



Marking and Feedback Policy

“Feedback is one of the most powerful influences on learning and achievement”
Professor John Hattie (Influences on Student Learning)

‘Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, which enables pupils to understand how to improve their work, encouraging high levels of engagement and interest.’ ‘Except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers.’

(OFSTED Schedule)

Teachers’ Standards

- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback (MPS)
- Model best practice in giving feedback to deepen learning both orally and through accurate marking and encourage students to respond to the feedback (UPS)

OFSTED Recommendations

- Teachers should provide pupils with incisive feedback, about what pupils can do to improve their knowledge, understanding and skills. The pupils should use this feedback effectively.
- Ofsted does not expect to see a particular frequency or quantity of work in pupils’ books or folders.
- Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.
- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback
- While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.
- If it is necessary for inspectors to identify marking as an area for improvement, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

Workload Marking Considerations

- The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.
- All marking should be meaningful, manageable and motivating.
- Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and areas for development against learning objectives and success criteria. This enables pupils to become learners that are more reflective and helps them to close the gap between what they can currently do and what we would like them to be able to do.

What are the principles that guide the school’s approach to marking?

Marking of children’s work has different purposes and involves both written and verbal feedback.

Marking and feedback should:

- Be manageable for teachers and accessible for children
- Relate directly to learning, skills, knowledge and understanding
- Give recognition and praise for achievement
- Provide clear advice and strategies for improvement and next learning steps
- Involve all adults working with the children in the classroom
- Allow specific time for children to read, reflect and respond to marking
- Respond to individual learning needs e.g. verbal feedback or using symbols instead of words where appropriate
- Inform future planning and target setting

- Use consistent codes as set out at the end of this policy
- Show children that their learning is valued and purposeful
- Ultimately, be seen by children as a positive approach to celebrate their achievements and improve their learning.

Recommended Strategies for Marking and Feedback

Verbal Feedback

Verbal feedback is our main form of giving and receiving pupil feedback. Verbal feedback is extremely important to us and should be ongoing throughout every lesson. All children need verbal feedback, but this is particularly important in the early years and Key Stage 1 where children may be unable to respond to a written comment. The adult giving feedback should record that verbal feedback has been given with the code VF and include any annotations to support responses, future learning and next steps.

Closed Exercise Marking (summative assessment)

Children marking their own work whilst the teacher goes through the answers and processes orally can be extremely useful, particularly in a mental maths activity. It is better for a child to complete fewer questions but learn more about the skill or concept during whole-class marking, than to spend time doing more questions wrongly. It also allows the teacher to rectify any misconceptions before they become embedded.

Acknowledgement Marking

This is a courtesy look at a child's work and may include a tick or a stamp. It implies that some dialogue has taken place during the lesson, which has had an impact on learning. The acknowledgment simply informs that the work has been dealt with individually, in a group or whole class setting

Self and paired marking (Peer marking)

We want to involve children as far as possible in the analysis of their work. We want children to use self-evaluation so that reflection, pride in success, modification and improvement become a natural part of the process of learning. This type of marking, begins from the Spring term in Year 2 onwards.

- Stage 1: children identify their success
- Stage 2: children identify a place for improvement
- Stage 3: children identify their success and make an 'on the spot' improvement.

Shared Marking

This strategy enables children to share each other's work and enables the teacher to model his/her marking process.

- Using a piece of finished work by a child(ren) the teacher shares the learning intention and then begins to identify success areas.
- Numerous points can be made during this process. In reversing this process, can the children guess the learning intention from the identified successes?

Formative marking (Assessment for learning)

Teachers and support staff should provide quality feedback with the focus relating to the learning intentions, success criteria, personal targets and improvement needs. A positive comment should always be included to ensure that the child's work is valued and alongside a comment on an aspect of their work that could be improved to support closing the gap between what has already been achieved and could be achieved.

Examples of closing the gap comments

- Reminder prompts e.g. What else could you say about the King's clothes? Say more about how you feel about this person
- Example prompts e.g. Choose one of these for your own work e.g. The monster stalked away from the terrified children/ The gruesome creature turned and left the children trembling in the eerie cave etc. This kind of prompt is suitable for all abilities of children but particularly those who are at a lower than expected level of attainment as it gives them a choice of words
- Scaffolded prompts (questions, unfinished sentences and directives) What was the monster doing? (question) The boy was so terrified that he..... (unfinished sentence) Describe something that happened that showed you they were a good friend (directive)
- Pre teach and greater opportunities for consolidation supported and/or led by an adult

End of Unit Assessment Grids

For longer pieces of writing and at end of a 2 or 3 week unit (hot write), writing is marked against our ongoing assessment grids. As pupils progress through a genre writing unit, steps to success ladders are shared by the class teacher to support pupils to reach success and keep them focused on the writing task set. Steps to success ladders may also be seen across other subject areas, where seen to be appropriate in supporting learning. Our steps to success ladders are shared and kept up during the duration of every writing lesson on the IWB. We see end of unit writing assessments and daily steps to success ladders as a vital element for successful learning.

EYFS

Marking and feedback in EYFS will be in response to observations of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion. Appropriate methods for marking and feedback in the EYFS are:

- ✓ Regular praise and encouragement
- ✓ Adults talking to children individually about their achievements and how to develop their skills further
- ✓ By the summer term, children talk with their peers and teacher about their learning
- ✓ Annotation of photographic evidence and use of Tapestry
- ✓ Observations of what the children said or did
- ✓ Simple images as reminders or rewards e.g. a smiley face, a sticker, a stamp or the class visual reward chart
- ✓ School reward system to celebrate achievements – Headteacher Award, Value Award or Shout Out.

Non-negotiable procedures and minimum expectations for marking:

- ✓ Whole class feedback sheets and verbal feedback are our main sources of giving pupil feedback and marking. Where verbal feedback has been given VF is written and at times, a brief note or comment is added next to this by the adult before being initialled
- ✓ It is acknowledged that it is not always practical and possible to mark every piece of work in a formative in depth style. For EYFS and KS1, in 1-2 pieces of written work and in Years 3-6, in at least 2 pieces of written work per week, at the end of the work next to a **pink highlighted mark** positive written feedback and praise where success has been met will be written; next to a **green highlighted mark** specific and helpful suggestions for improvement and next steps will be written.

Next steps are: • **To Remind** • **To Extend** • **To Support** • **To Practise**

- ✓ Worksheets are only to be used if they support and extend learning. If they are being stuck into books they must be trimmed and stuck neatly with the date and LO/title
- ✓ All pupils' work is to be at least 'light' marked by teachers with a tick and adult's initials.
- ✓ Marking and feedback should relate directly to the title/LO with comments being subject specific and positive
- ✓ All work marked by adults carried out using a **GREEN** pen with clear legible handwriting
- ✓ Whole class feedback sheets can be used at the start of each lesson based on the work from the previous lesson (see appendix for a copy of our whole class feedback sheet)
- ✓ The EYFS, KS1 and KS2 marking codes are to be followed in all cases. These should be stuck inside the front cover of all exercise books and be visible within the classroom too.
- ✓ KS2 edit work, Years 2-6 redraft, mark or respond to teacher's marking using a **pink pen**
- ✓ Children should be given time to read and respond to comments
- ✓ For writing assessments using our ongoing assessment grids, teachers use the following highlighters for each term
 - Term 1 – orange
 - Term 2 – green
 - Term 3 – yellow

Secretarial Features

Children in KS1 and KS2 should always be encouraged to use appropriate age related spelling, punctuation and grammar but we do not mark all mistakes. When work is complete, children will be asked to check for things that they know are wrong in their work when they read through it. However, they will not be told to correct ALL spellings, instead 3 spellings will be chosen per piece of written work. In EYFS, tricky words, known sounds and letter & number formation will be verbally identified by an adult and practiced at the bottom of a piece of work.

Presentation of Work

Procedures for the standardised setting out and presentation of work for the end of EYFS/start of year 1

- Children should work in books for each subject, working from the front of the book only
- It is expected by the start of the spring term of Year 1 that most children will write the long date on each piece of written work and the short number date for maths
- On entry to school, children are taught to hold a pencil correctly. The children in EYFS/KS 1 must use a pencil to complete tasks. Pencils should be sharpened regularly to allow clear presentation of work
- If an error is made, with adult support one neat line is drawn through the work before the correction is written by the adult or child. Children do not use erasers unless the piece of work is being used for a display or being sent home. We never use correction fluid.

By the end of KS1

- The full date must be written in all subjects except mathematics where the short, number date should be written. This is then underlined with a ruler. A line is left after the date
- The title/LO should be included in all pieces of work and underlined with a ruler. A line is left after the title/LO has been written, before the work begins (DUMTUM)

- By Year 2, pupils are expected to rule off the last piece of work before starting a new piece, but only if there is sufficient room left on the page for the next piece of work (approx. more than a quarter of the page left)
- We make minimal use of worksheets to encourage independent writing and mathematical skills, but if a worksheet has been used the same standard of presentation is expected

Key Stage 2



- The above criteria for KS1 should be reinforced throughout Key Stage 2
- On entry to Key Stage 2, children will still be working in pencil. On entry to Year 4, ALL pupils will switch to writing in blue pen.
- Errors are crossed out using one ruled line. Erasers are only permitted for use in Art, DT or when drawing graphs, pictures, tables or diagrams.
- The use of worksheets should be strictly limited to encourage independent writing and mathematical skills

APPENDIX 1




Whole School Marking Code

To be stuck in all books and displayed in the classroom

EYFS and Year 1

AS	Adult support
I	Independent
	Correct and well done
	Star stamper – WOW moment, super learning and well done!
VF	Verbal feedback given (adult initials next to this)

Year 2 and KS2

AS	Adult support
I	Independent
	Correct and well done
	Star stamper or star drawn - WOW, super learning and well done!
	Incorrect answer (Mathematics only)
VF	Verbal feedback given (adult initials next to this)
Pink Pen	Child self-marked
S	Spelling error <i>(Correct spelling written by the adult in the margin and the word re-written 3 times under this. For longer words this is written at the end of the piece of work)</i>
^	Punctuation or grammar error <i>(adult correction written in the margin or in the sentence to model correct use)</i>
//	Start a new paragraph <i>(mainly KS2)</i>

Appendix 2

Pupil Presentation Reminders

1. Use neat handwriting. From the start of Year 2 **ALL** children are expected to join their handwriting.
2. In Years 2-6, write the full date underlined with a ruler, leave a line, write the LO/title underlined with a ruler, leave a line, begin work
3. Cross out any errors neatly with a single ruled line
4. Always use a pencil in maths books.
5. Diagrams, drawings, pictures and graphs/tables should always be completed in pencil and any errors made can be rubbed out with an eraser
6. We never use correction fluid.
7. A pink pen is used by pupils from Year 2 for self-marking and corrections/improvements.

Appendix 3

Linking our school values to feedback

Challenge Yourself	I try my best	I link and connect my learning	I am not afraid to try something new
Aim High	I make good choices and inspire others	I follow my dreams and help others to follow theirs	I take responsibility for my learning
Keep Trying	I find new ways of getting it right	I don't give up – practice makes permanence	I work hard on things that are tricky
Take Part	I listen and respond well	I ask questions and take interest	I find out and share
Be Respectful	I support others	I am honest	I take on advice and listen to others
Be Positive	I recognise my strengths	I have self-belief	I know I can do it

Appendix 4

Whole class feedback sheet

This is used to support planning, interventions and the sharing of high quality pupil work

Whole Class Feedback Sheet

Date:

Lesson:

NEXT STEPS IN LEARNING	MISCONCEPTIONS/ERRORS	
	PUPILS REQUIRING FURTHER SUPPORT	
	PUPILS ATTAINING/PERFORMING EXCEPTIONALLY WELL	
GOOD EXAMPLES TO SHARE	SPELLING/GRAMMAR	INCOMPLETE WORK

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