Marking and Feedback Policy

Rationale:
We believe feedback and marking should provide constructive review and advice to every child, focusing on success and improvement needs against learning objectives; enabling children to become motivated, reflective learners.

"Effective marking 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." – DfE Workload Review Report, 2016

This policy should be read in conjunction with our Assessment Policy which recognises marking as a part of the whole process of Assessment for Learning. It is also an aspect of school ethos in creating a positive classroom learning culture. As part of this, all work will be marked, however, *not* all work will be marked in depth. Where tasks are not marked in detail, a simple tick (or 'VF') will be recorded to acknowledge that teachers have seen the work.

Principles
Marking and feedback is based around three key principles. It should be:

- **Meaningful** – varying by age group, subject, pupil and teacher needs
  o Serving the single purpose of advancing pupil progress
  o Helping teachers understand what pupils can do
  o Ensuring and insisting upon *consistent high standards*
  o Linking rigorously to success criteria presented in an age appropriate way
- **Manageable** – proportionate, considering the frequency and complexity of written feedback
  o This includes avoiding extensive written comments and duplicating feedback (e.g. recording what was said verbally)
  o Appropriate to the task in hand
- **Motivating** – marking should help to motivate pupils to progress.
  o This does not mean always writing in depth comments and being universally positive; sometimes short challenging comments or oral feedback are more effective.
  o It is important to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress.

Questioning and Oral feedback
This is the most effective form of feedback and has maximum impact when pointing out successes and improvement needs against the learning objectives / success criteria. It is usually interactive and developmental with *skilful use of questioning* to develop the pupils own review skills, knowledge and responsibility for next steps. It gives reassurance and a quick check on progress. *The effect of teacher comments will be seen in a child's response in moving on to the next learning step.*

Written feedback
Wherever possible, simple marking codes (see appendix) should be used to minimise the amount of written commentary, since "there is little robust evidence to support the current widespread practice of extensive written comments" – DfE Workload Review Report, 2016. Where these are recorded in **pink** (positive pink), they indicate good elements, where these are in **green**, they indicate areas for further growth (growing green).

If additional written comments are made, these should be clear and legible and reflect the school's handwriting style. Marking should relate primarily to the learning objective and therefore spelling corrections need to be limited to words the child should know. Teachers in KS1 and 2 will score work out of 5 according to how well the WALT / WILF objectives and criteria have been met for the session. (See Marking Codes)

Response to Marking

It is not always appropriate to set 'next steps' for children, and can create a perpetual cycle of pupils responding to marking, teachers remarking their responses, pupils correcting again etc. ad infinitum. (DfE Workload Review Report, 2016). In addition, next steps often require new *teaching* to have taken place before children can be set challenge questions etc. *These are therefore not a statutory feature of our marking policy.*

However, marking has been shown to have impact when children have time *and the expectation* that they will address any errors they have made. In writing, this will generally be seen in pupils editing their work against the marking codes in green which indicate changes need to be made. In maths, this will generally be seen in pupils having another go at any sums that they have got wrong. Pupil edits will take place in **purple** to clearly distinguish these from initial work (polishing purple). Time will be allocated for this process at the start of lessons.

If a child has achieved all elements of success criteria or got all answers correct, a next step challenge *may* be set as a useful Assessment for Learning opportunity. The child can attempt to complete this during their marking response time.

Shared marking

Shared marking is a useful tool to model the evaluation process against success criteria and also to annotate improvements to an original. This can be an example or an anonymous piece of work however within a supportive and positive classroom culture it should be possible to use real pieces of 'live' work. (Utilising the class visualizer or photocopier can be useful).

Self-marking

Children should be taught and encouraged to self-assess wherever possible – fostering independent skills and enabling them to take ownership of their own learning and improvement. Children can identify their own successes (using a pink highlighter) and look for improvement points. Good practice involves children in developing success criteria against which they can evaluate their work. Throughout the lesson and at the plenary they can focus on this process as a way of analysing their learning and next steps taking a greater responsibility of their own learning as they mature.

Self-evaluation

Linked to self-assessment is the process of more general self-evaluation. This is a vital part of the reflective assessment for learning process and should always be accompanied by learning focussed dialogue linked to learning objectives, success criteria AND dispositions and attitudes. Focus should be placed on the process and effort to ensure an open growth mind-set is maintained.

If 'Criteria Sheets' have been used (appropriate to the majority of extended writing pieces) then self-evaluation will involve children 'ticking off' these as they reflect on their work. In other sessions, KS2 children will score themselves to show how they feel they have met the WALT / WILF. Next to this, the teacher scores their judgement of the child's achievement. (See Marking Codes)

Targets

Children will be provided with longer term, written targets at parents' evenings and in their reports. These are primarily for parents to have knowledge of what children are working on over the term, and will be stuck into diaries.

However, these targets will not be the focus of children's learning in daily lessons. We want children to be focussed on the specific learning of each session by having clear criteria for success in *that piece of work* (normally expressed through WILF). A long term target such as improving knowledge of the 3x table will not be a relevant focus for a maths lesson developing shape and space. We work to train children to talk about what they need to improve in their learning with a focus on the current task in hand. This is in line with the statement "pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way" DfE Workload Review Report, 2016.

Personal targets may be set for children to focus on for particular aspects (e.g. SEN children), however, the replacement of 'generalised' targets with specific foci for learning in individual lessons best represents the school's approach.