Marking and Feedback Policy

This policy was reviewed by: Karen Morgan and Allison Pickup
This policy was adopted by the Governing Body in January 2023
It will be reviewed in January 2025

"For learning, smiling and remembering"

"Children at our school should be confident that those around them are genuinely interested in all they do and want to help them to improve."

AIMS
- To provide a common framework for marking and feedback so that a consistent approach is used by all staff throughout the school in order to ensure that children progress.
- To have consistent ways of responding to children's work so that their achievements are recognised and future learning identified giving children the confidence to take the next step in their learning.

Marking and feedback is an integral and important part of teaching and learning. At Avondale Primary School, our aim is to create a culture of rich and effective marking and feedback between teachers and pupils in order to support learning, using those approaches which research and evidence suggest are the most useful.

This policy recognises the significant time that written feedback can take and therefore seeks to make the most effective use of teacher and support staff time. In order to do this, it incorporates the findings of the Independent Teacher Workload Review Group and is underpinned by some of the findings from the EEF Marking Review in 2016 as follows:

- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress.
- Pupils are unlikely to benefit from marking and feedback unless some time is set aside to enable pupils to consider and respond.

THE THREE PRINCIPLES of MARKING and FEEDBACK

These underpin effective marking and ensure high standards.

MEANINGFUL:
- Marking and feedback should be meaningful to the individual child
- Marking and feedback should be an integral part of the process of "responsive teaching" which is evident in all lessons.
- How to mark will vary by age group, subject and what works best for child and teacher in relation to that piece of work.
- Approaches may be adjusted to meet the needs of that particular lesson and to ensure good progress is made.
- The most important person in deciding what the most effective marking is in each particular lesson is the teacher.

MANAGEABLE:
- Marking and feedback must be manageable for both the teacher and children.
- Feedback can take the form of spoken or written marking and self-assessment. Teachers should exercise their professional judgement about the type of marking to use in order to ensure progress is made.
- Although this policy aims to reduce the amount of written comments made, we still expect that teachers spend time reading children's work regularly and carefully, in order to understand each child's needs and inform future teaching.

MOTIVATING:
- Marking should help to motivate children to progress – this **does not** have to mean in depth comments; short challenging comments, verbal feedback or the identification of issues/areas of strength when teaching the next lesson are as effective.
- Motivation must also include the valuing of efforts made and celebration of success – these may be shared as a whole class and at the start of the next lesson.

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PURPOSE OF MARKING and FEEDBACK
- To value or praise
- To instruct and affect progress
- To assess and inform future planning and teaching
- To motivate and inspire

When work is marked and pupils receive feedback, at least one of these aims should be met.

AUDIENCE for MARKING and FEEDBACK
- The audience for marking and feedback is the **children.**

CONSISTENCY of MARKING and FEEDBACK
- The consistency in marking does not come from consistent, identical practice but from consistently high standards of expectation.
- A teacher must feel empowered to identify and adjust marking practice to what works for them, the individual, the lesson and subject needs in order to ensure the most effective impact on progress is made.
- It is expected that every piece of work is marked in one of the ways identified below-it may be that more than one style of marking is used in any one lesson.

TYPES of MARKING and FEEDBACK

The ways in which we mark and feedback to children fall into the following categories-

1.Verbal feedback:
- Given to a child, group of children or whole class during the lesson where possible
- Should be considered, planned and delivered with a clear objective in mind
- Teachers must develop a learning environment within their class which encourages positive and supportive feedback, where children celebrate each other's strengths and learn from each other's misconceptions.

2. Live Marking
- When most appropriate and wherever possible, teachers are encouraged to make use of live marking to assess the understanding of the learning at that moment in time and provide immediate feedback.
- Appropriate annotations of the discussion, that may serve as a prompt in future work, may be recorded on the work.
- Improvement and amendment of mistakes should then be seen in real time.
- Whole class misconceptions, picked up by live marking, can then be dealt with immediately.

3 .Self Review
- Children will sometimes mark their own work
- In Key Stage 2 they may be encouraged to self-assess and make a brief comment and/or reflection. For example, a pupil might identify their error or misconception or indicate what they might do differently next time.
- Success criteria or an editing tool may be used to support this

4.Peer Feedback
- It can be helpful for children to assess the work of others in the class
- Feedback may be verbal or written – written feedback may be initialled by the child giving feedback Written feedback will not take place directly on the child's work. For example post-it notes may be used or the child will write the feedback given by their peer, 'My friend said…'
- Dialogue is an important skill to develop
- Success criteria or an editing tool may be used to support this.
- Peer feedback must be overseen/reinforced by a staff member and staff should still review the work.

5. Whole Class Feedback (See Appendix 1 and 2)

All classes have a whole class feedback booklet. The writing Whole Class Feedback sheet must be completed after any pieces of writing during the Talk for Writing sequence (cold write, short burst writing, shared write/innovation stage or hot write) and following Extended Writing sessions. It should also be used as a lesson reflection after a maths lesson to identify strengths in addition to next steps for the following day and children requiring SDI.

In the margin, teachers to use the following marking codes.

        Sp-spelling
        Gr-grammar
        P-punctuation

Additionally, any incorrectly formed letters should also be identified.

Some children/year groups will have the above identified in the margin for the child to identify for themselves or will have the error underlined and will self-correct as part of the editing process. Others may have the spelling mistake corrected for them to be copied x3 times.
The teacher makes notes on a whole class feedback sheet (booklet) including the names of the children so there is an overview of areas for development/ misconceptions and praise. The child will be able to see clearly where they need to edit their work. Feedback is more focused for the children.

Time needs to be allocated for all children to edit their work either individually, as part of a focus group or as a whole class as soon as possible after the lesson.

All editing and fix its must be completed in purple (purple polisher pen) Teachers may display feedback sheet on the whiteboard for the children to see (visualiser or screen share from iPad) or may present this on a flipchart or orally to the children. Children's work may be displayed on the whiteboard as good examples.

A more general whole class feedback sheet may be used for other maths lessons and other English lessons including grammar, punctuation and spelling lesson (see appendix 2) to inform the next day's planning. This will identify whether children have achieved the objective for that lesson or not and may include next steps.

6.General marking:
- Mark to the learning objective – and success criteria when appropriate
- May be done with the child or following a lesson
- May simply be a tick (acknowledgement mark)
- **A**ny written comments are in the handwriting style of the school
- A written comment should not deface the work of a child
- Any written comment should be written where it will be easily seen by the child so that they can value what it contains
- Marking of spelling in addition to the learning objective should focus on key words or subject specific vocabulary for the lesson and also reflect the child's ability. No more than 3 spellings for KS1 and 5 for KS2 to be identified per piece of work. Identified spelling errors to be age appropriate.

FIX IT TIME
- This is time for children to read, reflect upon, discuss and, where appropriate, respond to the marking and feedback given to them
- All fix its must be completed in purple (purple polisher pen)

Marking Codes and Symbols

The following marking codes may be used in books.

OA	objective achieved	✓	Correct
SDI	Same Day Intervention	～～～～ **SP**	Spelling correction

P	Punctuation error	**//**	New paragraph
IW	independent work	**?**	Check for sense
SW	some help given (supported work)	**GR**	Grammar error

THE ROLE of the TEACHING ASSISTANT in MARKING
- The TA is responsible for marking the work of the child/group they are working with in line with this policy. Their focus must be first and foremost to Pupil Premium children.
- The TA must feedback verbally to the teacher at the end of the lesson

MARKING and FEEDBACK in FOUNDATION SUBJECTS
- All work in Foundation Subjects must receive an acknowledgement mark or code
- Any GPS misconceptions must be addressed; especially the spelling of subject specific vocabulary
- Teacher to utilise the use of verbal feedback and on spot marking during the lesson
- There should be regular evidence of next step marking where relevant within foundation subjects ie short burst/longer pieces of writing

INCLUSION STATEMENT
This policy reflects the School's commitment to inclusion. We believe that all children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

The following statutory school policies and procedures are key tools which support our commitment to inclusive practice and should be considered alongside this policy:
- Race Equality Policy
- Gifted and Talented Policy
- Anti – Bullying Policy
- Policy for Special Educational Needs
- Access Plan in response to the Disability Discrimination Act
- EAL Policy

REVIEW OF THE POLICY

The policy will be review on a bi-annual basis. Any amendments to the policy arising from the review procedures will go to consultation with staff and Governors for discussion, approval and ratification.

APPENDIX 1

Whole Class Feedback Lesson:

Date:

Class:

Grammar

Punctuation

Spelling

Absent:

SDI

Incomplete Work

Presentation:

Praise:

Next Steps

Avondale
Primary School

Whole Class Feedback

Subject: _____

Learning Objective: _____

_____

Date: _____

LO not secure: needs further input (next lesson/SDI)	LO partially secure: further practice may be needed	LO secure: need further challenge

Further notes and next steps:		
Absent:		

EYFS LITERACY FEEDBACK SHEET

ADULT: Date:

Objectives:

	3 – 4 Years				RECEPTION		
NAME							
✓ OA / ONA							
NAME							
✓ OA / ONA							
NAME							
✓ OA / ONA							
NAME							
✓ OA / ONA							
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NAME							
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NAME							
✓ OA / ONA							

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Praise:

SDI: (CLASS TEACHER)

Next Steps

TARGETED CONTINUOUS PROVISION:

Pencil Grip

Letter Formation

Writing Name

Absent

AVondale
Primary School

EYFS MATHS FEEDBACK SHEET

ADULT: **Date:**

Objectives:

	3 – 4 Years				RECEPTION		
NAME							
✓ OA / ONA							
NAME							
✓ OA / ONA							
NAME							
✓ OA / ONA							
NAME							
✓ OA / ONA							
NAME							
✓ OA / ONA							
NAME							
✓ OA / ONA							
NAME							
✓ OA / ONA							

Whole Class Feedback Lesson: **Date:**   **Class:**

Praise:

Next Steps

TARGETED CONTINUOUS PROVISION:

SDI: (CLASS TEACHER)

Absent:

Avondale Primary School

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