

Hill Top Academy



'Every child, Every chance, Every day!'

Feedback, Marking and Reflection Policy

HILL TOP ACADEMY

Reviewed: October 2020

This policy was reviewed by Governors on 10/01/2017 and it was agreed that the policy be reviewed on a 3 yearly basis

To be reviewed October 2023

(REVIEWED: 3 yearly)

Compiled by: Mrs K Sutcliffe & Miss L Robinson

Reviewed by Mrs K Sutcliffe

Impact

‘Feedback is one of the most powerful influences on learning and achievement’

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

In order to be positively effective ... feedback must answer three major questions asked by a teacher and/or by a pupil:

- Where am I going? (What are the goals?),
- How am I going? (What progress is being made toward the goal?), and
- Where to next? (What activities need to be undertaken to make better progress?)” (ibid p86)

Why do we mark children’s work?

- To help teachers monitor children’s progress and to diagnose what has not been understood so as to assist forward planning and learning
- To provide helpful feedback to children so that: – their needs are identified and we can discuss with them what they find difficult and the next steps they need to take – their achievements are recognised thus giving encouragement and building confidence – to show that work is valued and to praise – to ensure set tasks have been carried out

Effective marking should:

- Provide clear feedback to children about the strengths and weaknesses of their work and ensure marking relates to the Essential Objective or Focus set.
- Recognise, encourage and reward children’s efforts and progress.
- Encourage children to strive and improve.
- Direct children to what they need to do to improve their work and the next steps they need to take.
- Help parents/carers understand strengths and weaknesses in their children’s work.

Feedback:

- Marking is only of value if comments are read and responded to.
- Wherever possible, marking will take place with the children. It offers guidance as to the extent to which learning objectives have been met and suggests the next steps children might take in their learning.

Processes:

Four types of feedback and marking should occur during teaching and learning at Hill Top

1. Teachers' well considered intervention (Feedback and marking at the point of learning) to prompt deeper thinking and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. (NB mini plenaries may not be relevant for the whole class just a small group of children or individuals). It may also be verbal feedback given during a 1:1 discussion with a pupil or group of children. For younger children this may be used to note down or record the feedback and response process.
2. Light marking of work, acknowledging and recognising attainment and / or progress, success and / or completion of pupil's work.
3. Developmental Marking (Hard marking), in which feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
4. Acknowledgement marking – more suitable for non-core subjects It is not always possible or desirable to use targeted making. The purpose of this type of marking is to acknowledge work that has been seen by an adult, in which case there may be a tick.

Non-negotiables procedures for marking:

- All teacher marking is to be carried out in blue pen.
- All pupil feedback/ corrections is to be carried out in green pen
- All marking is to be done in a clear legible handwriting in line with the school handwriting policy.
- The marking code for each subject is to be followed in all cases.

Level of Support

This will be indicated by the teacher by stamps or symbols. It will show if the work was;

I	Independent work
T	Teacher assisted work
LSA	LSA assisted work

Pupil Reflection

Pupils have opportunities to reflect on their own and their peers learning using the Hill Top learning behaviours in all areas of the curriculum.

Resilient	Creative	Inquisitive	Motivated	Collaborative	Reflective
					

English

The English book allows the children to practise building up the skills towards their independent piece of writing. This will involve them writing small sections, which can be reviewed, edited and improved against the success criteria and/or KPIs. Grammar and spelling skills will be taught within the teaching sequence to support the writing genre.

In the English book, positive and developmental comments are to be written in blue pen and it should be noted that where grammar activities and spelling activities are being taught, it is sufficient for the teacher to tick the focus if the child has met the intended learning.

The independent big write task is to be marked after the editing stage, using the specific year group writing criteria. In addition to this; personalised targets will be set and fed back to pupils.

Sp	Written above the word to identify spelling error
VF	Verbal feedback given directly to the child
//	Paragraph
√	Tick to recognise achievement (this maybe above words or phrases)

NB: Year 2 and 6 writing will be marked adhering to the moderation process of marking independent pieces of writing.

Recognition of learning may also be displayed through a double tick above a word or phrase or written in margins to pinpoint particular areas of success e.g excellent relative clause used

Feedback/ coaching – pupils may work in mixed pairs to address spellings and support each other

PEER AND SELF ASSESSMENT

- Each year group will reference their 'Always Writing Expectations' which pupils will apply in writing across the curriculum.
- Self and Peer assessment will reflect the success criteria for the genre being studied.
- Pupils are to reflect on the effectiveness of their writing and the writing of their peers using self and peer assessment.

Maths

Daily Marking Expectation

- Lessons to be rated red, yellow, green, purple against KPI / Daily Objective

Red – more teacher input required	Yellow – gaining an understanding and need more practise	Green – secure in objective	Purple – able to apply at a deeper level
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PUPIL SELF ASSESSMENT

- At the end of a lesson, pupils will be expected to use the colour coding RAGP system to assess their own understanding of their learning.

Thursday 19 th September		
2.1.2	To understand the value of a digit within a 2-digit number.	

Developmental Marking

In Maths sequences of learning, development marking should be used in the following cases.

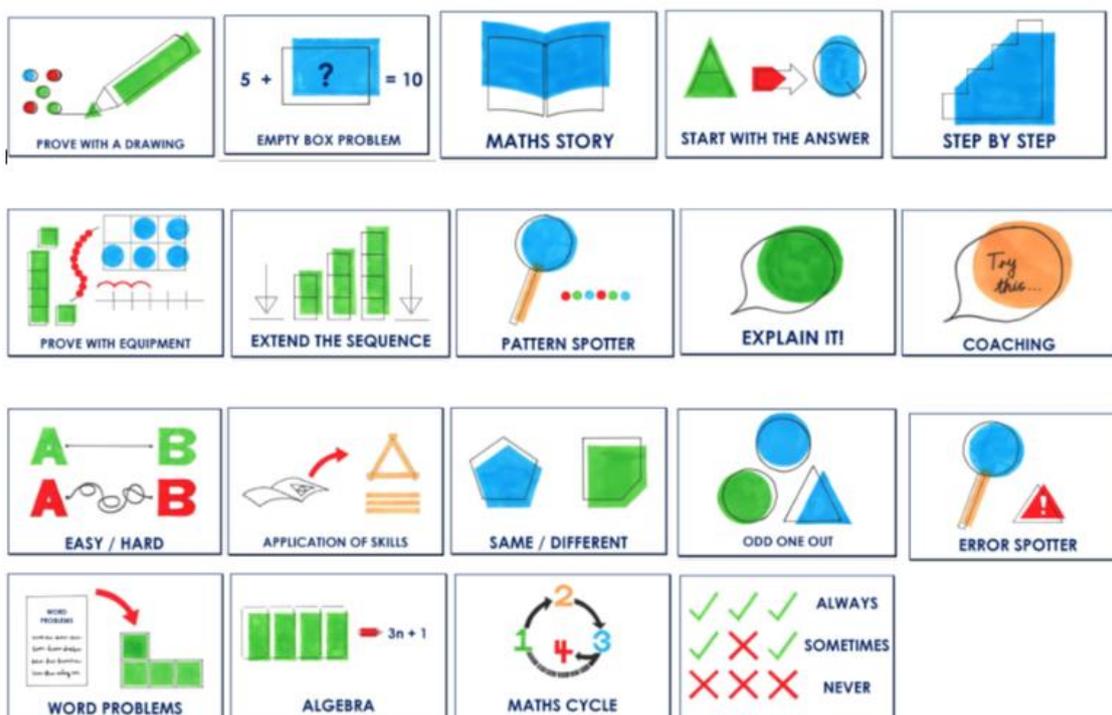
- Addressing misconceptions – a quick written reminder of a strategy or scaffolded steps. This should **not** be a lengthy example of how to correct or an explanation of how to understand a concept. Misconceptions of this level should be addressed verbally, during a coaching session.
- VF- verbal feedback, used as coaching tool
- Within a unit of learning, written questions can be used to extend pupils beyond the intended learning for the lesson.

As the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons, marking and recording evidence should not be too onerous or time consuming.

MATHS PROMPTS FOR DEEPER UNDERSTANDING

The Maths feedback prompts are to be used to support learning and deepen pupil's understanding by:

- Being present in daily learning activities to sign post pupils to different mathematical ways of thinking
- Use within lessons to extending pupils application of a concept by asking them to apply their knowledge in a different way
- Where appropriate, use in marking to address misconceptions, ask pupils to identify and correct errors.



Science and Humanities

- A cover sheet with an enquiry question and the KPI's relevant to the unit of learning should be displayed in Science and Humanities books
- Individual pieces of work should be light marked so that the teacher has acknowledged each pupil's effort and level of application.
- Stickers can be used where appropriate to acknowledge and celebrate pupil's efforts and achievements on individual pieces of work.

Date of Review: September 2020

Date of next Review: September 2021

Signed:



Principal

Signed:



Chair

Date: 11/11/2020