

Sir Francis Hill Feedback and Marking

Background

As an SLT and staff team we were very conscious that staff were spending a long time marking books after the lesson and children were not receiving the feedback as promptly as would be ideal. "The more immediate the feedback the more impact it has." We were also concerned that unless time from the next day's lessons was dedicated specifically to referring to the feedback/comments then in many cases those comments were not often read and acted on.

In order to gain a better understanding of marking and feedback in school, we carried out informal conversations with teachers, consultations with pupils, trials which focussed on verbal feedback in class and book scrutiny across the whole school. We also researched what the expectations were in terms of feedback and marking.

Taking guidance from the DFE toolkit we also found:

- Ofsted does not require schools to provide any written record of teachers' oral feedback to pupils.
- Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop.
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"Feedback should focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves." Education Endowment Foundation.

Rationale

With this in mind; our rationale is that feedback should focus on furthering a child's learning.

All feedback should:

- inform pupils of their progress
- have a positive impact on pupil outcomes
- make good use of teachers' time

Therefore a teacher should only mark a child's work if it is going to impact progress.

Book looks will focus on child's progress not the marking.

Our process of giving feedback:

EARLY YEARS FOUNDATION STAGE

- Children's work is annotated where necessary by the adult, giving the context to the piece of work and / or recording the 'voice of the child'; this supports adults in the assessment of the child's overall understanding and attainment
- Codes: I / S / G (Independent/Supported/Guided) to indicate the level of support given during the work
- Code VF: Verbal feedback will be given to the children individually, as soon as possible to support the children's understanding
- Marking symbols will also be used to support the children to develop English and Mathematical skills needs as they prepare for Key Stage 1
- Following VF improvements will be supported with an adult e.g. the adult will demonstrate the correct formation of a letter and then the children will practise that letter with the adult.

 Sir Francis Hill Primary School English Early Years Feedback	
	= Independent work
	= Guided work
	= Supported work
VF	= Verbal feedback
GREEN	= Positive feedback
PINK	= Supportive feedback
Feedback to support KS1 expectations	
	= Positioning of letters
	= Letter formation
	= Use of capital letter
	= Finger spaces
	= Full stop
	= Check your work

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	= Independent work
	= Guided work
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 Sir Francis Hill Primary School Maths Early Years Feedback	
	= Independent work
	= Guided work
	= Supported work
VF	= Verbal feedback
GREEN	= Positive feedback
PINK	= Supportive feedback
Feedback to support KS1 expectations	
	= Number formation
	= One number per square
	= Check your work

 Sir Francis Hill Primary School Maths Early Years Feedback	
	= Independent work
	= Guided work
	= Supported work
VF	= Verbal feedback
GREEN	= Positive feedback
PINK	= Supportive feedback
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KEY STAGE ONE

- Feedback to be visual, quick and easily understood by all the children, through the use of a limited number of symbols/ codes used in the form of stampers. The following will be used by all teaching staff working with children in Key Stage 1:

English/Topic	
	Remember to use capital letters in the correct places as you write.
	Check your letter formation.
	Remember to add gaps between your words.
	Remember to add full stops as you are writing.
	Spelling mistake. Please re-write correctly on the line (spelling to written in red pen by the teacher).
Maths	
	Please look again. Check your answers carefully.
	Check your number formation.
All subjects	
	Great work, you have met your Learning objective.
	Please think about your presentation.

KEY STAGE TWO

- Teaching staff mark in red, minimum of a tick on the page to identify as seen
- TA's to mark the work of the group they work with
- During the lesson the teacher (and TA) will try to give verbal feedback to all pupils about their written work. Following the verbal feedback, the child may write in green pen to record the comments to the best of their ability, or the teacher will use VF code and brief comment ie punctuation. Feedback will generally relate to next step; constructive feedback; acknowledgement of knowledge/skills gained or confirming understanding
- WWW/EBI may be used for longer pieces of work
- Success Criteria grids/Marking Ladders may be used for longer pieces/final extended pieces of writing
- Traffic lights used in Maths – Self Assessment for the children. Red/ Amber marking by the children is looked at then by the teacher
- Children may self mark if appropriate ie closed activities, never to happen if an assessment
- Extended pieces to be graded – WTS, EXS, GDS (may be recorded on assessment systems)
- A question may be posed with the children responding in green pen
- Words which are spelt incorrectly can be underlined
- Green pens for self marking, peer marking and editing
- If the teacher marks it, because they have not had the opportunity to see the child during the lesson, it will be in red (and if the feedback is necessary)
- Codes used: SP – Spelling (esp. high frequency words); VF – Verbal Feedback; GW – Guided Work (if this is not used then considered to be Independent); CL – Capital Letters; FS – Full Stops.

Where verbal feedback is given teachers should only record the feedback if it will reinforce the implementation of the next step, not purely for the benefit of book looks.

We have held several staff meetings to review and establish the process and this will be on-going.