



Promoting Progress Through Marking and Feedback.

At West Berry Federation we have been on a journey to challenge and review our marking practice. Our primary aim is to drive pupil progress. We have considered consistency across the Federation however we do not believe in a one size fits all approach. As a staff team we have developed a range of assessment and marking techniques to support pedagogy. In lessons and books you will see teachers focusing on what is best for individual pupils and the circumstance in which something is taught. Marking should be meaningful, manageable and motivating, focussing on quality rather than quantity. It will run alongside other practices that *‘inform teaching, create positive pupil outcomes and drive future planning.’* (Eliminating unnecessary workload around marking, March 2016). Feedback should be provided as soon as possible to increase the impact of relevance to the learner.

“Feedback is one of the most powerful influences on learning and achievement...”

Hattie and Timperley 2007, Review of Educational Research March 2007

General

KS1 Work is presumed to be guided unless otherwise stated i.e I
KS2 Work is presumed to be independent unless otherwise stated i.e GG

Adult initial (*teacher or support staff*)

Who worked with group?

Children to mark/ up level own work in different coloured pen.

Children to work in pencil/ blue pen

Children will be encouraged to work in pairs to develop oracy skills.

Great Mistakes/ peer assessment/ self-assessment

Children will be encouraged to notice the reason for any errors or any patterns in their errors to help them to learn from their mistakes. They will also be encouraged to share this with their peers. Children may assess their work against given criteria and set themselves targets for development.

Questioning

This is used in every lesson to challenge thinking. **How do you know? Can you prove it? Are you sure? Can you explain that? Can you imagine?**

Literacy

Children should be given feedback on how they have applied their literacy skills across the curriculum.

- Presentation: All work must have a date and clear title.
- High expectations of handwriting/ writing in general across all subjects

Writing - Key Stage 2

Spelling mistakes are targeted according to individual children. Teachers use professional wisdom when deciding how many and which mistakes to target

Spelling

T

Target
(Child's next step)

Write Stuff Editing Process

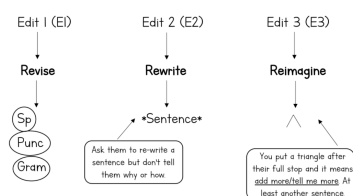
Rebecca

E1 = 9

E2 = 2

E3 = 1

You stick a post-it note in their books with the number of things the child needs to look for. They may have more mistakes/corrections but you make that judgement depending on the child. If they find more than what you've challenged them, great!



He crept up the stairs... (optional)

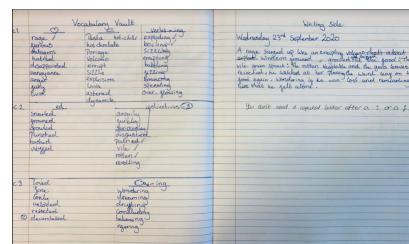
Areas for improvement
(green for growth)

Silently he tiptoed up the... (optional)

Areas of success
(tickled pink)

Writing Book Set up:

- A3 book set up: Vocabulary Vault & writing side
- Vocabulary Vault - split into three learning chunks.
- Big write - leave plain side for editing
- Final big write on bordered paper.



Feedback happens immediately after a 'chunk' of writing has been completed - all children mark their own work using small ticks (in a different coloured pen) alongside the teacher. Children are supported to tick for accurate use of each writing lens/ success criteria. Children can correct and edit their work if needed in the different coloured pen. They are able to identify strengths and areas for development in their writing. This is then checked by a teacher.



- Lined pages, line guides or lined worksheet proformas to be used for all writing across the curriculum.

- BABCOCK EGG tick sheets stuck in the front cover of the literacy book to record overview of achievement from the whole year.

*Teachers aim to mark English daily for spotlight children. A flexible approach will be used for other individuals including verbal feedback.

Spelling will be marked in all writing. Most often teachers will identify no more than 10 spellings that need correcting/learning in an A4 page of writing (depending on age, confidence and ability of child). Spellings will be marked to help children to develop spelling skills systemically following the spelling curriculum as a guide. Where a child's spelling skills are below that expected for their age, the teacher will mark spelling that are appropriate for the child's stage of spelling development rather than the curriculum expectations for their age. However, additional support will be in place to help the child to make rapid progress and close the gap in their spelling attainment. Spelling errors will be circled. A teacher may then expect the children to correct the error or they may offer the correct spelling in the margin and the child will be expected to copy out the correct spelling at the bottom of the page.

Numeracy

<u>Numeracy</u>	
✓	✗
Correct / incorrect	
Top corner of the page to indicate:	
Learning intention has been met at the age appropriate level. (S added if support given) 	
The child has met the learning intention and shows elements of taking learning beyond that which was planned 	
Children are encouraged not to rub out a mistake. They must simply cross out the answer and write the correct one.	
KS2 children will answer a Purple Pen Question (PPQ) to explain their reasoning on the objective they are studying that day. They will answer it at the beginning of the lesson (elicitation) in pencil and the end of the lesson (application) in purple pen. KS1 will complete this as a group or class.	
ASSESSMENT: White Rose End of Unit Assessment plans used at the end of each unit of work.	
ASSESSMENT: (<i>elicitation and application</i>) A reasoning question that requires an explanation of the child's thinking including providing proof (Purple Pen Question - PPQ) will be given to the children at the beginning of a lesson. This will be answered at the beginning of a lesson in pencil and then again at the end of a lesson in purple pen.	
<i>*Teachers aim to mark Maths daily for spotlight children. A flexible approach will be used for other individuals including verbal feedback.</i>	

Simple practice tasks can often be self or peer marked to give the child instant feedback. Children may use an answer sheet or calculator to check their work. Where this is not possible the teacher will mark using a tick for a correct answer and a cross for an incorrect answer. A comment will only be made if/ when a teacher feels this is necessary to move learning forward. The most valuable time for this is during the lesson.

Strategies for higher level thinking and raising achievement

Engaging

- Lolly sticks
- All student response – whiteboards, cards, fingers, corner votes
- Ask a partner/Focus for listening
- ‘I’ll come back to you’
- Ask the audience
- ‘Tell me what you’re thinking’/‘Tell me what it isn’t’/‘What do you know?’
- ‘Tell me more’
- Tell me what you do know.

Eliciting

- ‘Tell me more’
- Exit cards
- All student response – whiteboards, cards, fingers, corner votes
- Planned questions
- Use response from previous lesson to create ability groups
- ‘Convince me’
- Kahoot (online questioning game)

Safety

- ‘Tell me more’
- Thank you/value other’s answers
- Ask the audience
- Great mistakes
- ‘I’ll come back to you’
- ‘Which answer did you like best?’
- Red thoughts (negative) and green (positive) thoughts
- Great mistakes
- Giving children sentence prompts for discussion
- Metacognition – ‘*thinking about thinking*’.... **Sentence prompts:** I’m thinking...I’m wondering...I’m noticing...I’m picturing... It reminds me of...I’m figuring out...I just learned...
- Always, sometimes, never..... (see handout notes)
- Definitely, probably, possibly....(see handout notes)
- Meta cognition menu (see handout)
- Meta questions for group work – ideal for plenaries (see handout)
- Feedback that includes the process as well as the task
- <http://talkfactory.co.uk>
- Language for group work(see handout)
- Roles for group work: **summariser, chairman, time-keeper, facilitator, observer**
- Peer tutoring

Practice will be adjusted to meet the individual needs of learners. If you are not sure why a particular approach is being used, please ask the class teacher.

