



Ottery St Mary Primary School

Marking and Feedback



This document details the approach in place at Ottery St Mary Primary School, following a review of adaptations made to marking and feedback, as of January 2022. Marking and feedback is monitored throughout the year both in lesson observations and pupil voice.

[Live feedback](#)

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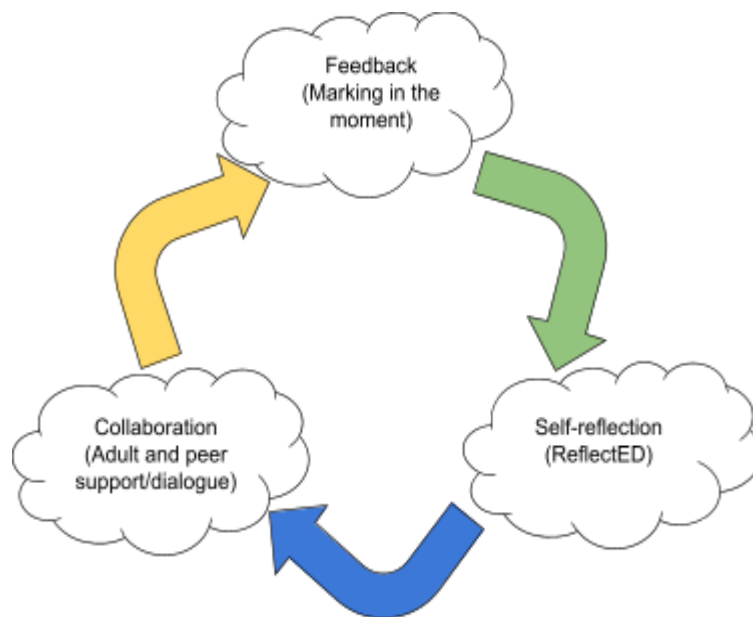
[Reflection booklets](#)

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Live feedback - Overview and purpose:



Combining the effective principles and practices of the above key elements supports our children to become independent, reflective learners while allowing staff time to feedback **in the moment** without creating a burden of marking for adults and a burden for children in responding to marking comments. It also provides a clear structure so that the children can build on their developing independence and reflective strategies as they move through the school.

- Adults focus on 1:1 'live feedback'
- Carefully tailored activities support inclusion, allow SEND children greater independence and TAs more time in classrooms to support all learners.
- Evidence of the impact will be in books.
- Live feedback will also be evident in pupil voice - as they will be able to talk about how feedback helps them with their learning.

Central to 'Rosenshine's Principles'¹ is the concept that effective teaching means systematically checking for pupil understanding. This checking process and live feedback not only leads to teachers being able to adapt teaching sequences but also to help pupils secure a deeper understanding.

Dialogic principles

Research² shows that spending more class time on meaningful dialogue that encourages pupils to reason, discuss, speculate, argue and explain, rather than simply give the expected answers, not only boosts pupil achievement and progress but also has a direct impact on engagement in lessons and pupil wellbeing³. Dialogic teaching also underpins quality live feedback within lessons and sentence stems can be used to scaffold the talk of both adults and children. Below are further examples of feedback approaches, more detail of which can be found in the WalkThrus books:

¹ <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

² <http://robinaalexander.org.uk/dialogic-teaching/>

³ <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching>

Think pair share



ESTABLISH TALK PARTNERS FOR EVERY STUDENT



SET THE QUESTION WITH A GOAL AND A TIMEFRAME



BUILD IN THINKING TIME



CIRCULATE TO LISTEN AS PAIRS ARE TALKING



USE COLD CALL TO SAMPLE PAIRS' RESPONSES

Check for understanding



COLD CALL, ASKING WHAT, NOT IF



PROBE WITH A SHORT DIALOGUE



FOLLOW-UP WITH MORE CHECKING DIALOGUES

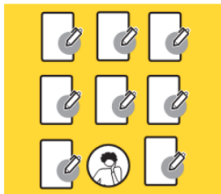


EXPLORE DIFFERENCES AND DETAILS



RE-TEACH, DEFER OR MOVE ON

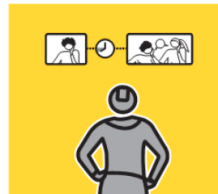
'Show-me' boards



ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND



SET THE QUESTION WITH A GOAL AND A TIMEFRAME



BUILD IN THINKING TIME



SIGNAL: 3-2-1 AND SHOW ME



SAMPLE STUDENT RESPONSES AND FOLLOW UP

Feedback as actions



REDRAFT OR RE-DO



REHEARSE OR REPEAT



REVISIT AND RESPOND TO MORE QUESTIONS



RE-LEARN MATERIAL AND RE-TEST



RESEARCH AND RECORD

Whole class feedback



READ THROUGH STUDENTS' WORK



NOTE THE STRENGTHS



NOTE AREAS FOR IMPROVEMENT



GIVE THE FEEDBACK



GIVE IMPROVEMENT TIME

Success criteria



EXAMINE EXEMPLARS AT DIFFERENT STANDARDS



ESTABLISH THE SUCCESS CRITERIA FOR A TASK



CHECK FOR UNDERSTANDING



ASSESS WORK AGAINST THE CRITERIA



INITIATE AN IMPROVEMENT CYCLE

Normalising error and uncertainty - see also ReflectED approaches



ASSUME AND EMBRACE UNCERTAINTY



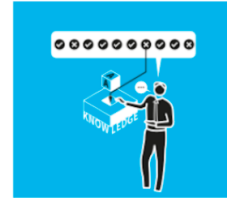
EXPLORE MISCONCEPTIONS AND ERRORS WHILE EXPLAINING



EMBRACE ERROR DURING QUESTIONING



EMPHASISE UNCERTAINTY WITHIN METACOGNITIVE TALK



EXPLORE ERRORS IN TEST FEEDBACK

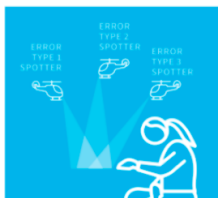
Spot your mistakes



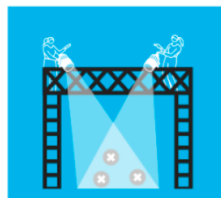
EVALUATE STUDENTS' WORK



GUIDE THE PROCESS



INVITE STUDENTS TO FIND THE MISTAKES



PROVIDE SCAFFOLDED SUPPORT



GIVE TIME FOR CORRECTIONS AND RE-EVALUATE

Elicitation tasks - Overview and purpose:

Elicitation tasks (sometimes referred to as ‘cold tasks’) take place at the start of a unit of work. They are used to inform the ongoing teaching sequence; identifying misconceptions to be addressed and pupil questions to be explored. Evidence from IPEELL⁴ (EEF) identified that starting a unit with a cold task and completing it with a hot task resulted in pupils *‘Seeing the improvement in their writing [which] was thought to be motivating ... and gave some ‘a boost of confidence’* This same evidence also highlighted the benefit of pupils self assessing elicitation tasks using pupil devised marking frames, which further developed their independence in self assessment for the hot task.

Elicitation tasks are not just used for units of writing - they can be used at the start of any sequence of work and they can be completed collaboratively as a class, in small groups or individually. The focus and purpose of an elicitation task should be:

- Identifying prior knowledge in order to build on this further
- Identifying common misconceptions in order to address them through the learning sequence
- Identifying pupil questions to explore during the learning sequence

Maths	English	Science	Topic
<p>Every year group completes a whole class discussion at the start of each math unit using the unit guide to; identify the focus and context, identify key vocabulary and discuss prior knowledge.</p> <p>Year groups may consider using end of unit assessments from the previous academic year to identify common misconceptions or gaps which need to be addressed prior to teaching the current year group unit.</p> <p>Outcomes from elicitation tasks will be used to adapt the sequence, including the possible use of non-powermaths lessons to embed concepts before moving on.</p>	<p>Year 1 - Phonics/Reading - Half termly assessments inform ‘keep-up’ interventions and books assigned for guided reading.</p> <p>Year 2 - Phonics half termly assessments run initially within Autumn term and inform differentiated teaching groups. Common exception words are assessed half termly informing pupil target words. Regular (daily to weekly) teacher assessments inform pupil book bands which moves on to ‘Star Reading’ assessment when pupils are ready to begin on the Accelerated Reader programme.</p> <p>Whole school - A ‘cold task’ write takes place at the start of each writing unit of work and is used to inform the teaching covered in the subsequent unit.</p> <p>KS2: A ‘Single Word Spelling Test’ is completed at the start of the year to inform differentiated approach to spelling including allocation of intervention.</p> <p>During VIPERS sequence key vocabulary / concepts / text types are discussed and prior knowledge informally assessed to inform the teaching sequence.</p> <p>Star reading assessments identify pupil ZPD for Accelerated Reader.</p>	<p>Units begin with a class elicitation task which may take the form of a KWL grid or class discussion.</p> <p>KWL grid may be completed either in groups or as a whole class.</p> <p>Pupil’s questions are gathered and added to the working wall to be explored or addressed throughout the unit.</p> <p>Assessment of prior knowledge referring to ‘Knowledge Progression’ in OSMP Science Curriculum - this assessment may be informal and informed by the class discussion.</p>	<p>Topic is launched with a ‘hook’ which offers opportunity to; gather pupil questions, introduce key vocabulary (which is displayed on working wall and in books) and assess prior knowledge and starting points.</p>

⁴ https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/IPEELL_1.pdf

Assessment tasks - Overview and purpose:

Assessment tasks are completed at the end of a sequence of work in order to identify knowledge and skills which have been acquired or developed through the unit and resulting targets or next steps to be taken to address common misconceptions. They may inform teacher assessments and next steps, but do not represent a complete picture of a child's learning.

A summary of assessment tasks by phase can be found below:

	Maths	English	Science and Topic
KS1	End of unit power maths tasks take place including whole class discussion. Outcomes may result in further lessons away from the powermaths scheme to address common misconceptions, or an adaptation to the use of 'power ups' revisiting key concepts to secure them.	'Hot Write' takes place at the end of each unit and is assessed against the 'Big Picture' success criteria. Year 2 - Half termly Common Exception Word test. Children's writing is assessed against the framework in the Spring term.	<p>End of unit knowledge assessment takes place. This may take the form of revisiting the KWL grid or using other assessment materials (such as a Plickers quiz, quiz mats or printed assessments).</p> <p><i>Science knowledge is tracked on FFT aspire termly</i></p> <p><i>*The school is currently reviewing assessment strategies and processes across the wider curriculum and will trial approaches during this review period</i></p>
LKS2	End of unit power maths assessment completed individually and marked as a class addressing common misconceptions - may result in an adaptation to the teaching sequence or additional / changes to powerups to revisit concepts. Daily times tables practise through TTRS, half termly baseline assessment completed. In Year 4, weekly 'soundcheck' assessment in TTRS.	'Hot Write' takes place at the end of each unit and is assessed against the 'Big Picture' success criteria. May include opportunities for self and peer assessment.	
UKS2	End of unit power maths assessment completed individually and marked as a class addressing common misconceptions - may result in an adaptation to the teaching sequence or additional / changes to powerups to revisit concepts. 3-4 x per week times tables practise through TTRS, half termly baseline assessment completed. Arithmetic - In year 5, '4 operations' questions completed 3-5 days per week. In Year 6, weekly arithmetic lessons including peer / self assessment and feedback.	Weekly spelling assessment including dictation or SNIPS as appropriate. Accelerated reader quizzes at the end of each book and star assessment termly. Year 6 - Spring term moderation of writing against the framework.	

Marking in books - Overview and purpose:

Effective marking is an essential part of the learning 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.

As recommended by the *Independent Teacher Workload Review Group (2016)*⁵ marking should be **meaningful, manageable and motivating**.

*Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.*⁶

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or verbal feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Where written marking does take place, the following codes may be used across the year groups:

Marking codes:
Blue highlighting - evidence of objective achieved
Pink highlighting - error or misconception
LF - Live feedback
SP - Spelling error
// - Missing paragraph break
Red pen - pupil self assessment / error correction
S-Supply
TA - Working with a TA
GG - Guided group

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf)
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https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf

An overview of written marking to expect in books can be found below:

	Maths	English	Science and Topic
KS1	<p>The majority of written marking in Year 1 and 2 is 'live marking' during a lesson.</p> <p>Blue highlighter initially in Year 1, pink highlighter for errors is introduced in Spring 2.</p> <p>Year 2 use both blue and pink highlighter from the Autumn term to highlight correct answers and errors.</p> <p>Teachers sometimes mark after the lesson if they feel they need further insight into the progress of a child.</p>	<p>When marking a cold and hot task, no pink highlighter is used, only blue to evidence examples of achievement against the objectives.</p> <p>Pink and blue highlighter is used in 'Big Picture' grid to show children's progress against objectives.</p>	<p>Live marking may take place where appropriate. Written comments are not always necessary.</p> <p>Marking codes may be used if a TA or teacher has worked with the child or where a spelling or misconception has been addressed.</p> <p>Children in Year 2 may begin to include elements of self marking or peer marking with support of adults.</p>
LKS2	<p>Blue and pink highlighters are used for live marking during a lesson. Baseline tests and weekly assessments are peer marked with live feedback to the whole class.</p> <p>Children may begin to use red pen to address their errors.</p>	<p>In year 4, key spellings are celebrated with the use of a gold star.</p>	<p>Pupils self mark tests. Tests / written assessments are self marked and live feedback given.</p> <p>Some marking codes may appear where appropriate.</p> <p>Cross curricular writes are marked using marking codes and spellings addressed.</p>
UKS2	<p>Blue and pink highlighters continue to be used.</p> <p>Children will often mark their own answers in red pen</p> <p>Teachers may mark reflect question and use this opportunity to assess understanding</p>	<p>Pink and blue marking feedback mainly for larger pieces of writing and end of unit writing tasks.</p> <p>Next step marking for some pieces of writing where appropriate.</p> <p>Planning - identifying specific lessons which will require marking</p>	<p>Cross curricular writes will be marked</p> <p>Science marked and assessed hot and cold tasks.</p> <p>Year 6 mark against the unit objectives</p>

Reflection - Overview and purpose:



The ReflectED approach facilitated in school involves regular learning about metacognition for every year group to break down the learning process, including topics such as growth mindset, learning from mistakes and target setting.

This includes looking at what helped them learn, any mistakes they made and what they can do to improve. The ReflectED 'performance tag colours' are used to talk about learning and are displayed in the classroom environment. They are used to reflect against Success Criteria in pupil books.

More information about ReflectED can be found here: <https://vimeo.com/245360699>

The purpose of such reflection is to:

- Help pupils understand their learning journey both as a class and individually
- Make connections between things learned that week and where the learning will go next
- Develop pupil self esteem by identifying the things they are proud of
- Review personal targets and progress

An overview of how Reflection is facilitated in each phase can be found below:

KS1	WALT and SC are introduced through Year 1 and regularly used in English lessons in Year 2. Pupils are guided to self reflect at the end of lessons and this may begin to include self reflecting on SC grid in book. Pupils with School Based Plans have written targets and are supported by adults to reflect on their targets as appropriate.
LKS2	WALT and SC continue to be used in English and Science / Topic lessons where appropriate. Pupils are guided to self assess at the end of each lesson using reflectED colours. Pupil targets, for all pupils, are recorded on bookmarks. Pupils with School Based Plans include their SBP targets on their bookmark.
UKS2	WALT and SC continue to be used in English and Science / Topic lessons where appropriate. Pupils are guided to self assess against this SC using reflectED colours. Pupil targets are recorded on a target setting sheet, including the use of targets from School Based Plans for pupils where appropriate.

Comparative marking - Overview and purpose:

Comparative marking is used at Ottery St Mary Primary School as it provides an opportunity to participate in the national marking of writing. It represents a snapshot of a pupil's writing and is intended to feed into teacher assessments, rather than provide a definitive judgement. Over time, comparative marking also offers a picture of pupil progress which can be used to inform adaptations to teaching sequences or intervention.

More information about the comparative marking approach can be found on the [nomoremarking website](#).

Calendar of national marking windows:

2023-24	
Y1	January 2nd
Y2	February 5th
Y3	October 2nd
Y4	January 8th May 1st
Y5	November 6th May 1st
Y6	February 12th

FFT data - Overview and purpose:

3 times a year, class teachers update FFT Aspire with summative assessment data for their class. This data informs school leadership about patterns across the school and is shared with the governing body at Learning and Development meetings. It can also be used by phase leaders and class teachers to identify patterns of need or areas for further development. The end of year data is also shared during transition meetings with the next year group.

The data recorded is a class teacher assessment, informed by formative assessment which has taken place throughout teaching sequences and summative assessments such as end of unit checks or comparative writing outcomes. FFT data is recorded for **Maths, English and Science**.

When completing these teacher assessments, teachers consider **where the children are at the point of their assessment** in comparison to year group expectations for that point in the year.

FFT data is recorded prior to the autumn half term break, spring half term break and summer half term break.

The following codes are used to record:

A+	Currently reaching greater depth expectations with no support
A	Currently reaching greater depth expectations independently
A-	Currently reaching greater depth expectations with some support (eg interventions)
N+	Currently reaching national expectations with no support and may be achieving greater depth independently in some pieces of work
N	Currently reaching national expectations independently
N-	Currently reaching national expectations with some support (eg interventions)
W+	Currently working towards national expectations with no support and may be achieving national expectations in some independent work
W	Currently working towards national expectations independently
W-	Currently working towards national expectations with some support (eg interventions)
B+	Unable to access current year group expectations without consistent support
B	Unable to access current year group expectations
B-	Working well below current year group expectations despite significant additional support