

Effective Marking and Feedback

Introduction

Planning should be:

- Meaningful
- Manageable
- Motivating and engaging
- They are pitched at the correct level with appropriate scaffolding/differentiation to include all learning needs and support progression for all students regardless of their starting points.

'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. 81–111)

Aim

Effective marking and feedback aim to:

1. Inform the students what they have done well and what they need to do to improve.
2. Support student's confidence and self-esteem in learning.
3. Support the tutor's assessment of each student's knowledge as part of the thorough assessment of learning procedures to plan and refine the next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their learning.

Non-negotiable Procedures for Marking.

- The learning objective and date must be at work.
- All marking is to be carried out using a green pen.
- All marking must be done in a clear, legible hand and may include stamps to evidence feedback/marking.
- The marking code is to be followed in all cases. (See below)
- The marking code should be accessible to all students.
- If a next step is given, it should develop students' learning and be linked to the session's objective.
- "Even better if" must be responded to by the student using a purple pen.

Different types of marking

Self-assessment

Students can assess their work against their learning objective accordingly. An example of a self-assessment activity is:



: 'I find this difficult.'



: 'I can do this, but I need more help feeling confident.'



: 'I can understand and do this, which shows in my work.'

Students can also use a purple pen to respond to feedback to 'upgrade' or improve their work, including to amend their spelling, punctuation, and grammar.

Peer Assessment

Students will be taught about constructive criticism before assessing peers' work and using success criteria to aid assessment. Students will identify one positive aspect of work and suggest one area for improvement. This can be framed using the 'What Went Well' and 'Even Better If' model. This can be done in any colour but not green or purple; the peer assessor's initials must also be left.



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Formative assessment

Throughout the learning process, formative assessments determine how students progress through a learning goal. Formal milestone assessments will be carried out at the end of every half-term; assessments will alternate between exam papers, where every other evaluation can be a teacher-devised assessment piece. Assessment grades will be recorded on the backs of students' subject books with the corresponding highlighter colour to represent which term criteria were achieved. The grade will also be recorded on the Assessment Grid to track the trajectory of progress over time. To show where students progress within a grade boundary, they will be assessed as emergent, developing, secure and mastered. For example, Yr8

Summative assessment

Summative assessments, given at the end of the year or unit, assess a student's mastery of a topic after instruction.



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Marking Code

✓	Correct
•	Incorrect
I	independent work
S	supported work
PS	problem solving/reasoning skills
AA	Access arrangement used. For example you may write AA-scribe if you have scribed for the student on that piece of work.
WW	what went well
EBI	even better if...
VF	verbal feedback given/ stamp can be used
o	Circle capital letter or punctuation error
~	<u>Word underlined indicates a spelling mistake</u>
G	Grammatical errors, students encouraged to re-read and amend.
PROUD	is used to improve presentation. Write and circle the appropriate letter if there are improvements to be made.
JC	Initials for reviewer (person who is marking)

What is PROUD?

PROUD is the acronym for high-quality presentation of written work.

It stands for:

- **Pen** – Use an appropriate pen for writing (At SWP Training, this is black or blue ink unless a pen/colour is specified for learning needs)
- **Ruler** – Underlining titles or using for drawings
- **Oops** – looking for mistakes and neatly putting a line through them (SWP Training want to see the mistakes a student has made to inform their teaching)
- **Underline** – underlining titles/headings
- **Draw** – using a pencil for drawing



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Examples of feedback prompts requesting a response.

Writing Prompts	Maths Prompts
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc.)	Look back at your work – can you add... (your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
	If the answer was What could the question be?
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence:	Finish this sentence: (Explaining work)
Fill in the blanks:	Fill in the blanks: $2 + 6 =$
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc.)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me ... that have ...?	Tell me ... that have ...?
Tell me two sentences that have adverbials.	Tell me two numbers that have a difference of 12.
What ... would you use to...?	What ... would you use to...?
e.g. What word would you use show me what the character is feeling?	e.g. What unit would you use to measure the width of the table?
	What are the ... of ...?
	What are the factors of 42?
Please write another ... connective/sentence that shows me how the caterpillar moved.	What is another ... method that might have worked?
Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.	Show me how you think this will work with ...other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Show me how you could write it with ... adverbials, connectives, punctuation?	Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?
What would happen if...?	What would happen if...?
	e.g. What would happen if you started with 52?
What new words today? What do they mean?	What new words today? What do they mean?
	What maths words also mean...?
	Would it work with different numbers?
What if you could only use...?	What if you could only use ...?
e.g. Short sentences, complex sentences, The adjectives for sight and sound?	e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
What if you could not use...? What if you could only use...?	What if you could not use...?
Short sentences, simple sentences, the adjectives for sight?	Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?