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Marking & Feedback Policy

Adoption Date: May-17

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Tranmere Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Tranmere Park Primary School

Feedback Policy Proposal

May 2017

Aims:

- To produce clear direction on the requirements, objectives and strategies of feedback to students.
- To ensure that feedback related workload is manageable
- To ensure that time is balanced appropriately between planning and assessment, recognising that both are co-dependent and integral to the provision of great teaching and learning
- To ensure that feedback provided to children is varied, meaningful, and has impact.
- To recognise that feedback can be provided in a variety of ways.

Premise:

Marking should be motivating, meaningful and manageable. Quality, not quantity, of feedback is the key.

At Tranmere Park, we recognise that feedback provided to students is fundamental to ensuring progress. Feedback also recognises the value of children's efforts.

We recognise that the most effective feedback is that with the greatest immediacy to the learning, and that 'deep', written marking is not a guaranteed way to ensure progress. We also believe that children should be provided with opportunities to independently consolidate and improve their learning, to act on direction given and to access further challenge where appropriate.

We acknowledge that feedback may be verbal or written, and that feedback may have impact that can be seen in a child's written and spoken efforts, and/or can be evidenced in understanding that they may illustrate in following work.

We believe that teachers are professionals and should therefore have the professional freedom to deliver and act upon feedback in whichever ways they consider to be most suitable for the children in their care. To this end, we also acknowledge that feedback - that which is written - does not need to follow any set patterns of regularity or frequency, as long as the children are seen to be making progress as a result of the feedback provided. It is left to the professional discretion of teachers to decide upon the balance of verbal and written feedback; an expectation exists that both are valuable tools that will be used to engage, enthuse and to ensure progress in children's learning.

Key principles of feedback at Tranmere Park Primary School:

Motivating: Feedback should enthuse children to strive for excellence, to improve their work, and to seek opportunities for challenge and advice.

Meaningful: Feedback should have impact. All feedback should require children to think and/or to act; however, it is left to teachers' professional freedom to decide on the actions required, and to assess the impact that such actions will have on a pupil's progress. At Tranmere Park, we do not insist on specific actions, but we will strive to provide CPD opportunities that develop and grow teachers' understanding of feedback as a tool to ensure progress in their learners.

Manageable: Feedback must ensure impact and must not divert time away from a teacher's responsibility to plan effective and engaging learning sessions, as it is these that first expose children to the learning with which they must engage. Feedback should be concise and precise, identifying follow-up actions for learners. It should be a task that requires more of the learners - for whom the impact is intended - than it is for the feedback-provider. Feedback should be for the learner.

Feedback Conventions at Tranmere Park:

Following staff consultation, decisions have been made to put in place several standardised processes in regards to providing feedback at Tranmere Park. We have aimed to select high-impact, low-workload strategies that will be implemented across the school: we acknowledge that practically, this may look different from EYFS through to KS2, but the underpinning philosophies remain the same: Motivating - Meaningful - Manageable.

Feedback will be presented on the right-hand page of a double-page spread, the children presenting their work from the left-hand page. This is to allow for the clear feedback/response process to be visible throughout the right-hand pages in the child's book.

All teacher feedback will be completed in purple ink, peer and self marking will be completed in green ink. Where a member of staff who is not the child's class-teacher has completed feedback and/or worked with the child during a learning session, they will initial the child's work to indicate the intervention.

Circles and Numbers:

All work presented in books will be seen and recognised with a coloured circle around a number. The circle will be green (indicating that the learning has been achieved for that session), orange (indicating that an action is required to consolidate the learner's understanding), or red (indicating that an action is required to repeat the learning tasks, in order to provide further opportunity to access the learning required).

It would be expected that if a child received a consistent run of green achievement circles, they would be targeted with a follow up challenge.

The number inside the circle indicates the effort level made by the learner during the session: 1, indicating above expected effort; 2, indicating expected level of effort; 3, indicating below expected level of effort. It is expected that effort levels falling below the expected, are sanctioned accordingly, and at the teacher's professional discretion, ensuring consistency.

Team-points will be awarded when a child received a '1' for above expected effort.

Tranmere.THREE

1. TranmereTRACK: Track every word; Read for sense; Accurate spellings; Check punctuation; Key features. We will develop a school-wide system of cumulative re-reading, whereby at regular intervals during a piece of written work, children will stop and 'track' their output so far, checking for the five criteria detailed in the strategy name. The aim is to culture the children into editing their writing comprehensively before it is seen by an adult, therefore cutting out basic secretarial marking and ensuring that the non-negotiables of the previous year's learning are adhered to. The punctuation and spelling elements will be directly taken from the child's previous end-of-year expectations, while spellings linked to current learning will be also provided for the children. This strategy is a school-wide expectation and will be implemented as such. Children who fail to meet this standard of initial-editing will be sanctioned according to the school's existing behaviour policy. How this system is implemented in each year group will vary depending on age, but it is expected that by Year 6, the children will be completely consistent and independent in the completion of this process.

2. Dot-Marking: Where children make errors in their work, these will be acknowledged by a dot. At the teacher's discretion, the position of the dots will be changed throughout the learner's development. This may be dependent on the learning sequences across a year, or the learner's own awareness across a year, or across several years. Initially, dot-marking will be taught during Year One, implemented at Stage One level in Year Two and Three, with the expectation that it will be fully operational by the end of Year 4.

The progress of the system works as follows:

Stage One: The dot/dots is placed above the error (word*, punctuation mark, number or space where words/mathematical symbols may need to be - alternatively, the dot may be placed to indicate an incorrect answer). The child is made aware of the exact location of the error and must independently correct it.

Stage Two: The dot/dots - in respect of writing produced - is placed on the corresponding line of the error, thus requiring the child to locate the error on the line and then correct.

Stage Three: The dot/dots are placed at the top-right of the page, indicating the number of errors present and requiring the child to locate them across a body of work and then to correct them accordingly.

Dot-marking may be utilised as part of feedback provided within lessons, or may be employed after the fact, as a tool to highlight where improvements are required. It is acknowledged that errors falling within the TranmereTRACK remit, should not also be covered using dot-marking; The TranmereTRACK strategy covers non-negotiable requirements of a child's work, while Dot-Marking makes its focus elements of learning in process, or incorrect answers.

Further to this, It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding, which may require an alternative form of feedback or intervention.

*Incorrect spellings should be written three times on the right-hand page of the book and into the child's spelling journal.

3. Yellow-Box: Where independently produced learning can be used to consolidate, improve or challenge a child's understanding, the following strategy may be employed:

A selection of the learning is highlighted by drawing a box in yellow felt-tipped pen around it; this could be a single sentence, group of sentences or paragraph, a maths calculation or scientific explanation/diagram. The learner is then provided with direction in order to improve or adapt this work, with the intention of consolidating or developing their learning. The feedback-provider should also - where appropriate - draw a corresponding empty yellow box, to indicate the space in which to complete the follow-up. This empty box also indicates to the learner the expected quantity of the follow-up task.

Yellow-boxes will certainly be used to cover different learning across the key stages. What Year One may utilise a yellow-box for may well be vastly different to what Year Three may use a yellow-box for, primarily because the expectations on the learning of Year One is so different to that of Year Three; their capabilities are different and so, therefore, must be the feedback provided. It is understood that the teacher is the individual best-placed to make decisions as to how the Yellow-Box strategy is used.

Yellow-boxes should be used where an action is required to consolidate learning that may have not been fully realised, but also may be used to provide challenge. Where children are consistently achieving the learning required, it would be expected that appropriate challenge is planned for as a follow-up to continue the child's progress and engagement. However, it is recognised that challenge may be presented in many forms and teachers are free to provide their learners with appropriate challenge in whichever ways deemed most suitable. Feedback involving challenges should be identified as such, either by the learner or the teacher.

Pen Licence:

After 5 pieces of writing are completed at the expected standard of handwriting (and stamped to indicate this) for a year-group, a child will be given a pen licence. Children will then be expected to use a handwriting pen from that point onwards. If a child's writing subsequently falls below the expected standard, pen licences can be revoked.

Assessing the impact of feedback:

The requirement of any school is to provide learning and progress for its students. The impact of feedback is most visible to a class-teacher, who sees the progress made by children on a daily basis, assesses this and shapes the learner's future-learning as a direct result.

Feedback provided must require a learner to engage with it, and to develop as a result of this process. The impact may be seen immediately, in later written-work and lessons, in follow-up tasks specific to the feedback, or in discussions with the child. At Tranmere Park, we give total responsibility to our staff to decide on how feedback should be provided - providing guidance only on our Circles and Numbers and 'TranmereTHREE' strategies.

It is expected that the progress made by the children will be evident in the work produced in books, in the results of termly assessments and in the children themselves.

The ‘so what’ test: The initial impact of feedback can be assessed by posing the question ‘so what’ of any written feedback provided to learners. If there are clear actions/thinking required of the learner following the feedback - whether written or otherwise - the feedback is likely to have impact. Should there be no further actions/thinking required following the feedback, the teacher is likely to have wasted their time.

It is hoped that, while teachers are encouraged to make use of whatever feedback strategies they feel most beneficial and most appropriate to securing progress for their learners, the strategies, aims and guidance provided in this document will provide a school-wide system and culture that will ensure clarity and efficiency in regards to the feedback provided at Tranmere Park Primary School.



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Summary

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At Tranmere Park, we recognise that feedback - written and verbal - provided to students is fundamental to ensuring progress. Feedback also recognises the value of children's efforts.

We recognise that the most effective feedback is that with the greatest immediacy to the learning, and that 'deep', written marking is not a guaranteed way to ensure progress. We also believe that children should be provided with opportunities to independently consolidate and improve their learning, to act on direction given and to access further challenge where appropriate.

Circles and Numbers:

- To be placed on every piece of learning.
- Circle: Green = achieved lesson outcome; Orange = action required to consolidate learning; Red = Did not meet outcome
- 1 = Above expected effort level; 2 = Expected level of effort; 3 = Below expected level of effort
- After a run of greens, a challenge follow-up is expected.

Tranmere THREE:

1. **Tranmere Track** - Track every word; Read for sense; Accurate spellings; Correct spellings; Key features. Rereading system to ensure use of basics - based on previous year's end-of-year expectations.
2. **Dot-Marking** - above error, progressing to on line of error, progressing to at top of page. Encourages children to take responsibility for correcting.
3. **Yellow-Box** - Identifies part of children's learning subject to required action.

Pen licence:

- Provided after 5 pieces of writing at expected handwriting standard. Can be revoked.