MARKING & FEEDBACK POLICY

This policy complements the Teaching and Learning Policy at The Dean Trust. It is a vital component in maximising the full learning potential of all our pupils.

The aim of Feedback and Marking is to lead to improvement in pupils' understanding and work.

1. Introduction

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

In order to be positively effective …"feedback must answer three major questions asked by a teacher and/or by a pupil:
*   Where am I going? (What are the goals?),
*   How am I going? (What progress is being made toward the goal?), and
*   Where to next? (What activities need to be undertaken to make better progress?)

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils.
Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

2. Principles

*   Wherever possible, pupils should be involved in feedback and marking practices encouraging a dialogue for learning between pupils and adults.
*   All adults working with pupils should give feedback on their learning.
*   The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school.
*   Feedback may be written and/or oral.
*   It may be immediate or reflective (i.e. working with the pupil or marked away from the pupil).
*   Pupils should be given opportunities to respond to marking and feedback as soon as possible after it has been given

- Feedback identifies where pupils have been successful in their learning and highlights areas for improvement or extra challenge
- Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the pupils' age related expectations
- It should also take into account pupils' targets and their progress towards these
- Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning
- Marking should not be onerous for staff and their wellbeing.

3. Non-negotiable Procedures for Marking.

All teacher marking is to be carried out in red pen
All pupil feedback is to be completed in purple.
All marking is to be done in a clear, legible handwriting style aligned to the school handwriting script.
All Teaching Assistants and Supply staff etc. will mark using green pen
The marking code is to be followed in all cases. (see Appendix 1)
The marking code should be accessible to all pupils in the learning environment and in all of their books.
In English at least 1 piece of work per pupil should be developmentally marked in depth at the completion of a genre.
All books should be marked as they are used (this may be daily or weekly), including basic skills and homework books. Basic skills may not be in depth, but needs to be acknowledged it has been seen by an adult.

4. Marking Strategies

Approaches:

- **Oral feedback** – given by an adult in the presence of the pupil or group of pupils. This may happen whilst the pupils are working or after the learning has taken place.
- **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the pupil and can be recorded in different ways (see above). This can be signed with VF.
- **Distance marking** – this may take place away from the pupils and gives opportunity for further analysis and reflection on pupils' progress in learning. It may lead to more formal discussions about application/next steps and/or fully diagnose misconceptions/errors. This should be developmental and be specific to the needs of the child. Please see below grid.

Marking Types

Positive Non-specific	Positive Specific	Positive Developmental
"Good work!" "Excellent" "Well done!"	"Well done, I think you've explained the process using some good vocabulary." "I love the adjectives you've chosen to describe the scene."	"Next time try to use more evidence for your arguments" "Remember to record your calculations carefully so you can check the accuracy of your work"
Negative Non-Specific	**Negative Specific**	**Negative Developmental**
"You can do better than this." "Is this all you did?" "Not good enough." "Be careful."	"You haven't used any full stops in this piece." "You have explained why you recorded three measurements."	"Don't use so many exclamation marks!" "Don't use abbreviations

When distance marking, the teacher comment should be legible and age related.

- **Self–assessment and evaluation** – pupils are given the opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work). Pupils should be encouraged to continually look to improve their work and learning and respond to the marking codes.
- **Peer assessment and evaluation** – when appropriate, pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see guidelines for training in Appendix B).

5. Feedback and Marking in the AfL Cycle

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Pupils, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; learning activities which challenge pupils appropriately etc)
- Skilful questioning is used to explore pupils' understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow pupils to reflect on their learning and make improvements during the lesson and over time.
- Effective self and peer assessment allows pupils to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see Appendix B)
- Feedback and marking given will inform planning for learning

6. Expectations:

In English

- Whole Class Reading/Guided Reading will be light touch marked.
- Independent writing opportunities, unless it is the formal assessed piece, may include a 'what went well' and 'Next Steps – N.S'.
- At the end of a writing unit, next steps are needed, relating to the purpose / genre taught.

Grammar, Punctuation and Spelling

- Grammar and punctuation should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils.

- High frequency words, common exception words and spelling patterns that have been taught should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils. These should be corrected with the SP symbol. There should be a maximum of 5 spelling corrections per piece of work.
- In topic work, technical language should be corrected when it is not spelt correctly and the GPS should be marked in the same way as work in English books. Dates and titles must be spelled correctly.
- Assessment of writing should be acknowledged; this could be with a well done or tick on an assessed piece of writing where no other marking can take place. Assessed writing should have a note in the top left-hand corner to say it is an assessed piece. The writing will be moderated against the writing framework.
- In maths, correct answers will be ticked, but incorrect attempts will be marked with a **C** to show that a correction is needed and misconceptions dealt with by the teacher with the pupil as soon as possible (if possible, during the lesson or in a basic skills time)
- When appropriate, pupils will be given time to respond to any improvement comments in their work.
- When pupils are given an improvement comment, they should respond in **purple pens** so that their response is clear.

Foundation Subjects

In foundation subjects, when applicable and/or necessary, pupils should be given a WWW / N.S relating to the specific learning objective.

Basic standards and presentation should be addressed.

Review:

This policy was written –June 2021

Date	TO BE REVEWED DATE	Head Teacher	Governor
June 2022			

SEE ALSO:
Assessment Policy
EYFS Policy
Teaching & Learning Policy
Inclusion Policy

Appendix A – Marking codes

Marking Codes – KS1

Red Pen = teachers   Green Pen = TA's/Supply   Purple Pen = pupils Children

edit and correct work using Purple Pens of Progress.

The following will be used to mark work in order for pupils to edit their work independently. In Year 2, these marking codes will be used less often as pupils are encouraged to independently identify corrections.

CL = capital letter

SP = spelling mistake

◯ = Missing Punctuation

^ = Missing word

// = Start a new paragraph

△ = Finger space

V = Improve vocabulary

C = Correction Please

PA = Peer assessed

The following will be used by the teacher to indicate successes during the lesson and areas for development

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✓ ✓   = Learning Objective Achieved (Written next to LO).
✓   = Learning Objective Partially Achieved
.   =Learning Objective Not Achieved

VF = Verbal feedback given

WWW – What Went Well
Next steps (NS) – linking to marking codes and/or lesson objective

Pupil Self-Assessment - The following will be recorded by the pupil in the top left-hand corner of their page.

T =   Teacher Support   TA= TA support

Marking Codes – KS2

Red Pen = Teachers   Green Pen = TA's/Supply   Purple Pen = pupils Children

edit and correct work using Purple Pens of Progress.

The following symbols are <u>recorded in the margin.</u> (Of the line where the mistake appears) Children then have to find the mistake along that line and edit accordingly using purple pen. In Year 6, these marking codes will be used less often as pupils are encouraged to independently identify corrections.

CL = capital letter

SP = spelling mistake

◯ = Missing Punctuation

^ = Missing word

// = Start a new paragraph

△ = Finger space

V = Improve vocabulary

T = Tense error

G = Grammar error

C = Correction Please

PA = Peer assessed

The following will be used by the teacher to indicate successes during the lesson and areas for development

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✔✔ = Learning Objective Achieved (Written next to LO).
✔ = Learning Objective Partially Achieved
. = Learning Objective Not Achieved

VF = Verbal feedback given

WWW – What Went Well
Next steps (NS) – Linking to marking codes and/or lesson objective

    Pupil Self-Assessment - The following will be recorded by the pupil in the top left-hand corner of their page.

T = Teacher Support   TA= TA support