



# Marking and Feedback Policy

(To be used in conjunction with the Assessment Policy)

*"The Lord has done great things for us; we are glad" Psalm 126:3*

**Great Barton C of E Primary Academy**

**Marking and Feedback Policy**

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Reviewed By – CR and JG

Signature

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Comments- Further clarity on marking spellings.

Reviewed By –

Signature

Date –

Comments

Reviewed By –

Signature

Date –

Comments

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## **1.0 Aims and Vision**

At Great Barton we aim to create a school full of learning, through exciting opportunities, in which children feel safe and secure. We offer high quality teaching that embraces our school values and strives for excellence. We work with our local community to enhance both community life and the children's learning experiences. Our vision and values are at the core of everything we do, underpinning our teaching and learning. We welcome all pupils, recognising that each one has different needs, abilities and interests. We aspire for every child at Great Barton to develop a love of learning, build upon individual strengths, and talents and to become confident, independent and happy citizens. Our aim is for our school to become a place where we can all develop; both spiritually and morally, in turn becoming better prepared for the opportunities, responsibilities and experiences of life.

We summarise our vision in 5 key words:

# G. R. E. A. T.

#growth

#respect

#enjoy

#achieve

#team

*"The Lord has done great things for us; we are glad" Psalm 126:3*

## **1.1 Curriculum Intent**

*What do we want children to be able to do and know before they leave our school?*

To enjoy learning and have enquiring minds – to become life-long learners through the provision of a broad range of knowledge, skills and experiences in order to progress in their next steps.

To have developed their knowledge and built upon skills in reading, writing, number and problem solving so that they can access all areas of a broad and balanced curriculum and continue to build upon this in their secondary education.

To foster respect, responsibility, resilience, resourcefulness, curiosity, creativity and positive attitudes within the school and the wider community.

Throughout the curriculum they will have a growing awareness of a demographic more diverse than their own.

Developing healthy minds and healthy bodies, whilst keeping safe in the real and digital world.

## **1.2 Workload Reform**

In early 2018, Teaching School research took place in order to support a reduction in workload. At the time, indications were that, for example, the marking of longer pieces of

writing was taking between 6 and 9 hours for a class of 30 children. School leaders recognise that this is unreasonable and, thus, the policy needed to reflect a reduction in workload.

We believe that 'marking' should be as immediate as possible, forming a feedback loop that impacts directly on pupils' work and understanding. To achieve this, we promote the use of a series of formative assessment strategies that will positively affect pupils' work and development across subjects and within individual lessons. We believe that carrying out these strategies will have a bigger impact than lengthy written comments in books. This will also have the additional benefit of supporting teachers' workload.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

## **2.0 Formative Assessment**

Formative assessment is a powerful vehicle for focusing on effective learning and consists of the following components:

- Sharing learning goals with pupils;
- Providing feedback which gives recognition and praise for achievement;
- Identifying targets and next steps in learning;
- Involving pupils in self-assessment and peer assessment;
- The active involvement of pupils in their own learning;
- Suggesting strategies for improvement to individuals;
- Effective questioning;
- Adjusting teaching to take account of the results of assessment;
- Identify misconceptions;
- Motivating every student to improve

Feedback and marking forms part of the formative assessment cycle (please refer to Assessment Policy)

### **3.0 Feedback and marking in practice**

Feedback can be seen in the following practices:

<b>Type</b>	<b>What it looks like</b>	<b>Evidence (for observers)</b>
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/ learning walks</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson/unit of work</li> <li>• May take form of self or peer- assessment against an agreed set of criteria</li> <li>• May take the form of a quiz, test or score on a game</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/ learning walks</li> <li>• Some evidence of self – and peer-assessment</li> <li>• Quiz and test results may be recorded in books or logged separately by the teacher</li> </ul>
<b>Feedforward: 'the next step'</b>	<ul style="list-style-type: none"> <li>• For writing in particular, time will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work.</li> <li>• Opportunities to analyse and correct errors and misconceptions addressed in subsequent lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/ learning walks</li> <li>• Evidence in books of pupils editing and redrafting their work in blue pen</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>• Tasks to check previous learning</li> <li>• End of unit or term tests or quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Use of knowledge organisers</li> <li>• Quiz and test results</li> </ul>

#### **4.0 Learning Objectives**

Feedback – whether teacher to child, child to teacher or child to child – needs to be based on clear understandings about the learning objective of the task and related steps to success (where applicable). Learning objectives and steps to success must therefore be right at the planning stage and during lessons.

Pupils should be encouraged to be self-evaluative during plenary sessions, during the course of the lesson and at the end of a unit of work. The focus should be on how well they feel they have met the learning objective, measured by the steps to success (if they are used in that lesson). In all lessons, children will reflect upon their learning objective and teachers will either ask for verbal/visual clarification (thumbs up) on the learning, or children may indicate if they have achieved the learning objective by drawing a smiley face next to it.



#### **5.0 Live Marking**

This is the most manageable form of marking and feedback for teachers. It could also be argued that it is the most meaningful for pupils.

Wherever appropriate/possible, individual verbal feedback is given to children. This provides the opportunity for children to become effective learners through regular dialogue between the pupil and teacher at the point of learning. This type of marking and feedback is the one we use most at Great Barton as we – and the children - feel it is the most effective and of most value. It is always done with reference to the learning objectives and steps to success, with the intention of progressing learning at the time.

Feedback will always include information and advice on how the pupil can improve the work so that it comes closer to achieving the stated learning intention. Teachers mark with a dot or tick and where verbal feedback has been given, the teacher writes VF on the work.

Feedback may also include:

- a summative assessment followed by formative dialogue to develop evaluative thinking;
- an explanation of marking comments which have established success and improvement against the learning intention;
- conferencing and marking work with the pupil; including clearly marked next steps for the child (e.g. 'Now try this...') and in the next lesson time will be given for them to follow up and learn from the experience (e.g. the use of 'blue pens of power' to edit their writing).

#### **6.0 Self and Peer Marking**

We aim to involve the children as far as possible in the analysis and constructive criticism of their own work. This is a gradual process, built up over the years. The first stage is to get

children to mark their own work, leading on to peer-assessment as they become confident with the process. Oracy and use of talk partners and triads form a key part of the assessment process.

## **7.0 Marking in Books**

We do not expect teachers to acknowledge pupils' work with a daily 'tick' or 'stamp'. Instead, all reflections of pupils' work will feed into future lessons and support strategies. This is a learning culture that we believe has the greatest impact on pupil progress.

Feedback should provide clear, actionable steps for improvement. Teachers should use their understanding of individual pupils to use feedback motivationally. It will form part of a scaffold that develops pupils' metacognition and independence.

Where a child or group of children have been given support to complete their learning, the teacher or teaching assistant will mark using "WS" (With Support) or "GS" (Group Support) depending on if the child has been given 1:1 support, or has been working with an adult supported group. Sometimes work may be marked with an "I" (independent).

If a teacher **chooses** to add written comments, this will be done in joined handwriting and use the conventions of standard English. Teachers will mark in any colour pen apart from blue. ***Marking always takes account of the learning intention and its associated steps to success (where applicable).***

Time will be given at the start of the next lesson for pupils to respond to any marking related to their learning objective. Pupils always mark/self-correct in blue pen/pencil.

Teachers may provide answers for quizzes (e.g. retrieval), basic skills activities (e.g. arithmetic and reading starters) and short tests (e.g. spelling). Pupils will self-mark or peer-mark and any relevant self-corrections are completed in blue pen.

## **7.1 Marking spellings in writing**

In years 2 – 6, spellings are taught regularly throughout the week with teachers modelling ways to learn spelling patterns in line with the No Nonsense spelling scheme. These are recorded in spelling journals that stay on the children's tables to aid them when writing.

In Reception and Year 1 classes, spellings are taught in line with Little Wandle Letters and Sounds as part of daily phonics sessions. Children will use grapheme charts and wall friezes to help them when they are writing independently.

When children are writing and they come across a tricky word to spell, they are encouraged to "have a go" in their work not on a separate piece of paper or a whiteboard and to draw a wobbly line under it. They can then come back to that work after they have finished their piece of writing and check and correct the spelling (with their blue pen).

After the children have completed a piece of writing, their teacher will check their work and if there are any spelling errors which the children should know, the teacher will choose a maximum of three spellings for the children to correct at the start of the next lesson. The

teacher will direct the children to use their spelling journals (year 2-6) and any other resources e.g. dictionaries to self-correct in blue pen/pencil. Following this, the teacher or teaching assistant will indicate if the revision is correct by either ticking or writing the correct spelling.

Children will often mark their own spelling tests in blue pen.

### **8.0 Whole Class Feedback**

Whole-class feedback may be used as an effective tool to support pupils' independent editing of their work. This is based on an overview of recent work, with the teacher noting general strengths and weaknesses. These reflections will be discussed with the class – along with examples of work that will be used as models of excellence. Pupils will use this feedback to make immediate improvements.

Teachers reflect on pupils' work and this will act as a guide for whole-class feedback and link to planning support/interventions for groups of pupils within the class (e.g. pre-teach, keep-up and catch-up interventions etc).

Whole Class Feedback will be indicated by a VF in children's books.

### **9.0 Supply teachers/HLTAs**

Work undertaken by supply teachers or HLTAs will be indicated in books next to the learning objective. Supply teachers/HLTAs are expected to mark to the criteria set out in this policy. They should initial any work they mark.

### **10.0 Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

### **11.0 Equality Statement**

At Great Barton, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex

- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.

### **12.0 Monitoring**

Our assessment co-ordinator (Head teacher) is responsible for monitoring the implementation of this policy. The co-ordinator uses this time to inspect samples of the children's work, to check records, to interview pupils and to observe the policy being implemented in the classroom. Individual subject leaders will monitor to ensure that the Marking and Feedback Policy is adhered to in their individual subject.