

“Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil; a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.”

“In summary, we recommend that all marking should be meaningful, manageable and motivating. This must be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DFE).”

Report of the Independent Teacher Workload Review Group March 2016

The Raedwald Trust Marking & Feedback Policy has four purposes:

To help pupils:

1. Understand what they have done well

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work, or the work carried out in a session display a good understanding of both these points.

2. Understand how to improve

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate to help pupils to understand.

3. Self-assess their performance and work

To ensure pupils have the time to reflect on their own work, highlighting what they feel they have done well and what they need to do to improve.

4. Make visible signs of improvement as a result of feedback

Without visible signs of progress emerging from marking and feedback, there are no signs of effectiveness. Outreach key workers should ensure time is given so that pupils may act upon the guidance given and make improvements.

Consistency:

The four purposes of marking should be evident in all lessons and all subjects within the Outreach Service (once a week for all subjects of pupils taught in a group setting). Approaches may differ between the key stages and between pupils; however, the recording remains consistent for both. Sometimes, it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the four purposes of marking and feedback should be implemented. Where verbal feedback is given to pupils, a summary of this is noted down in writing on the work / or in their book as it could be feedback on a discussion. This is to help both the pupil and key worker remember what was discussed so the work can later be checked for visible signs of improvement. In addition, any verbal or written feedback is recorded on a spreadsheet for the individual pupil in order to aid with the tracking progress.

Feedback from Outreach staff will be delivered in two ways:

1. Immediate Feedback – at the point of teaching
2. Summary Feedback – at the end of a lesson/task

| Type of Feedback | Possible Mechanisms |
|--------------------|--|
| Immediate Feedback | <ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups. Often given verbally to pupils for immediate action. • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code |
| Summary Feedback | <ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Can be delivered to whole groups or classes • Evaluates understanding of learning in the lesson • Includes a self-assessment • May highlight further support or a deeper look at their understanding/misconceptions <p style="text-align: center;">These will be completed on the <i>Individual Pupil Curriculum, feedback and progress spreadsheet</i></p> |

Evaluation:

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the four purposes of marking are of consistently high quality throughout the team.

Guidance for Outreach Key Workers:

- All pupils will have their own *Individual Pupil Curriculum, feedback and progress* spread sheet.
- Time should be built in at the end of each lesson with a pupil to discuss what has been learned (heading “What I will learn today”) what has been done well and how work can be improved. This is recorded under “My key worker’s thoughts on the session”
- The work and the learning behaviour are assessed by the Outreach key worker using the marking guidance.
- Pupils should be taught and encouraged to check their own work and identify what has been successful in the session/s and what they need to do in order to improve. This is recorded by either the key worker or the pupil under the heading: “Feedback/Assessment - Our thoughts on the session”.
- The work and the learning behaviour are then assessed by the pupil using the marking guidance.
- Finally, a discussion between the Outreach key worker and the pupil takes place regarding the next steps required. This is linked to the required target rather than what activities are to be carried out and forms the basis of the target for the following lesson.

The feedback and assessment follows RAG/123 and is to be completed on the *Individual Pupil Curriculum, feedback and progress* spread sheet.

Marking Guidance

| Key Worker | | Pupil | |
|--|---|---|--|
| Strong evidence that knowledge, understanding and/or skill is embedded for the objective | |  | I am confident enough to explain the work to someone else |
| Some evidence that knowledge, understanding and/or skill is embedded for the objective | |  | I understood most of this |
| Limited evidence of knowledge, understanding and/or skill for the objective | |  | I really struggled with this - HELP! |
| 1 | Excellent work Clear presentation All work shown Extension work attempted Did everything that was asked | 1 | I really tried hard today I avoided distractions I tried to push my understanding |
| 2 | Satisfactory amount of work Acceptable presentation Some/most work shown Did most of what was asked | 2 | I mostly concentrated today I could have tried harder I didn't really push myself |
| 3 | Unsatisfactory amount of work Poor presentation No work shown Was reluctant to work | 3 | I really wasn't trying today I let things distract me from my learning I will need to make up for it next lesson |

OUTREACH SERVICE

Marking & Feedback Policy

| Outreach Pupil SCIENCE Curriculum Planner | | | Keyworker Learning Objective | | Keyworker Learning Progress | | RAG 123 | | Feedback/Assessment Our thoughts on the session | | Next Steps - What I will do next: | |
|---|------------|-----------------------|------------------------------|----------------------|---|-----|---------|---|---|-----|-----------------------------------|--|
| Date | Strand | My current target(s): | What I will learn today | What I will do today | My key worker's thoughts on the session | RAG | 123 | Feedback/Assessment Our thoughts on the session | 😊 😐 😞 | 123 | Next Steps - What I will do next: | |
| | --Select-- | --Select-- | --Select-- | | | | | What went well in this session: | | | | |
| | | | | | | | | What could be improved next: | | | | |

In addition to this, Outreach key workers will support pupils in making simple improvements and corrections to their work through written marking. Some of this may happen collaboratively, while some may happen when staff mark pupils' books in more detail. This could include:

- Spelling
- Grammar
- Punctuation
- Accuracy of calculations/mathematical processes
- Rephrasing
- Elements of presentation (e.g. orientation on the page, handwriting etc)
- Other aspects of the work that teachers wish to comment on

The simple code below should ensure that this process is not onerous for teachers but adds value to pupils. It is designed to offer sufficient guidance to pupils to identify and correct the error but be open enough to promote discussion about this, in order to fully understand the misconception or reason for error.

| Symbol | Meaning |
|---------------------------------------|---|
| Circle around a letter e.g. peOple | Should be capitalised/decapitalised |
| ^ | Missing word or element of punctuation |
| // | New paragraph or line |
| Wiggly line under a word | Spelling error (Teachers should identify errors only where the spelling rule has been taught and therefore pupils should have the necessary understanding to correct the error. Teachers should identify no more than 5 spelling errors in a piece of work and pupils should be well supported to correct these errors.) |

Feedback to parents/carers and home school:

Within the Outreach Service we believe that positive dialogue with parents/carers and the home school is essential in the development of pupil potential. Staff share student success through phone calls, postcards and emails. In addition, a termly pupil progress report is produced for every pupil and issued to parents/carers and the home school.