

Marking and Feedback Policy

September 2022

Signed Chair of Governors: Mr K Landrum

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## The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.

***The audience for the marking is the children.***

### Principles

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

Research shows that effective feedback should:

* Redirect or refocus either the teacher’s or the learner’s actions to achieve a goal
* Be specific, accurate and clear
* Encourage and support further effort
* Be given sparingly so that it is meaningful
* Put the onus on students to correct their own mistakes, rather than providing correct answers for them
* Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

The EEF poster attached summarises the principles, methods and implementation, given in the *Teacher* *Feedback to Improve Pupil Learning Guidance Report* published in June 2021.

This feedback policy will ensure teachers:

* + Provide **meaningful** feedback to the child;
  + Highlight areas for development / improvement / correction thereby enabling the child to identify clear ‘next steps’ providing **motivation** for learning;
  + Inform effective planning of lessons;
  + are able to record progress related to learning objectives;
  + Can **manage** workload around feedback
  + understand the sole purpose of feedback is to improve children’s learning

### General Principles - English

**Verbal feedback** will be given to children during the lesson wherever possible. Verbal feedback will be immediate, during the learning and may be individual, group based, or to the whole class

Teachers will work with groups on a daily basis and give verbal feedback to move them forward.

Assessment information may be entered into Arbor, reflecting formative judgements made by teachers. .

‘**Deeper feedback’** will occur at the end of a unit of work and will provide more detailed feedback for assessment purposes. Teachers will give more detailed comments on an independent piece of work that the children complete each half term. This will be given as positive comments and next steps. These next steps may then become the children’s targets for the following half term.

**Feedback approaches** The teacher will provide regular verbal feedback to pupils based on success criteria. Pupils will have regular opportunities to hear feedback and have opportunities to respond. This will be clear in future pieces of work, as progress will be evident.

### General Marking Key

Support given will be identified next to the learning objective by writing:

* AS - adult support
* GW - guided write
* V - verbal feedback
* I - independent pieces of work

The use of these symbols will be used when teachers feel it is appropriate:

* + --- underline or circle incorrect formation/orientation of letters. Children to correct at the bottom of their work.
  + --- underline up to 2 spellings. Give correct spellings at bottom of work and children find and copy correctly.
  + | - spacing between words

Stickers and/or stamps may also be used to provide appropriate feedback.

### Proof reading and editing in writing lessons

Following an extended piece of writing, editing sessions will allow children to receive whole class feedback. This will focus on their strengths and areas for development. Direct teaching will aim to help them identify and address their own weaknesses. Teachers will have looked at pupils’ work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, the teacher will make a note and use these in the lesson as a teaching point.

The editing session will be divided into two sections

### Proof-reading Changing punctuation, spelling, handwriting and grammar mistakes.

### Editing Improving their work to improve the composition. The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

The teacher will share examples of work by utilizing extracts from pupils’ work. This may be done using the iPad and/or whiteboard or by typing out a couple of lines and displaying them on the interactive whiteboard. Teachers wil use positive examples first.

For example, within the proof-reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then they could ask pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. Then the teacher might share a section of text with errors in punctuation and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof-read their work, checking for similar errors and putting them right.

Within the editing section of the lesson, the teacher might show pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from a fictional piece. The children would then suggest together how this might be improved. Then in their pairs they read together each other’s work, and suggest improvements, alterations and refinements which the author of the piece then adds – in a different coloured pen to those used by the teacher to help the teacher see what changes the child has made.

### Peer and Self Assessment

Children may work together in pairs or small groups to support each other in the identification and correction of mistakes.

Children are expected to identify where they have met the success criteria in their writing where appropriate. This success criteria could be generated by the teacher or the child.

### General Principles - Maths

Teachers will:

* + **Always** address incorrect work. This may be done through: corrections, oral feedback given or comments to feedback on. This may also at times be addressed in subsequent lessons (repetition of the learning objective) to address misconceptions.
  + Always provide pupils with time to respond to feedback.
  + Give ‘next steps’ to help to push children’s thinking forward **when needed.**
  + Use feedback to push children’s reasoning and communication about mathematical ideas (particularly in maths journals).

### Journals

Children’s work should be marked with ticks or dots to indicate whether it is correct or incorrect. Comments are not needed for all pieces of work, however all work should be marked against the learning objective.Marking of journals will be done before the next lesson and additional verbal feedback will be given as needed. Misconceptions are to be addressed verbally or as a follow up activity.

### Independent Workbooks

Children’s work should be marked with ticks or dots to indicate whether it is correct or incorrect. When possible, workbooks will be marked by the children during the lesson to address misconceptions immediately. This can also be completed in small groups in the infants. Children will usually correct their work after the appropriate intervention has been given. There should be evidence of children correcting their mistakes to show they understand where they went wrong.

### Strategies to support effective feedback

A range of strategies / approaches should be used to ensure children receive high quality feedback at the point of learning. This is not an exhaustive list and should be added to as practice and research develops.

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| Piles / book organisation | Books are organised into piles at the end of a session. Those children who have achieved the objective / those who need some clarification and those who need further support. |
| iPad | The iPad is an important tool when considering formative assessment in the classroom. This should be used regularly when looking at work and considering self and peer assessment. Please note proof-reading and editing section. |
| Individual / group feedback session | Based on information collected by the teacher, pupils will receive focussed feedback from staff as individuals or as a group if there is a theme that needs addressing. |
| Environment | Each teacher must consider their environment carefully to be able to facilitate effective feedback at all times. |
| Reactive planning | Next steps - whole class teaching. |

