



*Wealth and Wisdom*

Show Respect, Positive **A**ttitude, **F**ollow Directions, **E**ngage In Learning



## Marking And Feedback Policy

*'Feedback is one of the most powerful influences on learning and achievement'  
(Hattie & Timperley, 2007) (Effect Size – 0.73)*

At West End Primary School, we set out to use effective marking, feedback and response to:

- Improve a child's confidence and self-esteem.
- Celebrate and recognise achievement.
- Provide constructive, accessible feedback to children about their work.
- Encourage and involve children in the reflection of their current learning and to set targets for future learning.
- Assess and monitor the children's learning and provide information for future planning.
- Develop children's responsibility for their learning.
- Model and encourage progression of children's ability to peer and self-assess honestly and accurately.

We believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress.

### Aims

The aim of this policy is to ensure that our marking and feedback meets the needs of our learners and is applied effectively throughout the school. It was written with reference to the pupil responses given in surveys in school about marking and feedback and with reference to the characteristics of excellent marking in the Office of Educational Standards guidelines and research-informed principles e.g., from Hattie, Shirley, Black et al.

This policy is available on the school website and from the office.

### What is Marking and Feedback?

Marking and feedback are essential in Assessment for Learning and help children to become independent learners who can reflect on their work and be mindful of their future needs (*Effect Size – 1.44, Hattie*).

### Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning and contribute to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.
5. Be given sparingly so that it is meaningful.

Marking and feedback need to be productively focused on guiding improvement and ensuring that pupils have a clear understanding of their strengths and areas for development. High expectations of pupils' work will be evident in marking across the whole school.

### The difference between Marking and Feedback:

**Marking** – the activity of checking, correcting and giving a mark on students work.

**Feedback** - Information or statements of opinion about students' work that can tell if it is successful and guide the students to making improvements.

Marking is normally summative - closed tasks, right or wrong, e.g. mental arithmetic books) whereas feedback is normally formative - related to the learning objective, more in depth, from open tasks and investigations).

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Marking and feedback can be performed by children as well as teachers. (See also Peer Marking and Self-Assessment in the Assessment Policy).

The balance of written marking and feedback and oral feedback will vary according to the age of the student, the stage of learning and the subject area.

#### Why do we Mark?

##### **Marking is essential to pupil progress:**

- It allows us to provide individual guidance and clarity to pupils, so they know what they have done well and what needs to be improved on.
- It informs us and our future planning; by carefully reading the children's work we can determine their future learning needs and adapt our planning and teaching accordingly (formative assessment).
- Marking provides further opportunity for individual differentiation and progress.
- Research shows that quality marking has a significant impact on attainment (*Effect Size – 0.73, Hattie*).

##### **Marking is motivating:**

- Marking work properly demonstrates that there is a point to it. It gives the opportunity to identify achievement. It provides recognition of the child's effort and encourages them further.
- It supports a learning environment in which it is safe to try even if you get things wrong and where children can learn by their mistakes, seeing error as a chance for development rather than absolute failure, thereby aiding the development of resilience.
- It is demoralising for a child to spend time and effort on work, to hand it in and not to receive some attentive feedback in return.
- Not marking work properly sends a message that it is not valued.

#### What is good marking? What makes marking effective? How do we ensure that feedback and marking stick?

The best marking is detailed and helpful, balancing encouragement and support with challenging questions and suggestions for further work or thought.

It will encourage children to take responsibility and think that they can do something about their work to improve it.

##### **To be helpful to the child marking needs to be:**

- Related to the learning objective/ success criteria, which has been shared with the child and related to the task, not the child.
- Focused on particular aspects of work (not picking up on everything).
- Constructive and recognising effort as well as content.
- Understood by the child, with a manageable response so they know what they have achieved and what they need to do next to progress.
- Given sufficient response time the following lesson for children to reflect on it, clarify with the teacher if needed and react to it.
- Appropriate to the child's age and ability in terms of language used and the task given (the comment should be differentiated to the child's maturity, marking can be used to extend and challenge children further, or help consolidate work).
- Regular and promptly after the work has been completed.
- Consistent throughout the school, in line with this policy (i.e. consistent within subject areas and age groups).

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#### Our Marking Process

Every piece of work should have a very clear and focused 'Learning Objective'. Where children are unable to write this for themselves, teachers should ensure that it is placed in their books for them (either by writing it for them or by using the 'Ladybird and Spider' stickers).

- All marking / feedback should relate directly to the Learning Objective.
- In SJACPS, we acknowledge that there are many ways we can provide effective feedback to support our students making progress in their learning. These include:
  - ✓ Verbal feedback
  - ✓ Learning discussions
  - ✓ The use of 'Marking Codes'
  - ✓ Written comments
  - ✓ Self-assessments
  - ✓ Peer assessments
- Teachers are expected to select the appropriate method to ensure students make the maximum amount of progress in their learning.
- Where teachers feel that it is not necessary to use written comments, they are still expected to acknowledge the students' work either by using the 'Marking Codes', leaving a positive comment or other form of recognition.
- When writing on students work, teachers are expected to:
  - ✓ Use a green pen
  - ✓ Write on the lines
  - ✓ Model good hand-writing and presentational skills
- Teachers are encouraged to mark their students work throughout the lesson where possible – providing immediate feedback for the student and reducing the amount of marking that needs to be done at the end of the school day.
- Teachers must ensure that in the next lesson / piece of work, they give students an opportunity to implement any marking / feedback that they've given them. This way we should be able to see progress in the students' work.
- Teachers should monitor the children's' responses to their marking and feedback.
- Teachers may note in the margin if a child has left the lesson for any reasons, leading to incomplete work. Otherwise, incomplete work should be finished where possible.
- Children should be given regular opportunities to self-assess their work and once they are able, given the opportunity to carry out peer marking. This process for both self-assessment and peer assessment must be scaffolded with the children according to their age and experience and discussed in relation to the success criteria.
- When marking, teachers should identify examples where the child has achieved, e.g., has met the learning objective and / or an existing target. This is done by double ticking the example.
- Spelling, punctuation and grammar in subjects other than English: Basics such as full stops and capital letters should be corrected/ commented on (with discretion for the child's ability). Up to 3 high frequency and subject specific words can be identified for the child to correct, by writing it out 3 times.
- When a lesson has been taught by a teacher other than the regular class teacher, a circled **CT** can be placed in the margin.

#### Marking and Feedback in the Early Years (Reception)

This includes:

- 'Learning Ladybird' slips at the start of their work
- Dialogue with the children about what they are doing
- Verbal encouragement, guidance and praise

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- Stickers/ Stamps
- Marking code symbols (Literacy and Numeracy)
- Annotations and written observations and comments by staff
- Children beginning to comment and annotate their own work and photos
- 'Smiley Face' stamps used to encourage students to think about their own learning and achievement

#### **Marking and Feedback in Key Stage 1**

This includes:

- Where needed, 'Learning Ladybird' slips at the start of their work otherwise, students' write their own learning objectives
- Traffic lights in the margin, alongside Learning Objectives
- Verbal encouragement, guidance and praise
- Stickers/ Stamps
- Marking code symbols (Literacy and Numeracy)
- 2 stars and a wish
- Comments for pupils to respond to – mainly in Year 2 and 3

#### **Marking and Feedback in Key Stage 2**

- Focused learning objectives should be written at the start of every piece of work – either by the student or where this will take too much time, the teacher should write them (or use the 'Learning Ladybird' slips from KS1).
- Traffic lights in the margin, alongside Learning Objectives
- Verbal encouragement, guidance and praise
- Stickers/ Stamps
- Marking code symbols (Literacy and Numeracy)
- 2 Stars And A Wish
- The marking and response should form a dialogue between teacher and child. Sometimes the child will respond verbally, and this is recorded using symbols.
- '**Red Pen Time**' - children respond to the teacher's written feedback in red pen so the response time is known as 'Red Pen Time'. It helps to highlight the importance of responding.

Questions that promote reflection by the child, responses and dialogue include "Why have you done..." How could you improve...? "Is \_\_\_ correct?"

It is also useful to have some regular times when children are encouraged to go through their books and ensure all the titles and dates have been neatly underlined and outstanding spelling corrections have been done. If work is below par for presentation, part of it should be re-written to a high standard. This will help to highlight the importance of taking pride in your work, including presentation.

Taking time to discuss marking and feedback with your students could prove to be very useful - e.g.

- What sort of marking do you find helpful?
- In what ways has marking helped you?
- Can you think of a time when marking has helped you?
- What do you think about marking?

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### Responsibilities

- It is the responsibility of all teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.
- Heads of Departments and Lead Teachers have the responsibility for monitoring that the policy is being consistently carried out in their Departments and / or Subject Areas.
- Likewise, the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in provision maps and agreements as appropriate.
- It is the responsibility of the Deputy Principals to liaise with the HoDs and Lead Teachers and to feed back to the Principal on the implementation of the policy, its consistency across the school and the impact it has upon progress.
- It is the responsibility of the Principal to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

### Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

### 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 support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a student's Support Agreement (IDP, IEP, IBP) as required.

**Review Date:** August 2021

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### References:

'Visible Learning' (Hattie), Shirley Clarke, Black et al