



# Marking and Feedback Policy

October 2022

## Rationale

Research shows that effective feedback to children is one of the most important factors in learning and progress. We are committed to providing this in an effective and timely manner. Both written and verbal feedback show that pupils' learning is valued. It enables teachers to evaluate children's understanding and helps them to diagnose and respond to next steps.

## Key Principles

- The primary focus of feedback should be to further children's progression through the curriculum.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should empower children to take ownership for improving their work; adults should not be doing the work for the pupil.
- Written comments should only be used as a last resort for those children who are otherwise unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- Teachers should not be burdened by an unnecessary workload of marking when other methods of giving feedback are similarly effective.
- *'Effective marking is an essential part of the education 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..... In summary, we recommend that all marking should be meaningful, manageable and motivating'. 'Eliminating unnecessary workload around marking.'* Report of the Independent Teacher Workload Review Group March 2016

## **Steps for Feedback**

Feedback will be given in the following ways. Any or all of these may be used, but they should be employed in this order:

1. Group marking within the lesson e.g. of spellings or maths answers
  2. Editing and self-assessment by the child during the lesson
  3. Peer editing and assessment during the lesson
  4. - Verbal feedback by the teacher/TA during supported/guided work, OR  
- Marking in the books after the lesson.
  5. The teacher will plan the following lesson in accordance with the outcomes of the above, in order to ensure that 'next steps' are addressed through teaching.
- All of the above will be based on assessment against an agreed learning objective and/or previously agreed 'non-negotiables' – the exact focus will be decided by the teacher and made clear to the children.
  - All feedback discussed within this policy should be given in addition to the Assessment for Learning strategies employed throughout each lesson - e.g. class / small group / individual discussion; observations; questioning; use of individual targets; elicitation and final tasks; and plenaries during and at the end of lessons. (See Assessment Policy)

### **1. Self-Marking – e.g. spelling tests, maths questions etc**

- Marking their own work supports self-reflection and gives the children responsibility for their own learning. It enables them to see and evaluate how well they have done 'in the moment'. They monitor their own progress and can identify for themselves where they need to improve and develop.

### **2. Editing and Self-Assessment**

- For reasons as above, children must be encouraged and supported to check and edit their own work and to make their own corrections. This should be done in green pen or pencil. Strategies for self-editing should be taught explicitly and in line with the children's age and developmental stage – i.e. explained, modelled and scaffolded, with visual prompts as required and sufficient time given within the lesson.
- Children should then use traffic lights or the 'language of traffic lights' i.e. green, amber, red. This can be used at any point during a lesson. For example, children may be asked to self-assess after a teaching session and then use the information to decide on which differentiated independent work they wish to do, in addition to drawing their own traffic light at the end of the piece of work next to the 'Can I ...'.
- In addition to traffic lights, older children should regularly be given time to reflect on their work and write meaningful feedback in their books. This should happen in particular after the Elicitation Task and Final Task stages of maths and literacy. Again, this is a skill which needs to be taught – explained, modelled, scaffolded and with time given. *This should be seen as an integral part of the learning process within any unit of work.*

### 3. Peer Editing and Assessment

- Editing – Another child checks their friend’s work to find corrections or improvements that are needed. Any suggestions made are then carried out by the pupil who ‘owns’ the work.
- The child may also identify a ‘star’ (an aspect of the work that is good) and/or a ‘wish’ (a possible improvement)

### 4. Verbal feedback by the teacher/TA during supported/guided work

- Pupils working in guided or supported groups with an adult will receive instant verbal feedback. This should create a dialogue with the learner, with high quality questioning, the exchange of ideas, and the active involvement of all pupils There is no need for a recorded marking comment, just an acknowledgement that GW has taken place (see next page for codes).
- TAs should feed any observations back to the teacher.
- Teachers should note any outcomes and observations in order to adjust next steps for subsequent teaching.


OR

### 5. Marking of children’s work

Where a child has worked independently of an adult, their book should preferably be looked at *before* the next lesson. This will allow the teacher to:

- Identify any common mistakes and misconceptions to inform subsequent whole class teaching. This will ensure the teacher is able to re-teach material and provide clarification and further practise where necessary and at the point of need.
- Identify any mistakes / misconceptions which are specific to individual children, to inform groupings in subsequent lessons and bespoke teaching or intervention if necessary.
- Written feedback in books should be, therefore, very brief. It may consist of:

- ❖ an acknowledgement or positive comment in few words and without elaborate or conversational detail , e.g. –

 Neat handwriting

- ❖ a ‘next step’ (work on which will very clearly follow on in the book), e.g. -

 Adjectives for description.

- Feedback will be written in black pen using neat, legible, joined handwriting which provides a model for the child. It should only be written for younger children if they are going to be able to share and gain from it and should be at their level of comprehension.

## **Marking Spelling Mistakes**

Most spelling mistakes should be self- or peer- corrected, provided that the children are given the scaffolding they need to do this. Where children spell common or key words incorrectly, these should be indicated or corrected by the teacher and a 'zero tolerance' approach taken to ensure they are not repeated.

When more difficult words are misspelt, these should be corrected at the discretion of the teacher – normally no more than 1 or 2 corrections in any one piece of work. Children should be asked to write out these words at the end of the piece of work, given the opportunity to practise and learn them, and their success in this monitored in subsequent work.

## **Codes**

The following codes will be used in the margin next to the 'Can I...'. The children may be asked to write these in, or it can be done by the adult working with the group or marking:

GW (Guided or supported work)  
VF (Verbal feedback given)

## **Outcomes of Marking Policy**

- There is consistency across the school, with feedback given and teaching adapted according to the guidelines within this policy.
- Children of all ages and abilities know and understand the systems for marking and feedback.
- Marking and feedback have a clear and identifiable impact on children's learning and progress and is judged to be highly effective by all stakeholders.

## **Evaluation**

- Regular work scrutiny and lesson observations will take place within planning teams and by members of SLT, taking account of the standard of marking and feedback and the way in which this is used to inform teaching and learning.
- Reports will be made to Governors via the Headteacher Report and in liaison with Lead Governors.

## **Appendix 1**

## What constitutes a 'minor correction'

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Simple rule of thumb: A child should see a minor correction and think, *"oh yes, I missed that"* rather than, *"oh, I didn't know that"*