



Marking & Feedback Policy

INTRODUCTION:

Within the Children First Learning Partnership we take a professional approach to the tasks of marking work and giving feedback on it. All our children are entitled to regular and comprehensive feedback on their learning, which is an essential part of our learning process and inclusive values. We encourage all children to reflect upon their own learning and contribute to the evaluation of their work and progress. This policy is based on a wide range of research around the reduction of teacher workload from sources such as: Workload Review Group Report 'Eliminating unnecessary workload around marking' (WRGR, 2016), the Education Endowment Foundation report 'A marked Improvement' (EEF, 2016) Education Endowment Foundation's 'A marked improvement?' report (Elliott et al 2016)_Reducing teacher workload through 'real-time' personalised feedback Research report March 2018 Ruslan Protsiv, Patricia Pipola – St Patrick's Catholic Primary School, Aquinas Teaching and Learning Trust

AIMS:

Marking and feedback should aim to:

- motivate our pupils by showing that we value their work and efforts, and encourage them to value it too;
- be meaningful to our children
- be manageable for our staff

OUTCOMES OF MARKING AND FEEDBACK IN OUR SCHOOLS:

- Promotes progress
- Extends learning and thinking
- Promotes independence and accountability

PURPOSE:

The purpose of marking children's work and providing feedback includes the following:

- to celebrate success and/or to raise expectation of future success
- identify learning needs and key priorities for improvement, promote self and peer assessment.
- correct errors
- check knowledge, skills and levels of understanding to inform planning, inform teacher assessment and reporting to parents.

GUIDELINES:

Sometimes lots of children will benefit from a next step comment, other times, no one will. As a school, we will encourage our teaching team to use their professional judgement to decide when the right time to provide verbal feedback, written feedback, positive highlighting or when a next step comment is the right approach. It must go without saying that this judgement needs to be based on what will most positively impact that child's progress.

Methods of feedback:

- 1) Live, 'in the moment' feedback from teacher/TA during a lesson- whole group, whole class and individual. This may take the form of:

- Teacher/TA verbal comments during a lesson
 - Teacher/TA written comment during a lesson, using visual approaches wherever possible
- 2) Peer and self-assessment
 - 3) Whole class/group feedback at the start of the following lesson based on the categories of: re-teach, consolidate or extend.
 - 4) In depth written feedback and targets for improvement possibly in the form of a 'guided learning session' or 'marking conference'
 - 5) Written feedback completed outside of the lesson.

How we will mark and provide feedback:

We promote the use of teacher judgements on how to deploy the methods of feedback above, however purposeful instant verbal and written feedback are promoted within lessons to motivate pupils and extend learning where appropriate alongside the need to reduce teacher workload and bureaucracy.

Opportunities for feedback:

- the planned and informed deployment of an adult within a lesson to offer instant verbal feedback or/and written feedback and to identify basic errors and misunderstandings within children's work
- mini plenaries within lessons containing focused questioning and instant praise, verbal feedback and extension to groups, individuals and or the whole class.
- guided learning sessions or marking conferences where written and verbal feedback is continuous, in depth and provides clear next steps for learning.
- the use of peer and self-assessment which follows our agreed continuum. (Refer to assessment policy)
- written feedback and next steps comments using visual/symbols to ensure pupils can access feedback swiftly
- verbal feedback to targeted groups at the start of the next lesson- child may well identify record their own next steps (KS2)

All of the above could also lead to the identification of misconceptions regarding the new skills, knowledge and understanding being delivered during the lesson. In this case all staff will use well embedded AfL strategies to redirect the lesson and future teaching and learning to ensure the very highest levels of progress is made by our children.



MARKING /FEEDBACK APPENDIX **OXHEY FIRST SCHOOL:**

- Marking and feedback should relate to the lesson objective and, increasingly, the child's own personal learning targets.
- Marking and feedback must be related to the age/ability of each child by the use of the appropriate symbols/levels of readability.
- Regular next step comments (verbal and written) will focus on only one or two key areas for improvement at any one time related to the lesson objective, however staff will also be expected to comment on the non-negotiables of presentation, handwriting and basic spellings errors of (linked to phonic phase or support for spelling.) These will be expected as part of marking conferences and then as appropriate to aid progress.

- Teachers will mark by highlighting correct work in green, identifying errors and misconceptions using a pink warning triangle and prompts guided by the age/ability of each child. Children will tick these triangles when the issue raised by an adult has been addressed.
- Teachers may write constructive feedback comments relating to the lesson objective using a green ink pen accompanied by highlighting of work where evidence can be found.
- All written comments by teachers/teaching assistants must follow the schools handwriting scheme, model the appropriate letter formation and use the appropriate colour.
- All pieces of work must include a date, title, lesson objective. This may be written by the children or will be printed on a label, dependent on the age/ability of the pupil. (Long date in English and Topic and short date in Maths)
- Children’s work will be completed in pencil until pen is introduced when the child is ready.
- Children will use erasers at the discretion of the teacher, otherwise cross out mistakes with a single line
- Peer and self assessment will be used during plenaries to review learning as an integral part of the marking and feedback of learning
- The learning facilitator will be providing constant verbal feedback and marking in children’s books indicated by a written pink triangle in the margin.

MARKING/FEEDBACK CODES

The following codes should be adopted by all teachers/teaching assistants throughout the school:

- **Green highlighting** – objective/criteria achieved and the evidence to support
- **Pink highlighting** objective needing more reinforcement and the evidence to support
- **IW** – Independent work
- **AW** – Assisted work
- **GW** – Guided work
- **VF** – Verbal feedback if discussed with an adult
-  Warning symbol for children to self-correct placed in the margin or nearby the error
These codes can be written inside the triangle to indicate the error, this will be dependent on the age/ability of the pupil
- **Gr** – Grammar
- **P** – Punctuation
- **.** – Full stop
- **Sp** - Spelling error (a known spelling or CEW)
- **ABC** - capitals
- **abc** – handwriting/presentation
-  **fingerspaces**
-  **Target met**
- **VF** – Verbal feedback if discussed with an adult (praise)

Examples of symbols used to support understanding of success criteria

