



Hyde Park Schools

Marking and Feedback Policy

Date of next policy review	
Date of issue	March 2022

Rationale

At Hyde Park Schools, feedback and marking is intended to foster the qualities of the school vision within our children so that they become confident and enterprising learners, demonstrating curious minds and the bravery to take on new learning.

Intent

Marking and feedback in Hyde Park Schools is designed to enable pupils to progress and improve, to drive this progress forward, to inform future planning and to address misconceptions at the earliest possible opportunity. Marking and feedback allows teachers to better understand how pupils are progressing towards knowledge goals. Feedback needs to offer additional support for pupils who need it and help to understand where the gaps in learning lie and how the teacher wants the pupils to progress. Feedback should also be as much about acknowledging tasks completed well, affirming good work, as about correcting misconceptions. This affirms for the pupils which learning strategies have been effective for them in previously completed work.

Marking and feedback can be given in many different forms. It can be verbal, written, pictorial or signal based, through tests or via digital technology and can be from teacher to child, teaching assistant to a child, child to teacher or child to child. Written feedback may take the form of acknowledgment marking or in depth marking linked to the planned learning intentions. Feedback should redirect or refocus the learner's actions to achieve a goal, by aligning effort and activity with an outcome. Therefore, our marking and feedback is intended to empower pupils to take responsibility for improving their own work and that of their peers and motivate everyone to do their best as a community of learners.

The three key principles taken from the EEF research recommendations are priorities and central to ensuring children make good progress.

- 1. High-quality initial teaching, that includes careful formative assessment, lays the foundation for effective feedback**
 - Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.

- High quality initial instruction will reduce the work that feedback needs to do while formative assessment strategies are required to;
 - set learning intentions (which feedback will aim towards) and
 - assess learning gaps (which feedback will address).
- In delivering effective teaching, teachers should:
 - build on pupils' prior knowledge and experience
 - ensure every lesson or activity has a clearly defined knowledge goal
 - avoid overloading pupils' working memory by breaking down complex material into smaller steps
 - encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills
 - deliver a carefully sequenced curriculum which teaches essential concepts, knowledge, skills, and principles
 - use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations
 - be aware of common misconceptions and prepare strategies to counter them
 - plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning
 - adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all
 - provide pupils with tools and strategies to plan, monitor, and evaluate their learning

2. When delivering appropriate and well-timed feedback, which focuses on moving learning forward;

- Teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit, be concise and direct to be effective.

It should be noted that feedback which focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

3. How pupils will receive and use feedback will be carefully planned using strategies to ensure that pupils will act on the feedback offered.

- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact the effectiveness of feedback. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
- Teachers should also provide opportunities for pupils to use feedback. This will be planned into the lesson time or during direct improvement time (DIT). Only then will the feedback loop be closed so that pupil learning can progress.

The choice of method (written or verbal) should also be left to the classroom teacher, who can better judge what is appropriate. However, it must follow the key principles above so that it advances pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it.

Implementation

Successful implementation of feedback should:

- Assess pupil understanding so that the teacher is clear about, and the pupil understand what needs to be improved
- ensure feedback has specific information on what the pupil has done well or not with specific explanation as to why
- ensure feedback is acted upon
- give consideration on how feedback will be received, eg impact on self-confidence and motivation
- ensure teachers/Tas evaluate how effective the feedback has been
- ensure all pupils know how well they are doing

Quality marking and feedback includes:

- Live marking
- Verbal feedback
- Written feedback
- Teacher Assessment
- Self-Assessment
- Peer Assessment

Live Marking

At Hyde Park School, we will engage pupils in live marking which is done during rather than after the lesson. Research has shown that live marking and timely verbal feedback make the greatest impact on progress.

Live marking may be undertaken with individual pupils during typical class teaching (careful consideration of the learning and focus of all pupils during this time is important) or it may be modelled to the whole class collectively using examples of previously completed or currently ongoing work. The approach will also allow for additional verbal interaction with pupils, which may support the understanding of feedback.

Verbal Feedback

Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. Verbal feedback is an integral aspect of effective instruction that can be delivered in a variety of different ways. It can be pre-planned and highly structured, such as whole-class feedback or a structured one-to-one discussion. Alternatively, it can

be instantaneous and spontaneous, such as quick prompt task advice ('you could do with more detail in that answer'). It can be directed to an individual pupil or a specific group with shared learning needs. It can accompany written feedback, whether that be comments, marks, or grades, or it can stand alone by writing the symbol **VF** in the child's book.






Feedback should be timed appropriately, it should focus on moving learning forward, and teachers should plan for how pupils receive and use it.

Written Feedback

Written methods of feedback have less effect on pupil progress than verbal feedback, however the opportunity for the pupil to respond to written marking increases its effectiveness. Written feedback should work in tandem with verbal feedback and support within the class so that no pupil is allowed to compound an error in class without early intervention.

Written feedback uses the following symbols and indications:

Foundation and KS1 Marking Codes

Key	Meaning	Impact
Sp	Spelling	The pupil should correct the incorrect spelling(s). Any common exception words or RWI red words will be underlined using a red ink pen. These words are usually available in the classroom for pupils to self-correct.
VF	Verbal Feedback	See detailed information above.
P	Punctuation needs attention	The pupil should correct the punctuation error. Punctuation mistakes should be noted by circling the omission or mistake and the letter P written in the margin. (most applicable to Y2)
//	New paragraph	The pupil should start a new paragraph.
V	Vocabulary	The pupil should use more ambitious vocabulary words.
	Finger space	The pupil should have adequate space between words.
	Full Stop	The pupil should add a full stop as indicated.
	Incorrect Answer (Maths)	The pupil should write the correct answer beside the dot.
	Reversed letter or number	Underlined underneath for a reversed number or letter
	Capital Letter	The pupil should use a capital letter for proper nouns or to start the sentence.
I	Independent work	The pupil has completed the work independently.
G	Guided Support	The pupil has completed the work with support from teaching staff.
PS	Partial support	The pupil has received some guidance throughout the task but has worked independently in portions
S	Supply Teacher	Work was marked by a supply teacher.
✓ ✓	strength based on success criteria	This indicates that the pupil has met the knowledge goal and forms a good example of what is expected.







Next steps, going deeper

Pupils should respond to next steps to clarify misconceptions, scaffold their learning or to stretch and challenge by going deeper.

KS2 Marking Codes

Key	Meaning	Impact
P	Punctuation needs attention	The pupil should correct the punctuation error. Punctuation mistakes , which are appropriate to the individual pupil, should be noted by circling the omission or mistake and the letter 'P' written in the margin.
Gr	Grammar	The pupil should spot and correct the grammar error(s). Grammatical mistakes , which are appropriate to the individual pupil, should be noted by underlining the mistake and writing the letter 'Gr' in the margin.
Sp	Spelling	Spelling mistakes , which are appropriate to the individual pupil, should be noted by underlining the word and writing the letters 'Sp' in the margin. Specific words incorrectly spelt, may be written correctly by the teacher within the text or at the end of the writing. Any <u>common exception words</u> or <u>RWI red words</u> will be <u>underlined using a red ink pen</u>. These words are usually available in the classroom for pupils to self-correct.
VF	Verbal Feedback	See detailed information above.
T	Verb Tense	The pupil should correct the verb tense.
V	Vocabulary	The pupil should use more ambitious vocabulary words.
//	New paragraph	The pupil should start a new paragraph.
?	Doesn't make sense	The pupil should rewrite the sentence/paragraph so that it makes sense and convey the right message.

	Finger space	The pupil should have adequate space between words.
.	Incorrect Answer (Maths)	The pupil should write the correct answer beside the dot.
	Insert missing word/phrase	The pupil should insert the missing word or phrase for the sentence to make sense.
	Capital Letter	The pupil should use a capital letter for proper nouns or to start the sentence.
✓ ✓	Strength based on Learning Objective (LO)	This indicates that the pupil has met the learning objective and forms as a good example of what is expected.
I	Independent work	The pupil has completed the work independently.
G	Guided Support	The pupil has completed the work with support from teaching staff.
PS	Partial support	The pupil has received some guidance throughout the task but has worked independently in portions
S	Supply Teacher	Work was marked by a supply teacher.
	Next steps, going deeper	Pupils should respond to next steps to clarify misconceptions, scaffold their learning or to stretch and challenge by going deeper.

Both in verbal and written feedback, teacher response and prompts should be used to help the children respond to the comments constructively.

Examples of Feedback prompts

Writing Prompts/Next Steps	Maths Prompts/Next Steps
Read your work – add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add... (your method, a number line)
Find the sentence which needs to be changed /doesn't make sense and improve it.	Find where you went wrong?
How could you check this?	How could you check this?
Now complete these... (if activity writing about prompts/pictures/adding punctuation/grammar)	Now complete these... (extension questions /consolidation questions)
If the answer was ... what could the question be?	
Find another way you could write this information (highlight sentence)?	Find another way you could do this?

Find a way you could write this in a shorter sentence?	Find a quicker way of doing this?
Fill in the blanks ...	Finish this sentence ... (explaining work)
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Tell me ... that have ...? Tell me two sentences that have adverbials .	Tell me ... that have ...? Tell me two numbers that have a difference of 12 .
What ... would you use to...? eg What word would you use to show me how the character is feeling?	What ... would you use to...? E.g. What unit would you use to measure the width of the table? What are the ... of ...? What are the factors of 42?
Write another ... connective/sentence that shows me how the caterpillar moved.	What is another ... method that might have worked?
Show me how you think this sentence would work with ...adverbials/connectives/ adjectives	Show me how you think this will work with ...other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Which new words did you learn today? What do they mean?	Which new maths vocabulary words did you learn today? What do they mean? What other words mean the same as altogether/difference/product and which calculation should you use?

Many of the above prompts can be revised to be suitable for other subjects in the curriculum.

It is expected that, in all curriculum areas, teachers mark in green pens.

GREEN to indicate (tick, circle, underline, smiley, comments) evidence that the learning objective has been achieved and to make a positive comment at the end of a piece of work. This should specify why something is good or excellent and link clearly to learning. Green pens should also be used to highlight areas for improvement. This can be done by correcting work. For more of an impact on the pupil's learning, circling, highlighting, putting a star next to, or underlining errors or misconceptions is more effective. Highlight one thing that will have the biggest impact on improving the piece of work and on their future progress and include this as a next step/question or an opportunity to go deeper. The green pointer should be addressed by the pupil and teachers should check that the appropriate responses are given.

Pupils' Response to Marking

Pupils should respond to marking by completing the next steps given. Teachers should allocate **Direct Improvement Time (DIT)** for the pupils to reflect on their feedback and respond to it accordingly. Pupils' responses should be written using black or blue handwriting pens (KS2) except for Mathematics which is done in pencil and in pencil in KS1.


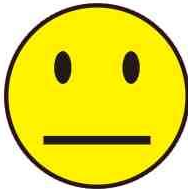

Pupils' Revise & Edit their Writing using Purple Ink Pens

Pupils should use **purple ink pens** to revise and edit their independent writing pieces. This will clearly show how much they have engaged with the writing process and what specific improvements

they have made to their writing. Pupils should be taught how to do this effectively to maintain good presentation and show progress in their work.

Self/Peer assessment

Pupils draw the appropriate faces at the end of their work. They should be taught how to do this effectively as self and peer assessments.

	<p style="text-align: center;">Well done! Great work! I have achieved the learning objective. I am extremely proud of my work. I am ready for a challenge.</p>
	<p style="text-align: center;">Good try. I have partially achieved the learning objective. I am mostly proud of my work, but I think I could have done much better. I understood only a part of the task.</p>
	<p style="text-align: center;">I did not achieve the learning objective. I did not ask for help. I did not understand how to complete my work and I need more help.</p>

Impact

The main impact of marking and feedback is to focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring that pupils improve. Specifically, high quality feedback should focus on the task (its outcome and advice on how to improve when doing that specific type of task), the subject (and the underlying processes within that subject), and self-regulation strategies (how pupils plan, monitor, and evaluate their work).

There should be evidence that the marking and feedback has had an impact. This could be that the pupil has an intervention task leading to a successful outcome in their book or the gap in learning has been addressed by the next piece of work produced by the child.

Individual/group teaching may be necessary to address gaps in knowledge or understanding or to consolidate, extend and challenge.

Whenever possible, adults should talk to the pupil about their work, say what is good and point out possible improvements. Staff should review the work and comments during the next lesson ensuring there is a 'gap' task set which pupils must complete at the beginning of the next session in that subject or through a quick intervention session.

Expectations for marking written work and the setting of Knowledge Goals.

The school's curriculum is based on current research of using an enquiry-based approach. Therefore, lessons will begin with posing a big question (key question) that the children will investigate during the lesson. The knowledge that the children will acquire within the lesson will be shared with them in each session.

Written comments will relate directly to the knowledge goal and pupil's individual targets. Extended marking will be done as and when it is necessary. This marking must address the extent to which the learning objective has been met. The feedback given must specifically offer ways for pupils to improve and/or develop.

Different types of prompts will be used to illustrate ways to improve through next steps. Pupils will be given time to respond to marking and make corrections or improvements.

Detailed marking is not expected for subjects such as Art, DT, PE and Music. However, the pupils are expected to know what they are learning and receive constructive verbal feedback on their work or performance within the lessons.

Responsibilities

It is the responsibility of the class teacher to ensure that this policy is consistently carried out, including giving pupils time to respond to feedback tasks (DIT). It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school. Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their subject area. Likewise, the SENCO has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference to the policy in support plans and agreements, as appropriate.

Teaching assistants will mark tasks with groups of pupils with whom they have been working. When this is the case, they will follow the guidelines of this policy: identify if work was independent or supported, or partially supported; and, as appropriate, give feedback verbally or through marking. If developmental marking is done, then it should follow this policy, use suitable prompts and be highlighted to the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers on arrival in the school. A copy of this policy can also be found in the School Office.

It is the responsibility of the Executive Head Teacher and Heads of School, to liaise with the subject leaders and to feed back to the Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress. It is also their responsibility to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour; it may mean supporting pupils to read comments; or it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's support agreement as required.

Monitoring

Monitoring of the policy will be done through work scrutiny led by the Executive Head Teacher and the Senior Leadership Team, as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes. The Executive Head Teacher and the Senior Leadership Team will also monitor the impact of developmental marking through work scrutiny in all subjects as part of lesson observations to monitor the quality of teaching and learning in the school. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress. Work scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor progress and feedback will be given to individual teachers. Evaluation of feedback and response will be done through the impact on pupil progress, including progress data, but also pupil progress meetings, review of SEN provision, and impact of the pupil premium grant.