback* – at the point of teaching, marking on task, live marking
2. *Summary feedback* - at the end of a lesson/task
3. *Next lesson feedforward* – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. *Summative feedback* – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

These practices are highlighted below.

Type	What it looks like	Evidence (for observers)
Immediate	<p>Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc.</p> <p>Takes place in lessons with individuals or small groups</p> <p>Often given verbally to pupils for immediate action</p> <p>May involve use of a teaching assistant to provide support of further challenge</p> <p>May re-direct the focus of teaching or the task</p>	Lesson observations/ learning walks
Summary	<p>Takes place at the end of a lesson of activity</p> <p>Often involves whole groups or classes</p> <p>Provides an opportunity for evaluation of learning in the lesson</p> <p>May take form of self or peer- assessment against an agreed set of criteria</p> <p>May take the form of a quiz, test or score on a game</p> <p>In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</p>	<p>Lesson observations/ learning walks</p> <p>Some evidence of self – and peer-assessment</p> <p>Quiz and test results may be recorded in books or logged separately by the teacher</p>
Feedforward: 'the next step is the next lesson'	<p>For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work</p> <p>Arithmetic sessions can be used prior to the mathematics lesson to pre-teach and feedforward</p>	<p>Lesson observations/ learning walks</p> <p>Evidence in books of pupils editing and redrafting their work in green pen</p>
Summative	<p>'Check it' activities</p> <p>Retrieval grids</p> <p>End of unit or term tests or quizzes</p>	<p>Check it activities in books</p> <p>Quiz and test results</p>

Marking

Principles and Ethos

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. Responses are more useful if they are given as soon as possible. They can be written or oral; and should be regular and frequent. Children should be given feedback on all their work (often through marking) through the ways outlined in this policy.

Practice

1. Ensure that the date is correct (spelling days of the week is a Year 1 expectation).
2. Address key spelling in all subjects.
3. When providing feedback, address all aspects of the learning intention. Teachers will look for strengths and areas for development.

English

- Books should be marked on task. As much as possible, verbal and/or written feedback should be given to pupils on an individual or group basis at the point of need within lessons.
- Teachers must make the professional decision as to the depth of marking that is required for an individual or group. This will be mostly dependent on the level of support provided during the lesson and also the most effective and efficient way to ensure rapid progress in proceeding lessons.
- It is important to ensure that children are never allowed to practise misconceptions or to produce work which is not their best.

Highlighting:

- Use a green highlighter for specific examples of good work, referencing the learning intention and/or expectations for the year group.
- If highlighting makes clear what has been achieved, do not write an additional comment.

Comments

- If required, written comments must link directly to the achievement of learning intention.
- They should be concise, constructive and explicit. For example **great adjectives**; not *'lovely description'*.
- Comments, if used, should give a job for the child to do. For example, write **'improve the highlighted verbs to add more suspense'**; don't write, *'can you make it scarier?'*
- Don't write lengthy comments such as, *'This is fabulous work. I really liked it when you said the creepy, old woman. Well done John. I am proud of you.'* You can always say this to the child or share their work for others to learn from on the visualiser!
- Avoid general, negative comments such as, *'You have made some silly mistakes. Concentrate!'*
- On the odd occasions when a child has got a great deal wrong, a comment at the bottom should address this, such as *'We will work on this again tomorrow'* or through verbal feedback.
- If verbal feedback or more support is given, there is no need to write what this was.

Margin Marking

Marking in the margin is both efficient and effective. It enables children to respond to marking more independently and promotes their learning.

We use these codes for consistency. They are applied at an age and stage appropriate level; children in Key Stage 1 ready for more advanced codes, should have them.

Key Stage 1

Marking Codes

Sp = Spelling
C = Capital Letter
P = Punctuation
F = Finger Space
? = Doesn't make sense

Key Stage 2

Marking Codes

Sp = Spelling
C = Capital Letter
P = Punctuation
// = New Paragraph
/ = New Line
T = Tense
G = Grammatical error
? = Doesn't make sense

Highlighting for Improvement

- Highlight what needs to be improved or corrected in pink. This can be achieved by highlighting specific words, phrases or sentences.
- To enable greater independence and deeper learning, a line down the margin can be used.
- Do not highlight huge amounts of work for development. If a full section of writing needs to be improved, highlight down the margin.
- Children can have a piece of paper to re-draft a section which can be stuck down the margin and flap over the original work.

Handwriting

Neat handwriting must be used by all staff members every time they write. It should reflect expectations for the child (ie joining at the correct stage for the child).

Correct errors or untidy handwriting in all English work. Choose one or two letters and model at the bottom of the page. Alternatively, focus on vowels, or look for patterns of letters like

descenders 'y p g j', ascenders 'l k t f', or letters with a stem 'r n m'. Highlighters are useful ways to provide support for a child to trace.

Spelling

Spelling must be addressed at an age and stage appropriate level in all written pieces across the curriculum.

Levels of marking spelling:

- Level 1: Sp above the word and write it for them at the bottom of the page, underlining the correction in spelling pattern made. The child re-writes it 2 times and then above the spelling mistake(s) in their work
- Level 2: Sp in the margin and underline the error. Provide choices for the child at the bottom of the page for them to select from (eg rane, rayn, rain)
- Level 3: Sp in the margin and no help provided as to which word is wrong
- Level 4: Sp at the end of the piece or proof-reading the following session

Please note only Level 4 would enable the spelling to remain independent for the purposes of spelling assessment and moderation. Help children to understand *how* to spell words when marking or through direct teaching. Mark spellings which are age appropriate and/or follow a specific pattern (like ed endings). *Don't mark more than around 3 spellings.*

Redrafting approach to writing tasks

- It is important that pupils are provided with sufficient time to edit and improve their writing.
- Pupils should redraft work so that the end piece of each Read to Write unit shows a full final piece.
- When the teacher is marking on task, future teaching points are noted. This might include things to do with the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps, as well as any content improvements.
- Where individual children have done particularly well or poorly, the teacher will make a note and use these in the lesson as a teaching point (where it is an error, the mistake may be used anonymously, or a similar sentence written with the same error). In the next lesson the teacher will share extracts from pupils' work, using either the visualiser or just a few typed lines to show examples of good work.

Mathematics

- Teachers live mark (marking on-task) during the lesson and intervene, on an individual and group basis, at the point of need.
- Ticks are used to mark correct work.
- Dots are used for errors (not crosses).
- Pupils are expected to correct errors in their work. Where several errors have been made, the teacher should select a specific number of questions which need to be corrected.
- In KS2, whole class marking is completed where pupils self-mark their work in green pen. This allows for pupils to identify their progress and correct errors while reducing teacher workload. Peer marking may also be used.
- When the teacher live marks, pupils will be given the opportunity to respond to their own errors and make corrections whilst being guided through the process.
- In KS1, teachers mark all the work that has been completed by the children.
- Within the Power Maths scheme, 'Reflects' are always completed by pupils and this is marked by the teacher. Where appropriate, the teacher may choose to create their own reflect.

- Teachers use the completed pupil self-marking and pupil reflects to assess which pupils require further support, same-day interventions, additional teaching or pre-teaching prior to the next lesson in order to access the following lesson and series of work.
- In both KS₁ and KS₂, pupils working at the expected standard for their year group, should complete all the questions in the pupil workbook. (However, the challenge may not always be completed.) If the majority of the questions are not completed, additional time should be given to the child/class to ensure that the full programme of work is completed.
- Sometimes children need a calculation modelling. Where teachers model, further questions should be provided giving pupils one or two to do themselves.
- Handwriting of number formation must be modelled and corrected where pupils are incorrectly forming numbers. When modelling in blue mathematics books, teachers should model using one square for one digit. Children should write the letter or digit at least three times at the bottom of the page.

Children understanding their learning

Learning intentions are shared with the children in a variety of ways but are always clear and link to the National Curriculum or supporting assessment documentation. They are shared with the children during the lesson and referred to throughout. Children should always be given time to reflect upon their own learning.

In writing lessons, pupils from Year 3 should recognise the purpose of their writing, their audience and the genre that they are writing in. This learning intent must be displayed at the beginning of each writing session.

Reflect and Review

Children should be provided with quality time to edit and improve their work in most lessons. This is called 'Reflect and Review' and is an integral part of every lesson. Appropriate time must be provided for children to check their work every time they write. When children make changes to their work, they should continue in the pen/pencil that they are using. Correcting and improving work should be embedded into their schema and therefore changing pens is an unnecessary distraction. Green pen can be used to edit work after they have finished writing.

Children should feel motivated and engaged by the marking and feedback process. Children respond to marking or feedback using a **green pen**. Children must be provided with quality time for this. 'Reflect and Review' happens during every session. Sometimes children's response to marking is not good enough; teachers should address this as often as possible.

Non-core Subjects / Foundation Subjects

- A short comment may be given for extended pieces of work.
- High expectations for presentation must be maintained across the curriculum.
- Basic handwriting, grammar and spelling must be addressed in all written pieces across the curriculum.
- Children should mark their own work when appropriate.
- Teachers should be cautious when marking lower attaining English writers / SEND children not to detract from the child's learning within the specific subject. It can be demoralising to have a page of spellings to correct when you are an excellent scientist!

Monitoring and Evaluation

Subject leaders and SLT monitor the quality and impact of feedback and marking through regular book looks. They will also check that this guidance has been followed to ensure marking is meaningful, motivating and manageable.

Manageable

Feedback and marking must be meaningful and motivating for our pupils. It is our contention that if a child works hard on a piece, feedback should acknowledge this. Therefore we provide feedback on all work in books. We want marking to be manageable so that quality time can be spent on all aspects of teaching (such as planning and preparing resources). Additionally, we want staff to maintain a positive work-life balance. This means that we ensure that time within lessons is given for self-assessment and feedback. Children should work harder than the teacher in lessons.

When marking, the outcome of the process must be considered. ***How much of a difference will this marking make?*** If the child has worked independently during the lesson, then a greater level of marking is likely to be required. ***What mistakes am I allowing them to practice?*** If a child has been provided with Guided Writing, then very little marking should be required. Furthermore, if a child has thoroughly edited their work then less marking is needed.

No lengthy comments are required in this guidance. We recognise that sometimes teachers and teaching assistants may wish to write a longer positive to really praise a child. However, most daily feedback should be carefully provided in the lesson and marking should make use of the shared learning intention and margin marking.

Appendix 1

Adult Support Codes EYFS

S	Adult led task Completed with Support
I	Adult led task completed Independently
CI	Child Initiated work

Appendix 1

Adult Support Codes KS1/ KS2

<i>No Code Needed</i>	Independent work
TA	Teaching Assistant Support
T	Teacher Support
GW	Teacher Support

