Marking & Feedback Policy

Agreed: March 2017

Review date: March 2018

MARKING and FEEDBACK POLICY

Principles of effective marking and feedback

- Effective marking and feedback 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.
- The **Teachers' Standards** state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.' This is not necessarily a requirement for pupils to provide a written response to feedback – it could simply mean that pupils should act on the feedback in subsequent work.
- The **quantity** of feedback should not be confused with the **quality**. The quality of the feedback – whether this is written or verbal - will be seen in how a pupil is able to tackle subsequent work.
- All lessons and pupils are different, so there should be caution around a 'one-size-fits-all' approach. However, there are certain elements of marking and feedback that are non-negotiable (eg the teacher's handwriting should be neat and easily readable by the pupil) and it is helpful for children to see consistent symbols / annotations, etc, when they move through the school. Therefore, a balance needs to be struck between a core and consistent approach, and trusting teachers to focus on what is best for their pupils and circumstances.
- Questions should only be used if we want children to respond to the comment. (E.g. don't write 'Is this all you have written?' because clearly, it is!)

In summary, we believe that all marking should be **Meaningful, Manageable and Motivating.**

Meaningful – ALL marking and feedback should serve the same purpose – to advance pupil progress and outcomes. In order for this to happen, teachers should:
- Mark appropriately according to age-group and the reading ability of the pupil. Written comments should only be recorded if pupils can read them. If not, understandable symbols and / or verbal feedback should be given.
- Mark a piece of work before the pupil next uses their book and before the next lesson in that subject so that it informs the teaching of the following lesson and the pupil can link it to the most recent lesson.
- Mark work <u>with</u> the children wherever appropriate when working in a group or as a class.
- Teachers and TAs who work with a group of children should give verbal and written feedback during the teaching session where possible, rather than afterwards.
- Give pupils time to read and reflect on the feedback and next steps set by the teacher.
- Correct errors and identify areas for improvement selectively, according to the learning objective. However, errors that are 'lazy,' rather than a misconception, or errors that are likely to occur again, which teachers feel need pointing out to the pupil, should be addressed /corrected. (eg spelling of 'went' as 'whent')
- Know when a pupil has not checked their work and made careless errors and expect them to make the corrections, rather than wasting time correcting 'mistakes.' Pupils need to take responsibility to proof-read and correct their work as part of the writing

process and teachers should spend their time addressing misconceptions and supporting with improvements – not correcting careless errors.

Manageable – Teachers should not be spending hours on marking outside of lessons if the comments written are not then read, understood and put into practice, leading to a clear impact on pupil outcomes.

- More detailed marking – where the teacher summarises what the pupil has done well and what would make the work even better (eg 'Well done – you have ...Next time, try to...') – is particularly useful as an assessment at the end of a unit of work, to highlight what the pupil has learnt and to identify next steps. This helps the pupil and also provides the teacher with important information on what to focus on in the next unit of work. On such pieces of work, it is also a good idea to ask the pupil to comment on what they have learnt for the teacher to respond to. **This does not need to happen on every piece of work.**
- A differentiated sheet could be stuck in each pupil's book after a piece of writing with the opportunity for the pupil and teacher to tick whether they think different success criteria have been met.
- Any work that is 'right or wrong' should be marked with a tick or a cross, or an indication that they need to go back and check. A comment should be written only if needed – eg to encourage a pupil who has worked especially hard or to ask a pupil to come and see you for further support.
- If teachers are not sure whether a pupil has grasped a concept, they should write a question in a bubble for pupils to respond to before they start the next piece of work. E.g.

> What is the mean of the following children's heights:
>
> 1.2m, 1.4m, 1.25m, 1.5m, 1.53m, 1.17m
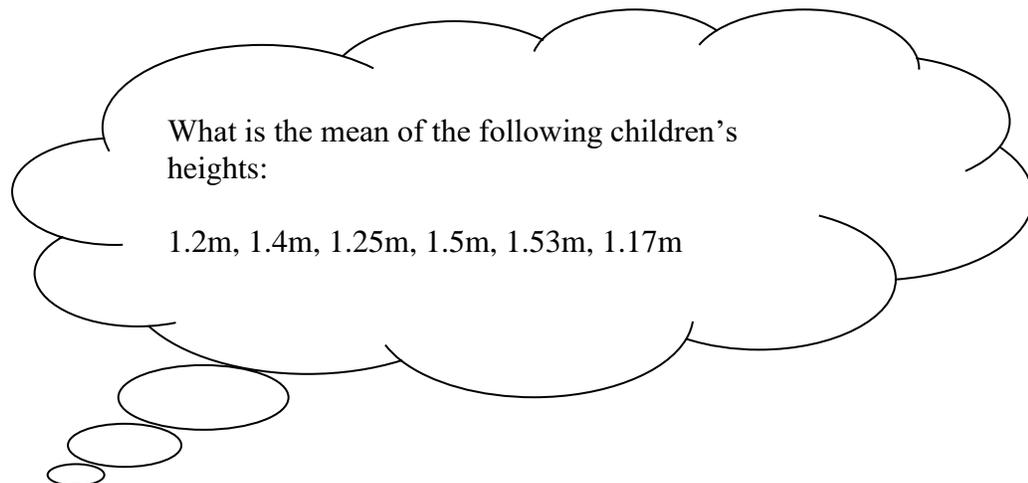
- If verbal feedback has been given to a pupil, the teacher / TA should indicate this with the symbol VF.

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.

- Positive verbal and written feedback should be given where it is deserved. Pupils need to know what is good about a piece of work. Comments such as 'Great use of different sentence starters' are more useful than 'Good work.'
- If a piece of work is not good enough for the particular pupil, they should be expected to do it again at home or during lunch time.
- If there is something to improve, this should be made clear, either verbally or in writing. E.g. LOOK ➔ Remember to use an apostrophe to show that something belongs to

someone. E.g. Tom's coat. If several children are making a similar mistake, this should be addressed at the beginning of the next lesson with the whole class.

- Try to identify something positive about most pieces of work by putting a double tick ✓✓ by the margin or above the word / phrase / answer.
- Use the child's name regularly in written feedback in order to personalise it.
- Stickers / team points / sending the work to the Head Teacher, etc, should be used for exceptional work.

Purpose: Reasons for Marking and Feedback

- At Bickley, we want to nurture children to become independent learners, with an awareness of their strengths and areas for development.
- To recognise, encourage and reward children's effort and achievement, and celebrate success.
- To inform future planning.
- To provide a dialogue between teacher and children and clear, appropriate feedback about strengths and areas for development in their work.
- To improve a child's confidence in reviewing their own work and becoming more aware of areas they need to work on.
- To set future targets by indicating the 'next steps' in learning to enable a child to fulfil their potential and achieve the goals set.
- To indicate how a piece of work could be corrected or improved against assessment criteria.
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.

Monitoring

Monitoring of marking takes place against the criteria agreed and stated in this Policy. In other words, it is the result of the marking and feedback in terms of pupil outcomes and progress that should be commented on – not the actual marking.
It is monitored in different ways:
- part of monitoring recorded work
- part of classroom observations
- by talking to children about their work

Things to remember:

1. **Make sure that you give feedback that moves learning on to all ability groups.**
2. **If you have fed back to a child that they have spelt a word wrongly or have done something that you don't want them to do (eg draw a circle as a dot for an i), you should expect not to see that again.**
3. **IF WORK IN BOOKS AND TERMLY DATA SHOWS GOOD PROGRESS, MARKING AND FEEDBACK IS EFFECTIVE!**

Marking Code

Well done – this word / punctuation, etc, is particularly good - ✓✓

I don't understand this / this doesn't make sense - ??

Spelling mistake – sp

Missing letter / words - ^

Start a new paragraph - //

Punctuation missing – P

Choose another word - ≋

Worked independently – I

Worked in a group with a teacher / TA – G

Verbal feedback given – VF

When pupils start self-evaluating their work in Reception / Year 1, they can draw a face as follows:

I'm very pleased with my work and I don't need any more support - ☺

I'm quite pleased with my work, but there are some parts I would like more help with - 😐

I didn't really understand this. I would like more help - ☹