

Merton Bank Primary School



Feedback and Marking Policy

Approved by Full Governing Body on _____

To be reviewed on or before _____

Signed _____

Chair of Governors

Signed _____

Headteacher

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Merton Bank Primary School

Feedback and Marking Policy

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Feedback and Marking Policy

1.0 Introduction

1.1 At Merton Bank, we recognise the importance of feedback and marking as an essential part of the teaching and learning cycle. This involves the use of formative assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim.

1.2 Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and the DFE, whose expert group emphasised that marking should be meaningful, manageable and motivating.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

1.3 The Education Endowment Foundation 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
- provide specific guidance on how to improve and not just tell students when they are wrong

2.0 Aims

This policy aims to:

- Provide clear guidance on our approach to feedback and marking.
- Establish a consistent and coherent approach to feedback and marking.
- Ensure feedback and marking is adaptive and fully inclusive for all children.

3.0 Key Principles

3.1 Our policy on feedback and marking has at its core, several principles:

- The focus of marking should be on the **quality of feedback** and not the quantity.
- Feedback can take the form of **spoken or written** marking, **peer marking** and **self-assessment**.
- Pupils editing during the lesson may do so in the writing implement they are using. **Pupils' edits** when reviewing tasks should be completed in green pen.
- Feedback can be given in **different ways** e.g. steps to improve, examples, reminders and challenges.
- Comments, if needed, (specific to learning objectives) should be used to move children forward in their learning.
- Every lesson should have **clearly identified learning objectives**, in the form of our challenge, and success criteria which are shared with the children. Expectations should be ambitious.

- Teachers are responsible for ensuring that marking is **appropriate and proportionate**.
- Where appropriate, marking should be completed **before the next task** is set and in time to effectively inform future planning.
- Marking must be consistent within all books and throughout school.
- All marking is to be done in purple pen.
- The Teacher/TA should initial the piece of work to indicate that they have seen the work and made their professional judgements of the content. This will be done at the bottom of the page.
- Teachers/TAs must check actions/corrections.
- Feedback may also comment on presentation, either to celebrate or to develop.
- In some cases, it may be appropriate not to mark work, e.g. final drafts for display.

23.2 Within these principles, our aim is to make use of the good practice approaches outlined by the DFE and the EEF toolkit to ensure that children are provided with **timely and purposeful feedback** that furthers their learning, and that teachers can **gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons**.

23.3 Feedback occurs at one of three common stages in the learning process:

- 1. Immediate feedback** – at the point of teaching
- 2. Responsive feedback** – at the end of a lesson/task
- 3. Summary feedback** – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that **feedback closest to the point of teaching and learning is likely to be most effective** in driving further improvement and learning, especially for younger pupils. At Merton Bank, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on a summary of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Type	What it looks like	Which subjects will use this type of feedback?	Evidence (for observers)
Immediate	Includes teacher gathering feedback from teaching, through questioning or book work Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve use of a teaching assistant to provide support or further challenge May re-direct the focus of teaching or the task May include annotations according to the marking code Praises effort and contributions Reminders about letter formation, handwriting and presentation as appropriate for the age group	All subjects	Lesson observations/learning walks Some evidence of annotations or use of marking code Evidence of misconceptions on the working wall Evidence of spellings of key words on the working walls

Responsive (Catch-up)	<p>Takes place after the lesson or activity with individuals or groups.</p> <p>Re-addresses key knowledge from the lesson or activity or addresses missing prior knowledge.</p> <p>Often given verbally with time to rehearse key knowledge immediately.</p> <p>Will usually be delivered by a teaching assistant based on guidance from the teacher.</p> <p>Often, an element of the child's responses to catch-up are recorded in their workbooks to show progress over time.</p>	<p>English</p> <p>Maths</p> <p>Science</p> <p>History</p> <p>Geography</p> <p>RE</p> <p>Computing</p> <p>Art</p> <p>And where appropriate in other subjects.</p>	<p>Lesson observations/learning walks</p> <p>Some evidence of self- and peer-assessment when appropriate for the age group</p> <p>Adaptations to teaching sequences and/or tasks</p> <p>Evidence of misconceptions on the working wall</p> <p>Evidence of spellings of key words on the working walls</p>
Summary (Feed-forward)	<p>Involves forensic scrutiny of the work of all pupils at the end of a lesson or unit.</p> <p>Identifies key strengths and misconceptions for the whole class or subgroups</p> <p>Takes place during the following lesson.</p> <p>Addresses over-arching strengths and misconceptions as well as specific misconceptions for the sub-groups</p> <p>Sometimes, involves allocating time for editing based on the feedback given or rehearsal of the knowledge.</p> <p>Editing is done in green pen/pencil.</p> <p>May involve some peer support or support from a teaching assistant.</p> <p>May be delivered by the teacher or a teaching assistant.</p>	<p>English</p> <p>Maths</p> <p>Science (where appropriate)</p> <p>History (where appropriate)</p>	<p>Lesson observations/learning walks, book looks</p> <p>Acknowledgement of work completed</p> <p>Challenge met (double tick against the challenge)</p> <p>Written comments and appropriate responses/action</p> <p>Margin marks (English only)</p> <p>Some evidence of self- and peer-assessment when appropriate for the age group</p> <p>Teacher's written feedback focuses on the challenge of the task and is appropriate for the age group</p> <p>Adaptations to teaching sequences and/or tasks</p> <p>Evidence of misconceptions on the working wall</p> <p>Evidence of spellings of key words on the working walls</p>

23.4 All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks.

In **Foundation Stage & Key Stage 1**, review marking takes place to inform planning and to inform adults ready for the next task, otherwise, written comments will only be for those pupils who are able to read and respond independently.

In some cases, the **marking code** may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In **Key Stage 2**, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and celebrated, whilst also providing further guidance for future learning.

Feedback and marking should be seen as a supportive process and should value the input and contribution of the pupil through the feedback comments. Whether feedback is verbal or written it should demonstrate to pupils' ways in which they can improve the work, whilst at the same time indicating any difficulties that the child has had with understanding the purpose of the activity.

Feedback is a form of assessment and should be used by the teacher to plan future work for the pupil(s) which could be reinforcement activities or activities to take the child on to the next stage of their development. It should reflect the challenge (learning objective) for the lesson and can, therefore, be used as evidence for recording and reporting.

Pupils should be involved in their own assessment from the earliest stages of their school life. This may be of a verbal nature, particularly in the Early Years and Key Stage 1, such as a discussion between the pupil and the adult about how they might improve their work e.g. handwriting. Later on, this will be recorded as next steps for the pupil/teacher to refer to. These next steps will be short term, realistic and specific. The pupils should be clear about what they are trying to achieve. Marking can also be used by the staff member to evaluate the appropriateness of the tasks set.

Marking and feedback procedures throughout the school should be consistent and should reflect the aims of the school to place value on the individual, develop a sense of responsibility and pride, and help the individual to achieve their potential.

34.0 Feedback and Marking Guidance

4.1 Written feedback and marking will be done in **purple pen** so that it stands out from the pupil's work. The initials of the adult marking the piece of work must be written at the bottom of the work.

4.2 When necessary, review time will be at the start of Maths and English lessons, giving all children the opportunity to look back at the previous piece of work, and read and respond to marking comments. This will be done in green pen. This may include correcting a misconception, practicing spelling or supporting the pupil to master a particular skill through extended enquiry.

45.0 English work

5.1 All three stages of the feedback process will be used for English work.

5.2 Words that are on the word list for a particular year group and regularly written incorrectly will be identified by the staff (see the marking codes for more details). Children will be given time to practice writing the word correctly, three times underneath. Older children will be expected to use a dictionary to support them.

5.3 All English work will be marked using marking symbols (see appendix 1). The marking of extended pieces of writing will be an analysis of key features used; this will be noted in the margin of the work. The children then use **green pen** to edit their work and improve it as appropriate.

56.0 Maths work

6.1 Pre-Assessment tasks will be completed before the start of a unit of work in Mathematics. This assessment will be used to ascertain current knowledge levels in order to support future planning. Pupils requiring additional input will receive intervention sessions alongside their daily Mathematics in order to help them to be working at the expected level needed by the end of the unit.

Numbers that are regularly written back to front will be identified and children will be asked to practise the number. All Mathematics work will be annotated using both the marking symbols and maths symbols.

6.2 All three stages of the feedback process will be used for Maths work.

Pupils will be asked to look again at their work and correct the errors that have been identified, either as part of immediate feedback or during the next session. The errors that are identified should allow the children to move on in their learning. The number of errors identified should be limited so that the child should not become disheartened.

6.3 All symbols will be explained to children in order for them to benefit from the marking system and move forward in their learning.

Pupils are expected by staff to respond to any comments, corrections and/or extensions. Staff will

acknowledge children's responses.

7.0 Other subjects across the curriculum

7.1 Feedback and marking for Science, History, Geography, RE, PSHE, PE, Music, Spanish, Computing will mainly be immediate with some pieces given summary feedback. All written work will be acknowledged. Review feedback will be provided for some assessment pieces, as appropriate, in these subjects.

4.0 Inclusion

4.1 Our school aims to be an inclusive school. We seek to remove barriers to learning and participation that can hinder or exclude pupils, or groups of pupils. We achieve educational inclusion by continually reviewing what we do, by asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgments about how successful we are being at promoting racial and gender equality and including pupils with disabilities or special educational needs.









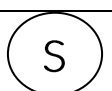
4.2 The principles to this Feedback and Marking policy apply to all pupils, including disadvantaged and LAC pupils; those with special educational needs or disabilities.

4.3 Our approach to feedback and marking will take into account a child's learning difficulties and will be based on an adaptive approach to ensure every child benefits from our feedback and marking.

This policy represents the ideal practice that we expect to see at Merton Bank Primary School. It represents the consensus view of the Governing Body and the Staff.

The feedback and marking policy is readily available to parents on request.

Appendix 1 English work marking codes

Feedback and marking policy- Marking Codes Year 1 – Year 6 English – across the curriculum		
	Spelling	
	Punctuation	
	Grammar	
	Handwriting	
	Capital Letters	
	Finger Spaces	
	Immediate feedback during lesson to inform pupils that they need to edit	This shows a child they need to look again. This will be marked in the margin. Teachers and Teaching Assistants will decide whether to also use a code above to be more specific with the feedback.
CHECK	Re read to check	To be written next to the section to be checked. Child to check that it makes sense and edit.
	Next Steps	To show a child a further challenge/ application of skills to show understanding.
	Supported task (followed by adult initials)	
	<u>Staff initials</u>	<u>Staff will initial at the bottom of the page to signal work has been checked.</u>

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The adult may use an arrow **only** to signal to the child to check a sentence, or a paragraph. This arrow will be written in the margin close to the error. Alternatively, if a child needs prompting, the adult may use an arrow in the margin and a symbol from above, such as P. This will prompt the child to look for a punctuation error.

Appendix 2 Maths work marking codes

Feedback and marking policy- Marking Codes

Year 1 – Year 6

Maths – across the curriculum

	Concrete	To be written in the top right-hand corner of their work to show how the problems have been solved.
	Correct calculation	Used to mark correct calculations.
x	Incorrect calculation	Used to identify incorrect calculation.
	Corrected calculation	If children correct incorrect calculation they are to rewrite next to the error and mark with this symbol to show their correction. To show a child a further challenge/ application of skills to show understanding.
	<u>Next Steps</u> <u>Staff initials</u>	<u>To show a child a further challenge/ application of skills to show understanding. Staff will initial at the bottom of the page to signal work has been checked.</u>