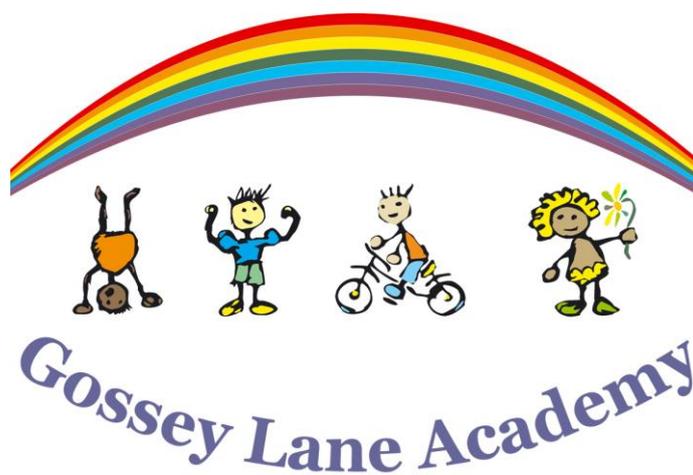


Gossey Lane Academy

MARKING AND FEEDBACK TO PUPILS, POLICY



June 2021

1. Why do we give children feedback about their work

*'So that we have high expectations of what all pupils can achieve and do.
So that all pupils are equipped with a secure knowledge of what good teaching is and how this develops high quality learning for all groups of pupils.
So that we use assessment to inform and build on what children already know and can do, rapidly addressing gaps in learning.
So that we can set work for pupils that is not too hard or too easy and meets their differing needs, adapting tasks as appropriate
So that we can routinely address misconceptions and inaccuracies in basic skills such as spellings, grammar, punctuation and handwriting.'*

Ofsted report April 2019, What does the school need to improve further?

1.1 At Gossey Lane School we believe that feedback to children about their work is instrumental in helping them to learn and make progress. Feedback to children is vital to understand the next steps in their learning and what they need to do to close the gaps.

1.2 Quality dialogue is vital to assess progress in relation to the learning objectives of the lesson. Feedback helps to focus the child on his/ her strengths and areas for development.

1.3 Assertive mentoring (1:1 feedback) enables pupils to reflect on their own learning and to take ownership of their personal progress.

2. What are the aims of feedback?

- **To ensure all pupils make good and better progress responding to high expectations.** Ofsted 2019
- To make a response to children's work.
- To provide consistency of approach when responding to children's work:
 - (i) across all subjects for individual children
 - (ii) for all children within a class
 - (iii) across year groups, throughout Key Stages and the whole school.
- To motivate children and encourage them to improve their work, learning behaviours, attendance percentage, uniform and readiness for school, leadership and personal development, etc.
- To support children's learning through clear and helpful comments which outline precisely what is needed to improve the quality of their work.

- To provide children with a sense of achievement and reward, enabling them to build on what they already know and can do and therefore rapidly addressing learning gaps.
- To encourage children to become reflective by allowing time for them to respond to the feedback, about the whole child.
- To give information to others about the child's work, e.g. parents/carers, teachers, other agencies.
- Through critical appraisal to determine a child's understanding, effort and achievement regarding a particular task.
- To gather evidence of which an overall assessment of a child's ability, attainment and achievement can be made.

3. What is the relationship between feedback and assessment?

Lessons begin with the teacher sharing;

What are we doing? (This is the Learning Objective)

How are we doing it (Vehicle or context for the learning objective)

Why are we learning this? (The big picture)

Feedback is an integral part of the assessment process, as it provides a dialogue in order to gain evidence of a child's level of attainment, aids future planning and is used in conjunction with assessments to monitor progress and continuity.

Assertive mentoring, usually conducted twice a year, enables a dialogue between pupils and teachers as equal partners in a personalised learning approach. Pupils set their own targets for improvement under academic, personal, social and aspirational. These targets are then supported by review and monitored termly towards success. Gossey Lane Academy has a standards form for recording Assertive Mentoring discussions, which is shared with parents.

4. What is live marking and feedback/ high expectations?

4.1 Teachers use live marking in lessons in order to provide instant feedback for children based on the learning objective. If they are correct, this involves a dialogue about why they are correct. If they are incorrect, this gives the teacher an opportunity to teach the concept again. The teacher should also model a correct approach in the child's book or verbally in order to support them further with their learning. Mini plenaries should be used to address general misconceptions and refocus the learning back to the learning objective.

4.2 Whenever possible, teachers should aim to mark every child's book at least once in a lesson. Where this is not possible, live marking must be prioritised for key vulnerable groups, namely disadvantaged, low prior attainers and the more able. Post lesson written feedback must be given to the same key groups unless there is a misconception that cannot be ignored.

4.3. Live marking and feedback allows teachers to instantly listen and respond to children, encourage and praise them, recognise and handle misconceptions and guide them towards new learning and clearer understanding. Mini plenaries can be used to share best practice and examples or remind pupils of pace and time frames.

5. Providing a response after the lesson/Rapid Recovery

5.1 When marking after the lesson, teachers may write open-ended questions for the children to answer to allow a more detailed assessment of a child's understanding when aspects are unclear. This not only consolidates the learning that has taken place but also assesses against the learning objective. The comment must result in the child either improving or correcting their work or deepening their understanding. Children who have achieved the lesson objective may be given a next step task, to further extend their learning.

5.2 However, in some cases where a child may be under achieving and/or a child has been targeted to reach the required standard at the end of the year, then this must be picked up during the lesson. Any misconceptions need to be addressed the very same day whenever possible. This is called Rapid Recovery. The children will need to be withdrawn either at break time, lunchtime or during the afternoon session to address the issue so that the child does not fall behind the others by the next lesson.

Pre-tutoring is employed to give children who are struggling in certain areas a head start to the lessons. This may take place at a pre- school 8.30/8.45am club.

6. Other ways to provide a response to work

6.1 There are some instances where a child may mark their own work, or that of others e.g. multiplication tables, spellings etc. Where a child is asked to mark another's work, clear guidance is given by the teacher. A child should never record a written comment on other's work unless requested to do so by the teacher, for a specific purpose e.g. writing response partners.

6.2 Children will be encouraged to self-assess their learning in different ways e.g. addressing writing targets and using the toolkit in hot writes. Further details regarding these methods are in the Teaching and Learning Policy.

7. What is the main focus when giving feedback?

7.1 All teachers will give feedback on the learning objective that has been discussed with the children and must be written on the board for the children to refer back to. Feedback is given with the age, ability and previous experience of the child in mind.

7.2 All work is expected to be presented in accordance with school presentation requirements and teachers will comment on any areas of this that need to be improved. High expectations are consistent. Date and L.O.s must be underlined.

7.3 Corrections and next steps given after the lesson – at the start of the lesson, children are to be given 'Fix It' time to enable them to respond to any written feedback. Once the children have responded this response must be marked.

7.4 We assess pupils' work from the "Cold Writes" in English and this information is used to plan the unit of work and create the model text tailored to the needs that have arisen from this analysis. This AfL is crucial in addressing the children's areas for development to improve writing outcomes overtime.

7.4 In non-core subjects, live marking must be focused on the learning objective. However, basic GPS errors must not be ignored.

8. Gossey Lane School Feedback Code

8.1 A **green pen** is used for live feedback and a red pen for post lesson feedback.

8.2 Main points to note:

- L.O is used to show the learning objective for the lesson.
- A tick is written in the margin next to the L.O. if the child has fully understood and achieved the L.O.
- If the L.O. is partially achieved, a hash is written in the margin next to the L.O.
- If the child has not achieved the L.O. a line underneath the LO
- I in a circle is used to indicate that the work was independent.
- Intervention is written and a date where an additional session has been run to recover.
- T OR TA written to show support was needed in the lesson
- A **green highlighter** is used during the lesson to indicate good evidence against the learning objective and basic skills including spellings. Verbal feedback to explain why the green is 'GREAT' will always accompany the highlighting.
- A **pink highlighter** is used during the lesson to indicate common errors related to the learning objective and basic skills including spellings. Verbal feedback to explain why the child needs to 'THINK' will always accompany the highlighting.
- A **red pen** is used to finish marking the work after the lesson has finished – red pen will therefore be used to indicate that verbal feedback has not been given.
- Modelled examples will be used by teachers to support learning where necessary.
- A **PURPLE (POLISH)** pen is to be used for proofreading/editing in the main body of English and Foundation subjects work in KS2. Once work has been proofread/edited this must be marked. Editing flaps are to be secured neatly over the writing.

- Only pencil is used in Maths books by children.
- It is recognised that at the emergent stages of writing that making written corrections on a child's work is not always appropriate.
- Praise will be given through comments, stickers or dojos.
- Teachers may use stickers in order to aid the feedback process.

9 Early Years

- Teachers will provide verbal feedback immediately in the session to the child when marking alongside them. The green and pink highlighters will be used at a time that is appropriate to their age and development, to identify evidence and gaps against the developmental bands/ Early Learning Goals. Stamps and stickers will also be used to give feedback visually.

Reviewed: June 2021

Next review: June 2022