

Maiden Erlegh Trust

# Marking and Feedback Policy



MAIDEN ERLEGH  
TRUST

Including local arrangements in annexes for:

## **BIRCH HILL PRIMARY AND NURSERY SCHOOL**

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## Rationale

Maiden Erlegh Trust will ensure that every pupil/student receives high quality, adapted teaching during their time at any school. Central to this high-quality teaching is on-going reliable formative assessment as part of a clearly sequenced planned curriculum. As a result of this, pupils/students make exceptional progress and differences in the performance of groups from similar starting points are minimalised.

All staff play a part in supporting pupils/students to achieve these goals and should reflect this guidance as it applies to their work.

High quality assessment is essential to delivering on ambitious curricular goals. The aims of assessment are to inform:

- **Pupil/students** of what they are doing well in relation to the sequenced curriculum up to the end of KS3, and their targets in KS4 and KS5 and what they need to do to improve. In this way pupils/students gain a better understanding of how to manage their own learning and progress.
- **Parents** how their child is performing in relation to the sequenced curriculum up to the end of KS3, and their targets in KS4 and KS5 and what they should be doing to improve so that parents can support them.
- **Teachers** how their pupils/students are progressing and how well they have mastered knowledge, skills and understanding. In this way, they can adapt their teaching to meet the needs of all their pupil/students.
- **Leaders** how well the curriculum is being implemented across subjects, year groups, phases, and target groups which helps to determine strategies to reduce variation across the school or Trust.

In order that the assessment process delivers on the above aims, assessments must be valid and reliable. To achieve this:

- Subjects have time to work together to review and standardise their assessment formats and outcomes.
- Middle leaders and other staff have opportunities to work with colleagues in other schools to standardise their assessment formats and outcomes.
- Leaders and other staff compare a range of data to evaluate progress (eg: data, work in books/folders, quality of learning and thinking in lessons) so there is coherency and consistency.

## Roles and Responsibilities

In the context of clear curriculum design and implementation strategy (at a whole school and local level) and in collaboration with all relevant school and Trust staff (Annex 1), all leaders are responsible for:

- The development of carefully designed sequences of learning and wider formative assessment.
- The design of robust and valid and reliable assessment schemes.
- The implementation of the assessment statement in a compliant, coherent and consistent way across the school and across year groups to ensure that pupils/students are supported and challenged appropriately and that variations in performance are minimalised.
- Clear and consistent communication with all stakeholders so that there is a shared understanding of the statement and how it relates to them.
- The support and training of staff to ensure the successful implementation of the curriculum in order to ensure that progress and learning is sustained and consistent.
- The monitoring of the impact of the implementation of the statement so that interventions are effective and timely.
- Working with line managers, school leaders and Local Advisory Boards so that there is a shared understanding of the impact of the statement.

All teachers, teaching assistants and other curriculum staff are responsible for implementing this statement in their work so that pupils/students across the school and Trust are taught, supported and challenged in a highly effective and consistent way.

## Types of Assessment

### Assessment for Learning (AfL) or formative assessment

Formative assessment is a continuous process and takes place in every lesson and following any in-school assessments/tests/examinations. Assessment activities can vary from “quizzes”, practice activities, problem-solving tasks, practicals, year-group assessments, Pre-Public Examinations (PPEs) etc. Some will be undertaken in class or in formal school examination-style practice, or they can be set as homework.

### Formative Feedback

The purpose of formative feedback is to enable pupils/students to consolidate knowledge, skills or fluency or to improve upon them. The independence, and thus fluency, with which pupils/students can apply knowledge, skills and understanding to a problem or question is part of a range of strategies to personalise learning and teaching over time. Every assessment (formal or informal) is an opportunity to provide feedback. As a result, pupils/students gain an understanding of their knowledge, skills, thinking, understanding, as well as behaviours for learning. Specifically, they:

- Understand their strengths.
- Understand their areas for improvement/gaps in knowledge including:
  - Provide spelling, punctuation, and grammar improvement advice (as appropriate)
  - Provide numeracy improvement advice (as appropriate)
- Act on this understanding with demonstrable impact on their learning over time.

Feedback can be provided by teachers and teaching assistants (individual, small group, whole class), or pupils/students (self- assessment or peer assessment).

It can relate to one piece of work or a body of work over time. It can appear in a variety of formats (and is usually a combination of one or more) eg:

- Verbal feedback e.g. comments or questioning
- Written feedback e.g. highlighted assessment criteria, comparison with a model answer, symbols or codes, PLCs (Personal Learning Checklists) or self-reflection notes.

Formative feedback may or may not include a number or grade which can only ever be indicative, and it is the feedback and response that are the most important elements.

### Directed Independent Reflection Time (DIRT)

As a result of feedback, pupils/students are expected to reflect on their strengths (so that they consolidate them over time) and to act on their feedback through formal and informal DIRT activities. A whole school approach to feedback and DIRT is not appropriate as it must meet

the needs of the subject and key stage. Each department/phase has their own protocol (Annex 2 and/or school websites), but the underlying principles are the same:

- Formal DIRT activities take place after key pieces of work or assessments and require pupils/students to re-do, improve or extend all or part of the work (this includes the PPE process – Annex 3). We would expect pupils/students to spend a substantial amount of time on this. Page 6 of 19
- Informal DIRT activities take place on an on-going basis (eg: as a result of verbal feedback) and require pupils/students to respond appropriately (typically in class or as homework). These are a shorter activity but, nonetheless, have impact over time.

Expectations for when pupils/students do formal DIRT (and potentially some informal DIRT):

- It should be next to/linked to the original piece of work.
- It should be visible (different colour, clearly labelled etc)
- It should be substantial and meaningful.
- It should be complete.
- It should contribute to demonstrable progress in learning over time.

Where feedback and DIRT have the most impact is where pupils/students engage fully in the process and teachers will monitor this engagement closely. We expect parents to support this process.

## **Assessment of Learning (AoL) or summative assessment**

Summative assessment enables teachers to evaluate the impact of their teaching over a period of time to help them adapt the content, pace, direction, activities and feedback of their lessons and homework to ensure that:

- Pupils/students are building up their knowledge and skills to appropriate levels in line with national standards.
- Pupils/students can apply their knowledge and skills independently and fluently to a range of problems and tasks.
- Pupils/students are supported and challenged appropriately.
- Pupils/students are on track to meet their targets and they are given appropriate feedback (and they act on it) so that they do not fall behind.
- Pupils/students have appropriate interventions in place to support them make up any gaps.

## Public Examinations

At the end of courses/phases, pupils/students take public examinations (Table 1) under the guidance of the [Joint Qualifications Council \(JCQ\)](#). (NB: the guidance changes annually)

Table 1: Summative assessment

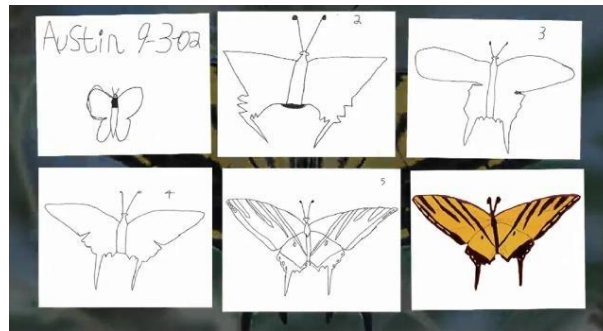
Key Stage	Summative Assessment
EYFS	EYFS Profile
KS1 (Y1) (Y2)	Phonics Screening Check (PSC) Phonics Screening Check (PSC) resit Standardised Assessment Tests (SATs)
KS2 (Year 4)	Multiplication Times Check (MTC)
KS2 (Year 6)	Standardised Assessment Tests (SATs)

## PRIMARY HUB - Feedback and Marking Guidance

Austin's Butterfly

“Feedback should not be primarily about changing or

improving the work, but to improve the pupil.” Dylan William



The Education Endowment Foundation’s teaching and learning kit lists feedback as one of the most effective strategies for improving pupil attainment. It has an average possible impact of 8 additional month’s progress (c.f. *Hattie Effect Sizes updated 2017*).

To be effective feedback must be **specific, accurate** and **clear**.

### Different types of feedback and marking

Including: Verbal, Pupil self-assessment, Peer assessment, Written marking

Specifically, in relation to written marking the EEF recommends:

“Marking should be meaningful, manageable and motivating”

The practices we adhere to for high quality feedback:

- Whenever possible providing **immediate verbal feedback** during the lesson.
- Use of **Assessment for Learning (AfL)/Responsive Feedback** to support the effectiveness of feedback.
  - Use of success criteria, this should be explicit, break down key steps for learning.
    - Knowing the success criteria enables pupils to effectively self-assess and allows them to take ownership of their learning.

Ultimately, the purpose of feedback is to ensure that it **impacts on learning**. Therefore, the teachers use periodic assessment of the Curriculum Objectives and ensure these are triangulated with their formative observations and summative assessments. This enables teachers to understand where a pupil is with their learning so that they can pitch learning opportunities with the appropriate level of challenge and provide feedback which is precise enough to enable the pupils to progress.

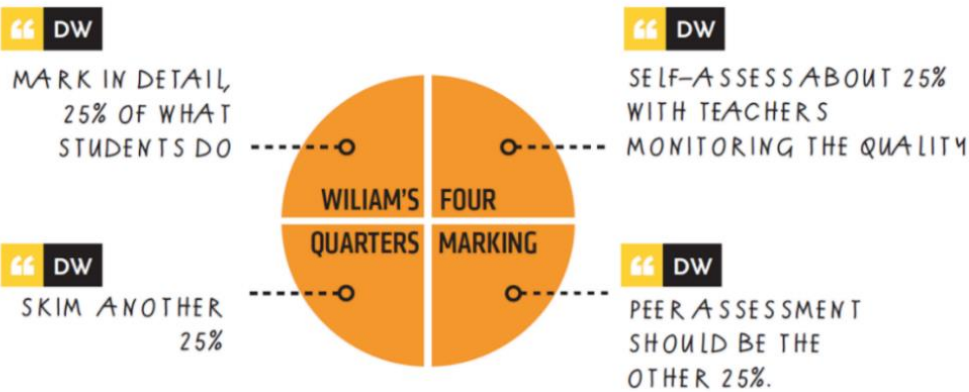
### Feedback & Marking – Whole School Expectations and Guidance

- Teachers will pose questions to check understanding, set challenges to extend the learning or instruct the children to adjust/improve part of their learning.
- Immediate verbal feedback (specific, accurate & clear) is highly valued and provided whenever possible. Where appropriate you can use the code ‘VF’ in pupil books.

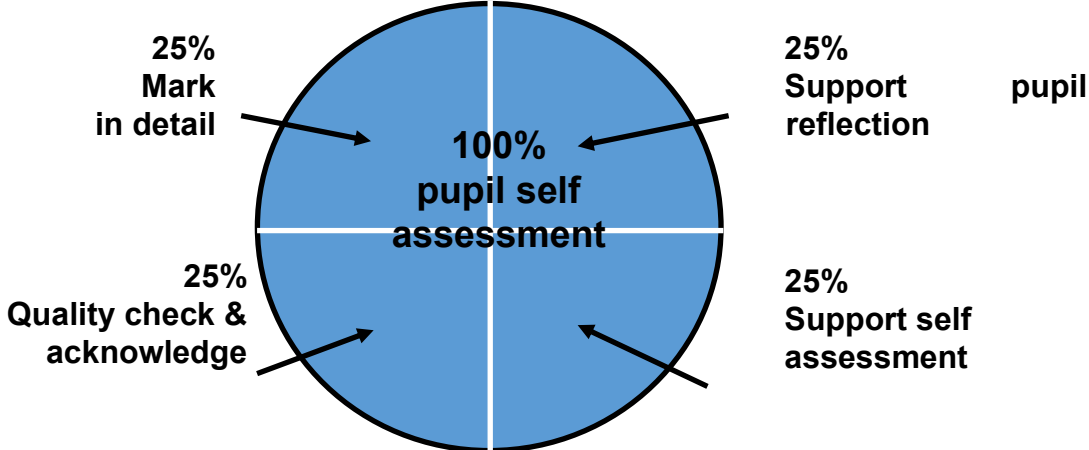
- Written feedback (in green pen) is focussed on the “My Learning” objective or Success Criteria for that lesson or the pupil’s individual next step or personal target. Comments in children’s books are for the child, their content should be audience appropriate.
- When written feedback is provided, time needs to be planned and built into lessons for children to reflect/respond. Teachers must check pupil responses.
- On some occasions the use of highlighters is helpful in the feedback process. Highlighter colours represent the following:
  - **Pink for Think!** - objective or SC met.
  - **Green for Growth** – This needs improvement.
- Pupils must always self-assess their learning. All book-based learning will have a Learning Header with the Learning Objective and Success Criteria – pupils self-assess on the Learning Header.
- Pupil written learning reflections are expected around 25% of the time. Short written reflections, summarising learning gains and possible next steps, are a powerful tool to support metacognition. (Written in KS2, verbally in EYFS and KS1)
- Pupil responses to marking are made in purple.
- To accurately assess pupil’s progress, work is clearly identified if it is supported by an adult or independently undertaken. This is recorded on the Learning Header.
- Feedback must move the learning forward – see the advice below:

Feedback more likely to move learning forward			Less likely
<b>Task</b>  <i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i>	<b>Subject</b>  <i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i>	<b>Self-regulation strategies</b>  <i>Feedback is focused on the learner’s own self-regulation: it is usually provided as prompts and cues—and aims to improve the learner’s own ability to plan, monitor, and evaluate their learning.</i>	<b>Personal</b>  <i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i>

We use a 25% model for marking which is adjusted for different age groups.



We have built upon the work of Dylan Williams four quarter marking theory to set out our marking expectations below:



**Mark in Detail:** Marking the Success Criteria and providing thorough feedback with a Next Step comment that pupils respond to, and this response must be checked. This will vary in different subjects. Additional specific guidance supports staff in particular subject areas.

**Self-Assess:** Teachers monitor the quality of learning in books and monitor accuracy of pupil feedback, changing where required. All learning is quality assured.

**Quality checking & acknowledgment marking:** Teacher utilises Success Criteria grids and shows pupils where errors are to be corrected, this is often undertaken verbally. This can often lead to global misconceptions being addressed at the earliest opportunity.

**Pupil reflection:** Pupil written learning reflections are expected around 25% of the time. Short written reflections, summarising learning gains and possible next steps, are a powerful tool to support metacognition. (Written in KS2, verbally in EYFS and KS1)

## Marking & Feedback in Early Years Foundation Stage

*“Assessment involves practitioners observing children to understand their levels of achievement, interaction and learning styles and to then shape learning experiences for each child reflecting these observations”*

- The primary focus in Foundation Stage is upon giving **verbal feedback at the point of learning** to move learning forward
- High quality **modelling** is effective as useful feedback
- Staff may record elements of **learning conversations** and **annotate** work as part of the process of gathering information of progress in EYFS
- A variety of stickers can be used to note progress and **acknowledge** good learning effort
- Good learning will be supported by clarity in terms of the **level of independence** in a piece of work – stamps are provided for this purpose

## Effective use of formative assessment

- A learning culture, where children and teachers have a growth mindset, self-belief, meta-cognitive skills and the belief that all can succeed.
- Involving pupils at the planning stage to enhance motivation and ownership.
- An effective questioning cycle which includes talk partners and a ‘no hands up’ culture, where children are resources for one another, and all must be included in class discussion.
- Clear learning objectives shared with pupils, not necessarily at the beginning of a lesson, but sometimes after their interest has been captured.
- Co-constructed success criteria can be an effective strategy.
- Effective questioning, especially at the beginnings of lessons, to establish current understanding and prior knowledge.
- A continual quest to find out how far children are understanding their learning, so that individual and class feedback and the direction of the lesson can be adjusted appropriately.
- Examples of excellence analysed and shared, before children produce their own ‘product’.
- Feedback from peers and teachers which is specific, accurate and clear, focuses on where the excellence is and where improvements are needed.
- Co-operative feedback in which examples of improvement are modelled via mid-lesson learning stops, so that feedback and improvement-making is immediate and part of a lesson.
- Effective ends to lessons, where learning is summarised and reflected upon through the balanced use of Success Criteria Grids or reflected written comments which support metacognition.

## Underpinning research

Our practice is also informed by the main findings of the EEF review:

- Feedback for careless mistakes should be marked different to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking as incorrect, without giving the right answer, pupils then correct.

- Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comments.
- Pupils are unlikely to benefit from marking unless time is built into lessons to enable pupils to consider and respond to marking.
- The use of specific and actionable feedback increases pupil progress.
- We recognise that verbal 'next steps' are vital in terms of increasing pupil progress.

### Internal Guidance: Feedback & Marking in Writing

Marking at Imitate Stage		Marking at Innovate Stage	Marking at Invent Stage
<b>KS1</b>	Learning Headers ticked by teacher and pupils.	Y1- Verbal feedback Y2- Verbal Feedback for all class on innovate piece +3 spellings, some punctuation errors marked.	Y1-Verbal feedback in lesson, pupils correct after feedback and teacher puts a purple pen circle around, optional pink/green highlight in autumn and spring terms. Spellings, some punctuation errors marked Summer term- 1 highlight for green and pink  Y2- Detailed written feedback is provided during the invent writing process. Highlight used; 3 green & 2 pink? Next step to be completed in purple pen  Y2 Purple pen is used and planned time in lesson Spellings, some punctuation errors marked.
<b>LKS2</b>	Learning Headers ticked by both teacher and pupils.	Detailed deep marking so that pupils can apply their feedback to their final invent piece of writing. Green and pink highlighted against S/C. Pupils use purple pen to respond to feedback. Spellings (HF words and technical vocabulary) punctuation and grammar identified. Specific pupils' spelling might be responded to in both the innovate and invent stages.	Pupils self-evaluate by colour coding key language features in text against S/C.  Teachers mark against S/C on ladders.

<b>UKS2</b>	Learning Headers ticked by both teacher and pupils.	Detailed deep marking so that pupils can apply their feedback to their final invent piece of writing. Green and pink highlighted against S/C.  Pupils use purple pen to respond to feedback. Spellings (HF words and technical vocabulary) punctuation and grammar identified. Specific pupils' spelling might be responded to in both the innovate and invent stages.	Pupils self-evaluate by colour coding key language features in text against S/C.  Teachers mark against S/C on ladders.
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Golden books are assessed against the Year group ARE criteria but no written marks on Golden Writing.

### **Internal Guidance: Feedback & Marking in Maths**

- Live marking, targeted questions to assess pupils understanding,
- Self-assessment – pupils to review learning against “My Learning”/success criteria daily
- Use of VF- When verbal feedback given in lesson pupil’s learning to then show improvement
- 25% quality marking in class will focus on misconceptions or show next steps, this could be applying skills for problem solving and reasoning tasks, these responses to be made in purple pen
- Green and pink highlighters could be used (Green for great and Pink for areas to improve
- KS2 reflections linked to learning objective and using mathematical vocabulary
- Ongoing light (ticks) marking of work will acknowledge effort and recognise attainment and progress
- Pupils will mark their own work where appropriate

## Internal Guidance: Improving Success Criteria

*Once learners of any age have success criteria they have power. They know what the objective means, they can decide where to seek help, where to improve and when to feel pride.*  
Shirley Clarke

Success criteria should be linked explicitly to the learning process or task for the lesson. This should be summarised in the My Learning statement.

Success Criteria must always be referenced as the teacher models the learning process. The children must have a thorough understanding of the success criteria, and it can be revisited and modified throughout the lesson. It can be created in several ways such as:

- Sharing a high-quality product
- Giving the children a variety of criteria on cards to sort e.g. relevant or not to the task and then order of importance
- Doing it wrong – teacher demonstrates how to do something, making mistakes, so the children can correct
- Presenting something with misconceptions or that is incomplete
- Comparing products
- Sloppy success criteria – discuss how it could be made clearer, focus on improvement to clarify understanding
- Up-leveiling
- Demonstration/visualiser
- Retrospective generation
- Eavesdropping – as you hear children mention criteria, add them up on to the IWB

## Forms of Effective Success Criteria

**Compulsory closed success criteria** where there is less of a quality issue and it is about ensuring each one is achieved e.g. My learning: to construct a line graph.

The success criteria for this Maths task would be to correctly use:

- Title
- Label x and y axis
- Equal intervals
- Key
- Connect points

**An optional or open success criteria** identifies the possibilities and needs to start with a quality discussion about what will make this task successful. It is not as important to tick them all off and there may be must have and optional criteria. For example when writing an effective characterisation the success criteria may include:

- Hobbies and interests
- Likes and dislikes
- Examples of personality
- Attitude to self
- Attitude to others
- Third person

**Generic success criteria** for learning can be displayed in the classroom which identifies and reminds the children about the criteria that are expected in every piece of work e.g. neat

handwriting, underlined title and date etc. so that the children do not identify these in a task specific success criteria.

In some circumstances **decontextualized success criteria** is most useful as it provides a transferable skill e.g. rather than developing a success criterion for writing instructions for making a jam sandwich develop success criteria for writing instructions as below:

Success Criteria for writing instructions

- List what you need
- Use bossy verbs
- Use numbers bullet points or similar
- Use time connectives
- Write instructions in order
- Include diagrams/pictures if appropriate