



Rainbow Education Multi Academy Trust

Marking and Feedback Policy

Research into the impact of written marking is inconclusive, with few large-scale, robust studies being done. The Independent Teacher Workload Review Group noted that marking should be driven by professional judgement and be “meaningful, manageable and motivating”. Its focus should be on helping teachers identify pupil misunderstanding in order to provide feedback that is timely, constructive and purposeful.

(Education Endowment Fund 2016)

We believe that 'marking' should be as immediate as possible, forming a feedback loop that impacts directly on pupils' work and understanding. To achieve this, we promote the use of a series of Assessment for Learning (AfL) strategies that will positively affect pupils' work and development across subjects and within individual lessons. We believe that carrying out these strategies will have a bigger impact than lengthy written comments in books. This will also have the additional benefit of supporting teachers' workload.

OBJECTIVES

1. We will monitor, evaluate and review pupils' current understanding in order to identify next steps for progress, improvement and development.
2. We will enable pupils to evaluate their work in order to take responsibility for their own learning.
3. We will help pupils take pride in their learning to promote positive self-image.
4. We will standardise the marking and feedback procedures.
5. Classroom practice will be “meaningful, manageable and motivating”, enabling teachers to respond to pupils' current needs. This will help teachers to make secure summative judgements over time, and help pupils to succeed and develop academic rigour.

CLASSROOM STRATEGIES (ASSESSMENT FOR LEARNING)

Question: Questioning is at the forefront of formative assessment. It is the key tool in responsive teaching, with evidence highlighting its role in securing strong pupil outcomes. Teachers need feedback from multiple pupils in order to gauge the success of their teaching. Rosenshine's research (2012) shows that effective teachers ask more questions from more students in greater depth; they check for understanding, involve all learners, explore thinking processes and misconceptions, and interrogate correct answers. This is how teachers uncover misconceptions and challenge pupils to deepen understanding.

Questioning takes many forms. We promote the following strategies:

- **Cold Call:** This is a 'no hands up', dialogic approach that keeps all pupils engaged. This makes feedback meaningful so that teaching is responsive to pupils' needs and levels of understanding.
- **No Opt-Out:** This allows teachers to return to pupils who get an answer wrong so they can show their understanding. It can also be used to engage pupils who refuse to answer to help establish a culture of academic learning and rigour.

- **Think, Pair, Share:** This allows all pupils to engage in a structured discussion that provides an opportunity to think generatively, share ideas and rehearse answers.
- **Whole-Class Response:** This allows the teacher to access responses from each and every pupil in order to get an overview of class understanding.
- **Check for Understanding:** This dialogic approach seeks to uncover the extent of understanding from a range of pupils to determine whether to explore, re-teach, defer or move on.
- **Say It Again, Better:** This allows teachers to set academic expectations for verbal responses and pupils to develop greater levels of success by adding depth, accuracy or sophistication to initial answers. It can also be used to develop grammar.
- **Probing:** By asking multiple, linked questions to a few pupils, teachers can promote deep thinking and allow pupils to make connections.
- **Process Questions:** By seeking out the 'how and 'why', teachers can develop pupils' metacognition, deepen their understanding and help them to evaluate their responses.
- **Hinge Questions:** These are key questions that allow the teacher to know whether a teaching point needs to be developed or the class is ready to move on.

Questioning strategies are often used in combination e.g. 'Probing' may be followed by a wider 'Check for Understanding'; 'Think Pair Share' by 'Cold Call' and 'Probing'.

Circulate: While pupils work, the teacher (and other available adults) will circulate the room to monitor pupils' responses. During this time, adults can address mistakes (**dot mark** the mistake for pupils to correct immediately) and find examples of errors that they can use as discussion points to develop learning or address misconceptions. Any corrections will be done with a red 'editing pen'.

Note: A mistake occurs when a pupil understands something but carries out a procedure incorrectly; an error refers to incorrect or insecure understanding, with follow-up teaching necessary to address this.

Showcase: Pupils' work is displayed - via a visualiser/digital device or written onto the whiteboard - in order to support discussion about the merits, misconceptions or the errors it contains. Editing that follows a 'showcase' will be done with a red 'editing pen'.

Note: A positive classroom culture should be developed so that pupils feel safe and build resilience. Pupils should understand that mistakes happen when learning new things and that they are an extremely beneficial part of the learning journey.

Reflect: Pupils may use success criteria or a WAGOLL (what a good one looks like) to reflect on their own work or that of their peers. Any editing that comes from self- or peer-reflection will be done with a red 'editing pen'.

Note: To support the above practices, lessons will be broken into short, cohesive chunks.

POST-LESSON FEED-FORWARD STRATEGIES

We do not expect teachers to acknowledge pupils' work with a daily 'tick' or 'stamp'. Instead, all reflections of pupils' work will feed into future lessons and support strategies. This is a learning culture that will be explained to pupils, parents and guardians.

Feedback should provide clear, actionable steps for improvement. Teachers should use their understanding of individual pupils to use feedback motivationally. It will form part of a scaffold that develops pupils' metacognition and independence.

Feedback may be framed in the form of follow-on tasks that provide an opportunity for pupils to redraft or re-do a previous task; rehearse or repeat aspects of a task to build confidence or fluency; revisit a concept after re-teaching; retrieve and re-learn key facts; or use additional research to develop their work by applying a wider range of ideas.

Whole-class feedback may be used. This is based on an overview of recent work, with the teacher noting general strengths and weaknesses. These reflections will be discussed with the class – along with examples of work that will be used as models of excellence. Pupils will use this feedback to make immediate improvements.

The AfL strategies noted above will mean that teachers have a good understanding of pupils' individual needs, with specific aspects of learning being addressed within lessons; however, teachers are expected to monitor books in order to ensure that errors and misconceptions are addressed and appropriate support mechanisms are put in place (e.g. pre-teach, keep-up and catch-up interventions, maths meetings, etc).

MARKING

Any teacher comments will be done in green pen. A green highlighter will be used for 'dot marking'. If a teacher chooses to add written comments, this will be done in joined handwriting and use the conventions of standard English.

Teachers will provide answers for quizzes (e.g. retrieval), basic skills activities (e.g. Strong Start) and short tests (e.g. spelling). Pupils will self-mark and self-correct these in red pen.

In writing, teachers will mark each independent writing piece prior to a final editing session. These will be marked with a system that guides pupils to look for specific mistakes/errors in punctuation, spelling and sentence grammar (E1); highlights specific sentences for rewriting (E2); and highlights specific points for further development (E3). This guidance will maintain the integrity of the writing in terms of its independence so that it can be used for the purpose of summative assessment.

Work undertaken by supply teachers or LSAs will be indicated in books.

MONITORING

Monitoring of the strategies in this policy will be done through book scrutiny, daily log checks and learning walks. This will be done by the school's SLT and Faculty Leads.

OUTCOMES

Marking and feedback strategies will be carried out professionally. Learners will benefit from the daily assessment of all work. It will be used to encourage and celebrate learners' achievements and for feed-forward planning that will ensure that lessons build curriculum understanding over time. It will ensure that pupils receive support or access opportunities for consolidation and challenge within given objectives. It will be used to underpin clear and accurate assessment for learners and parents. The marking policy will be reviewed on a regular basis to ensure that it is effective and workable.

Implementing the Marking and Feedback Policy with respect to Covid

The use of strong questioning techniques will support teachers during the return to work after the 'Covid lockdown'. Teachers should ensure that their questioning provides the information needed to support learners and move the lesson forward appropriately.

Where possible, teachers should use questioning techniques to gain formative knowledge of the pupils' understanding. If circulating the room, adults should try to stay 'behind/to the side' of pupils and minimise the time spent in close proximity to any individual. Face-to-face discussions should be brief and teachers should keep their distance from pupils. Current guidance states that staff should aim to keep 2m apart. If the distance is less than 2m, time spent within this proximity should be restricted to under 15 minutes. If the distance is less than 1m, time spent should be restricted to under 1 minute. It should be possible to do 'dot marking' safely, with pupils showing the corrections they make with their red 'editing pen'.

If teachers circulate, 'dot marking' can be done verbally, with pupils showing this by the corrections they make with their red 'editing pen'.

Showcasing work and providing models and success criteria for pupils' self-reflection will also support teachers. Teachers should ensure that any models and success criteria they use are clear, easy to follow and actionable. Model answers should be prepared accurately and be suitable for the pupils being taught.

Work can be showcased through pupils reading their work aloud. Pupils can also bring their work to a visualiser or an image can be shown via Air Server or other device for class discussion. Any 'shared surfaces' (e.g. visualisers, i-pads) should be cleaned regularly.

Currently, advice states that teachers can mark books – and can take them home to do so. We advise that books remain in school, with any marking done on the premises.

If work has been edited or re-done within a lesson, books could be left open on the pupils' desks so that the teacher can check alterations after pupils have left the room without having to handle the books. Pupils would put the books away on their return.

Where technology allows, pupils can send teachers their work – or an image of their work – via a learning platform such as Showbie or SeeSaw.



Our marking policy reduces the need for 'traditional' marking and therefore excessive handling of books. When handling books/marking/using Post-Its for feedback, teachers should ensure their hands are sanitised beforehand and could wear disposable gloves. Marking of work could be done via a photograph.

If a teacher wants to assess books for 'whole class feedback', pupils could leave a specific book open on their desk before leaving school. Teachers would be able to view the books to make notes of common errors. As stated, current advice states that teachers can handle and mark books, but this would be a further step. Sanitary precautions should be taken as stated above.