

Feedback & Marking Policy

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

'While it is important to note that written marking is only one form of feedback (see Figure 1), marking offers an opportunity to provide pupils with the clear and specific information that the wider evidence base on feedback suggests is most likely to lead to pupil progress.' (EEF 2016)

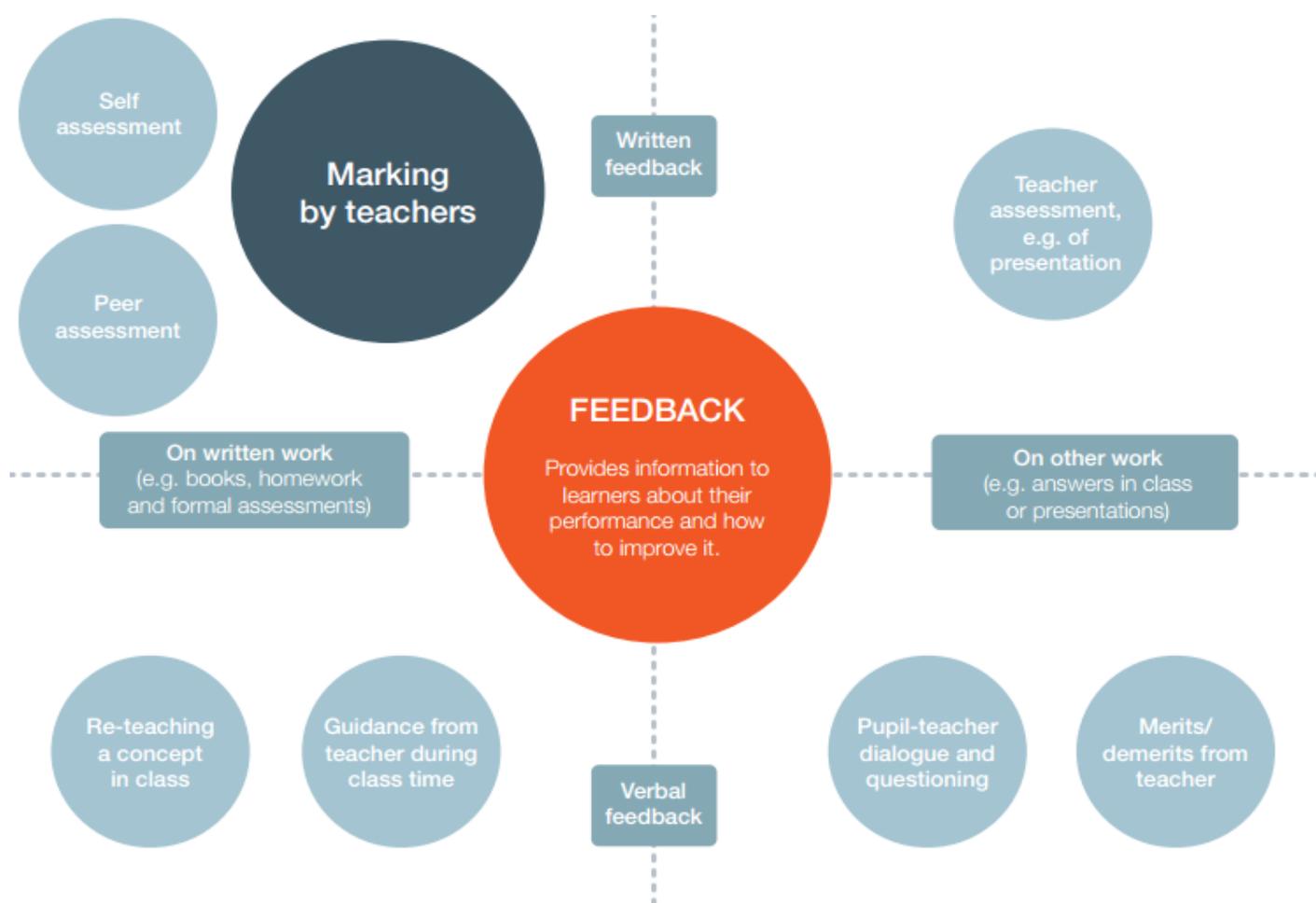


Figure 1. Examples of different forms of feedback.

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, in line with our Feedback & Marking Policy, 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; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- 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 for the school, 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, will be seen in how a pupil is able to tackle subsequent work.
- We recommend that all marking should be **meaningful, manageable** and **motivating**. This should be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DfE)
- 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. 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.
- Consistency is important, but this can come from consistent and rigorous high standards. Shared expectations of feedback and marking will help everybody to be clear about what is required of them, but each subject will require a different response to the different workload demands of each subject and draw on teacher professionalism to create meaningful and manageable approaches.

Feedback and Marking: The aims are to:

- Provide clear guidelines on our approach to assessment
- Establish a coherent approach to assessment across all subjects
- Provide a system which is clear to students, staff and parents
- Establish a consistent approach to marking learners' work so that students feel valued and have a clear understanding of how well they are doing and how they can improve their learning to reach their potential

Principles: Our schools have four purposes:

1 TO HELP PUPILS UNDERSTAND WHAT THEY HAVE DONE WELL To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both of these points. This supports pupil confidence and self-esteem in learning, and contributes to accelerated learning.

2 TO HELP PUPILS UNDERSTAND HOW TO IMPROVE To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, steps and example prompts, as appropriate to help pupils to understand. This may be done through comments, questions, discussions or diagrams that help pupils to understand.

3 TO HELP PUPILS MAKE VISIBLE SIGNS OF IMPROVEMENT AS A RESULT OF FEEDBACK Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and Teaching Assistants should ensure time is given to act upon the guidance so that pupils can make immediate improvements.

4 SUPPORT TEACHERS' ASSESSMENT KNOWLEDGE OF EACH PUPIL To ensure teachers have an accurate picture of pupils' knowledge and understanding, in order to plan and refine next steps in learning, as part of thorough assessment for learning procedures. The four purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ. Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the four purposes of marking should be incorporated.

Manageable, Meaningful and Motivating Marking

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 planning and teaching lessons.

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 to incorporate the outcomes into subsequent planning and teaching.

Motivating: Marking should help to motivate pupils to make progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

An important element of marking is to acknowledge the work a student has done, to value their efforts and achievements and to celebrate progress. There are many ways to do this without extensive marking and too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.

Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age-appropriate way, so that they complete work to the highest standard.

FEEDBACK SHOULD:

- Only be given when it has an educational benefit to the child, for example:
 - Address misconceptions,
 - Consolidate skills,
 - Deepen understanding,
 - Give opportunities to apply learning to new context,
 - Reflect or evaluate learning,
- Relate to the learning intentions which are shared with the pupils
- Involve all adults working in the classroom
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the process
- If applicable, link to previous work
- Inform future planning and individual target setting.
- Be evident in books across a range of lessons, that due to teacher intervention, a child has made progress.

FEEDBACK SHOULD NOT:

- Be secretarial – improving the work for the children.
- Be for anyone else apart from the children
- Be too much, so the key next steps are accurate and clear.
- Be given as a task which doesn't make best use of time or move learning on, for example
 - A task too easy or hard for a child
 - A task which will be the next lesson and covered anyway
 - A task which the child doesn't have time to complete

Marking in practice

Key marking

Not all work should or can be marked in depth. Indeed, the use of meaningful self and peer assessment can lighten the marking load but also enrich the dialogue between teacher and student about the student's learning. Teachers are expected to use accurate marking and to feedback to students at regular intervals.

Within each unit of work, subject areas should identify regular key pieces of work for accurate marking and a response to feedback. These pieces of work will focus on the assessment of progress against specific learning objectives. These key pieces will also be identified in the subject plans which occur regularly.

- **Success criteria** will be shared with students so that they can be involved meaningfully in the process of feedback and marking, knowing what constitutes good learning and how learning can be improved
- Students must be given the **opportunity to respond** to the feedback and marking in order to show understanding of how they can improve their learning through redrafting, corrections, extension work or applying ideas to new situations or problems.

- **Teachers are responsible for regularly recording** students' progress in accordance with the subject area marking policy to ensure that written evidence is available to inform discussions with students, colleagues, and parents.
- **Achievement** should be recorded according to Subject Policy
- Rewards should be given in line with school policy ie good effort and attainment

Marking Suggestions

- On key pieces of work, more detailed comments should be made, showing what is good and what can be improved and how. This can be marked against a learning question and /or preidentified success criteria.
- Comments should be positive and subject specific. Expressions such as 'www – what worked well' and 'ebi – even better if' can be used.
- English Across the Curriculum should be evidenced and reinforced in marking. (See Appendix A)
- At the end of the work, where success criteria have been met, specific feedback and praise and helpful suggestions on what can be improved can be made. This should pertain to progress in subject content.
- After a key piece of work, dedicated time for improvement (DIRT time) should be offered next lesson so that the students respond immediately to marking and can be set on the right track to progress as soon as possible. Student response to marking and feedback should be completed in purple (Hovingham/blue (St Hildas')). Redrafted work should also be marked by the teacher to confirm progress in learning. The key to this sequence is ensuring students know HOW to improve their work and that they have had an opportunity to respond to feedback.

NON-NEGOTIABLE PROCEDURES FOR MARKING

- All marking is to be carried out using the correct colours.
- All marking is to be done in a clear legible hand aligned to the school handwriting script.
- The marking code is to be followed.
- The marking code should be accessible to all pupils in the learning environment.
- All work is to be marked by Teacher or Support Staff and initialled if not completed by the class teacher
- Children should have the opportunity to improve their work
- Work marked by a supply teacher, who doesn't have the same assessment knowledge of the children as the class teacher should be initialled and marked as **ST**

HOW FEEDBACK IS GIVEN

- Work is Assessed and Feedback given in a variety of ways which could include:
 - Live feedback within a lesson
 - Small-group and one-to-one conferencing after a lesson
 - Distance written feedback after a lesson
 - Whole class feedback
 - Self and peer assessment
 - Shared Marking

1 LIVE FEEDBACK WITHIN A LESSON

- This takes place throughout the lesson and is the most effective way of supporting pupils to make progress rapidly and accurately since feedback is immediate, discussed and acted upon at the time of learning. This form of feedback should be part of everyday classroom practice.
- Live marking allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.
- Live marking is time-efficient and reduces the need for distance marking at the end of the day. This in turn frees up time to plan for the next day.
- Live marking can be written or verbal
- If a child has needed help within the lesson, the adult giving the help will indicate this by a stick man and initialling the work or part where feedback/support was given. This will support the teacher's summative assessment at the end of each term.
- Where verbal feedback has been given, this is recorded in children's books, A key-word is included to remind children of the conversation and so that visible signs of improvement can be seen. Further up the school, children can use their blue/purple pens, to show key word marking.

2 SMALL-GROUP AND ONE-TO-ONE CONFERENCING

- A conversation with a child or group of children about their work can be more effective than written marking as both adults and children develop an unambiguous shared understanding of the next steps.
- Conferencing sessions are recorded in children's books in the same way as live verbal feedback (see above).

3 DISTANCE WRITTEN FEEDBACK

- When immediate feedback cannot be given, work is assessed later to inform future planning and provide feedback to children.
- Teachers exercise professional judgement about the level of written marking that is required.
- This varies according to age group, ability, subject and task.
- Lengthy written marking is not a proxy for effective feedback.

4 WHOLE CLASS FEEDBACK

- This works when similar feedback can be given to the whole class: a common misconception or shared next step.
- Whole class feedback is also helpful to model the feedback process and support self- and peer assessment. Marking one piece of children's work as a group/class also teaches specific points at the same time. Another strategy is to show two pieces of work with the same title and discuss their differences.
- After this, children then mark against a checklist (written or oral) of requirements such as features of a genre or a good descriptive sentence.

5 SELF-MARKING

- Children mark their own work in purple/blue pen and have opportunities to correct as they go along.
- Children are given answer sheets or use Success Criteria to ensure accuracy of marking.

- When self-marking, children include a reflective comment on their work. Eg 'I remembered my capital letters and full stops. Next time I will try to use more adjectives', 'I can add fractions when they have the same denominator'.
- When work is self-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

6 PEER-MARKING

- Children mark their work with a friend's work using purple/blue pen, using answer sheets or Success Criteria.
- Children give feedback verbally. This is recorded by the child receiving the feedback. 'My friend said that I need to remember commas after fronted adverbials.', 'My friend said that I need to remember that taking away makes numbers smaller.'
- The child receiving the feedback also records who has marked their work.
- When work is peer-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

7 CLOSED TASK MARKING

- This usually consists of ticks or crosses in green (correct) or (correction needed) and is usually used for closed tasks for example arithmetic. Pupils will respond in purple/blue pen correcting any errors.

Verbal Feedback

In practical subjects such as Art, DT, Music and PE, there is a recognition of the importance of verbal feedback, which can have a significant impact on progress and attainment. It is the responsibility of subject leaders to ensure that effective systems are in place to promote verbal feedback and to monitor its effectiveness.

Effort

The effort made by pupils in producing work may be acknowledged by the teacher.

Attainment

Attainment should be recorded against learning objectives in accordance to subject policies.

Presentation of work

It is important that students are encouraged to present their work in an acceptable manner. The following are minimum expectations for written work:

- Titles underlined with a ruler (KS2)
- Dates on the top line (underlined KS2) or at the top of worksheets
- Diagrams and tables should be drawn with pencil and ruler
- Use all of the space in your book and your work clear of doodles or graffiti
- Make sure your work is your best standard and handwriting is at age-related expectations

TRANSCRIPTION FEATURES

Spelling, punctuation and grammar should not be over-marked in every piece of writing. High frequency words and key subject words should **ALWAYS** be corrected. Corrections of transcription accuracy should be corrected by the pupil in blue/purple pen. Pupils should try to self-improve the transcription skills during the same lesson when possible as live marking or during DIRT time.

Marking for English

In assessing work, attention needs to be given to age-related expectations in English. Subject areas should focus especially on agreed subject specific key words as well as common grammatical errors.

The following is a standard notation for the marking of English:

- **P**: Punctuation,
- **SP**: Spelling-pick out age-related and/or subject specific technical vocabulary and correct them,
- **CP**: Capital letter,
- **NP//**: New paragraph,
- **?**: Confused meaning,
- **G**: Grammatically incorrect,
- **^**: Missing word,
- **WT**: Wrong tense,
- **WW**: Wrong word.

SPELLING

For younger children, the Teacher underlines incorrect spellings (wiggly like WORD) in a child's writing and uses **SP** from the marking code. In the margin. This word is rewritten below, with just the part of the word which is spelt incorrectly underlined. In purple/blue polishing pen, the pupil overwrites the letters which need correcting.

RECEPTION, EARLY Y1 – AND CHILDREN WHO ARE NOT YET READY TO READ TEACHER'S COMMENTS

In Nursery and Reception and early in Year 1 it is important to recognise that some children cannot adequately read marking comments, therefore marking with the child as live marking will be used as often as possible as well as using symbols so that the pupils are able to independently recognise what they have done well and where they need to improve, as follows:

- Children will be asked to overwrite numbers and letters when they make a mistake with letter and number formation
- Improvement symbols) will be:
 - A single finger to indicate the need for finger spaces
 - A capital **A** to indicate the need for a capital letter
 - A full stop to indicate where this is needed
 - **abc** to indicate the need to sit letters on the line
 - in Maths a **green tick/cross** where work is correct/incorrect.
 - Where the child needs to practise number formation this will be indicated by the number requiring practice with room for the child to practise.

SEN AND INCLUSION

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response.

ROLE OF OTHER ADULTS SUPPORTING

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines in this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the Staff Handbook (welcome pack) on arrival in the school.

RESPONSIBILITIES

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks. It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school. Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their subject area. Likewise, the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate. It is the responsibility of the Headteacher to liaise with the Subject Leaders and to feed back to Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress. It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

MONITORING AND EVALUATION

EVALUATION

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking and feedback are of a consistently high quality throughout the school and that individual target setting protocols are being complied with. Whole staff will peer review the marking in staff meetings to ensure consistency.

MONITORING AND REVIEW

This policy will be monitored on a regular basis by the Headteacher and will be reviewed annually in line with other policies for teaching and learning.

APPENDIX A

Year group	Expectation
Year 1	<ul style="list-style-type: none">• Developing accuracy in re-reading• Develop checking 'techniques'• Begin to recognise misspellings• Use word mats to support spelling• Use displays to support writing
Year 2	<ul style="list-style-type: none">• Using a list to check spellings (appropriate for child)• Recognise identified misspellings (from list) and correct• Use word mats/ displays to check phonic application is accurate• Break words into syllables• Re-read as I write• Begin to use dictionary/thesaurus
Year 3/4	<ul style="list-style-type: none">• Use a word list to check spellings (appropriate for child)• Develop proof-reading skills• Recognise misspellings and correct during writing• Know the definitions of the words that I am learning• Begin to identify the root, prefix and suffix in a word and recognise how it can change the meaning or function of the word
Year 5/6	<ul style="list-style-type: none">• Develop proof-reading skills• Recognise misspellings and correct during writing• Know the definitions of the words that I am learning• Apply knowledge of spelling conventions• Understand the relevance of word families, roots and origins of words• Use dictionaries, thesauruses, word banks, displays, books and websites for support or ideas

APPENDIX B: Other codes:

Green pen ✓ ✓ Highlights good examples of work and a ✓ tick to show answer is correct

A X cross indicates answer is incorrect. C correction X WC wrong calculation

A challenge needs to be completed DIRT Direct Response Time Children should have the opportunity to improve their work or complete challenges.

No stick man: Work has been completed independently

Two blue/purple stickmen: Collaborative Task

Green stickman: Support has been given (initials if not the class teacher)

Green stickman & V.F. Verbal Feedback has been given (initials if not the class teacher)

APPENDIX C: The Redraft Process for Writing: NYCC

Model the **choosing** of words – for effect, for appropriateness or for clarity.

Is that quite the right word?

Model the **shaping** of sentences, for sense, for emphasis, for elegance or for clarity.

Ah – now does that order make better sense?

Model **revision** – going back and changing it, and then changing it again, until it is right. *No that still isn't quite right. How can we...?*

Model the **searching** and fishing for ideas that writers do. *What do we really mean?*

Model experimentation and **adventurousness** in writing, to push the level. *Well, let's give that a go, and...*

Model **'writerly persistence'** – a preparedness to struggle for expression – a resilience when it is difficult. *No, that's not good enough. Hang on... No, not yet...*

Model **enjoyment** and satisfaction in writing well. *Ahh... That's so much better!*

Model **failure**: let it go wrong and then work out how to make it right. *No? Okay, let's scrub that and...*

Model high standards of **spelling** and **punctuation**. *Right, let's be absolutely sure...*

Model the use of **reference** materials, including dictionaries and thesauruses *Let's find out... We need to check...*