Marking & Feedback Policy

July 2023

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1   Philosophy

1.1   We believe that constructive marking and feedback helps raise standards. It should be the most useful and powerful continuous ongoing diagnostic record of achievement. Marking and feedback (written or verbal) makes tracking of learning objectives for pupils on a day-to-day basis manageable and feeds into the next cycle of planning for teaching. It is also an extremely effective medium for ensuring pupils are aware of their progress and how they can improve. To raise the achievement and self-esteem of students by providing them with prompt, regular and diagnostic feedback about their work to enable them to make progress.

2   Principles

2.1   Teachers spend a large proportion of their time marking and assessing pupils' work. This time will be spent most effectively when the following principles are applied:

- *Shared principles it provides opportunities for prompt and regular written or spoken dialogue with the pupil;*
- *Teachers and pupils are clear about the learning objectives of a task and the criteria for success and that the marking is directly related to the learning objective;*
- *Teachers provide constructive suggestions about ways in which the pupil might improve his/her work;*
- *Teachers agree the next steps with the pupil;*
- *Teachers follow up the agreed targets with the pupil to see how far they have been achieved.*

2.2   The following are pupil-centred principles:

- *Pupils are encouraged to comment on the work themselves before handing it in or discussing it with the teacher;*
- *Pupils being given the opportunity to self-assess in pairs, or in groups;*
- *Pupils are given time to act upon the feedback given.*

2.3   The following are teacher-centred principles:

- *Teachers are selective in the aspects about which they choose to comment;*
- *Teachers comment on positive aspects of the assignment;*
- *Teachers recognise effort as well as quality;*
- *Teachers use the information gained together with other information, to adjust future teaching and learning strategies.*

2.4   The following are school-centred principles:

- *School practice is consistent and in line with the overall policy on Assessment,*

- *Recording and Reporting throughout the school;*
- *The marking policy is discussed whenever necessary to ensure that it is understood by all new members of staff and that practice continues to reflect school policy.*

3 Purpose

3.1 Effective marking should:

- *Focus on the task/learning objective(s) and be given regularly;*
- *Should provide the teacher with a lesson evaluation;*
- *Confirm that the pupil is on the right track and suggest areas for improvement.*
- *Suggestions for improvement should act as 'scaffolding'.*
- *Encourage pupils to comment on the work themselves before handing it in;*
- *Provide alternative solutions if a pupil continues to fail in the given task;*
- *Give pupils time to act upon the feedback given by the teacher;*
- *Help set the next piece of work;*
- *Provide a record of a pupil's progress;*
- *Help parents understand strengths and areas for improvement in their child's work.*

4 Planning

4.1 Planning for marking should include:

- *Clear learning objectives and outcomes that indicate the pupils have achieved the objectives;*
- *How different ability groups of pupils will be marked;*
- *How the pupils will know what/how their work will be marked;*
- *Awareness of individual pupil targets, including IEPs.*

5 Interactive learning

5.1 Teachers will use a variety of strategies to ensure that pupils are part of the assessment process such as:

- *Verbal feedback – teacher and pupil;*
- *Quality/focused written marking with time for follow-up;*
- *'Critical friend' feedback – pupil and pupil;*
- *Planned opportunities for discussion either as a whole class or in groups.*

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6   Motivating pupils

6.1   Teachers will use a mix of strategies to motivate and encourage pupils' enthusiasm to learn through:

- *Suggesting alternative ways in which they can improve their work;*
- *Positive acknowledgement of correct work;*
- *Encouraging comments on areas for development.*

7   Differentiation

7.1   Teachers will employ differentiation of feedback in a manageable way and at the same time ensure that pupils know how they can move forward. This can be achieved by modifying the comments to suit the age and ability of the pupils (if appropriate using codes).

8   The use of assessment

8.1   Paul Black from King's College, London states that research has shown that grades/scores or grades/scores and a comment do not raise standards. Developmental comments alone raise standards as they help pupils to understand the main purposes of their learning and thereby grasp what they need to do to improve.

9   Marking for learning

9.1   When Marking for Learning a diagnostic or developmental comment is sufficient. Feedback will be an integral part of the everyday work of teachers. It will be used to:

- *inform the short term planning cycle;*
- *inform teachers about the progress of pupils;*
- *inform pupils how well they are doing and what they need to do to improve;*
- *provide information for other adults.*

10   Marking of learning

10.1   When Marking of Learning takes place feedback of summative pieces of work may be graded with an actual level or grade from the Key Stage tests, as this identifies standards reached. The grading must be made clear to the pupils and parents.

11   Monitoring and evaluation

11.1   The monitoring of this policy will be the responsibility of the Assessment Coordinator and the subject Leaders as follows:

- *the Subject Leaders undertake the work sampling of their subject;*
- *the Assessment Coordinator will oversee the above process and produce an action plan prioritising any changes.*

12   Policy review

12.1   This policy will be reviewed annually by the Head teacher and the Teaching Staff and changes will be made to ensure that this policy is up to date.

13   Dissemination

13.1   The Policy is available on the school web site and a paper copy is available from the main school admin office on request.

14   Appendix 1 Marking policy: a working guide

14.1   All work in Literacy Books is marked or acknowledged daily, including handwriting. We mark all Big Writes and other pieces of writing using 'closing the gap' marking.

14.2   There is evidence of 'closing the gap' marking at least once per block of work.

14.3   Closing the gap:

- *We use 'tickled pink and green to grow' in Year 1 and if appropriate in Year 2 or with less able children in KS2 (whilst acknowledging a colourblind child will need other colours used).*
- *In Year 2, 3, 4, 5 and 6 we mark using the format of 'Two stars and a wish', i.e. what was good and what needs improving*
- *Marking comments will be simple and specific. The comments will state what has been done well **and** what needs to be improved*
- *Clear examples of the required improvement are given in the comments when possible.*
- *Any highlighting of work follows the colours used in KS1.*

14.4   For each piece of writing there is a clear Success Criteria which is differentiated at least 2 ways. Marking is geared towards the Learning Objective of the lesson, Success Criteria for a piece of writing and the pupil's individual target.

14.5   We will give pupils a time for them to read and respond to marking comments.

14.6   We employ techniques such as peer and self-marking and -assessment. These supplement teacher marking and help to engage deeper reflection by the pupil.

14.7   All children have an individual writing target which is referred to in all pieces of written work across the curriculum and this is updated as it is achieved.

14.8   We use symbols to help annotate work for adults' information (I= Independent Work; S = Supported work) but where possible we write full, clear comments for children.

14.9   In order to improve spelling, when we mark we pick up on up to 5 words and support the child learning these in a way that is age/ability appropriate. The teacher underlines these words and writes SP next to or above the word.