



# **Marking and Feedback Policy**

**September 2022**

<b>Ratified by Governors:</b>	<b>September 2022</b>
<b>Date for Review:</b>	<b>September 2024</b>

# Introduction

**‘Feedback is one of the most powerful influences on learning and achievement’**

(Hattie and Timperley 2007)

However, feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective feedback must answer three major questions asked by a teacher and/or by a pupil:

Where am I going? (What are the goals?)

How am I going? (What progress is being made toward the goal?)

Where to next? (What activities need to be undertaken to make better progress?)

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit our pupils.

Effective feedback given to pupils orally and through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

## 1. Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback should be as efficient as possible to achieve the following aims:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers’ assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine the next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

## 2. Processes

**Broadly, four types of marking and feedback occur during teaching and learning at Morgans**

i). **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective ongoing questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning dialogue with an individual pupil or on a group basis. For younger pupils this can be noted down to record the feedback and response process. Such responses should be denoted as a T within the piece of work and the resulting pupil improvement should be evident in green.

ii) **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work. Often this will be as a result of self-assessment and the teacher can focus upon 'Now try this...' and the next appropriate stage of learning to challenge the pupil. A 'scaffolded' 'closing the gap' response may be necessary to address a misconception. A green dot in maths denotes the need for a pupil to revisit a particular question or a spelling or grammar improvement in English.

iii) **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning. This should use a list of success criteria, where possible, to ensure this is clear to the pupil and sustainable and realistic for the teacher.

iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and feedback at Morgans School.

## 3.Expectations of Marking.

All marking is to be carried out in purple pen

All marking is to be done in a clear legible hand aligned to the school handwriting script.

The marking code is to be followed in all cases. (see Appendix 1)

The marking code should be accessible to all pupils in the learning environment

All pupils' work is to be at least 'light' marked by Teacher or Support Staff and acknowledged as seen.

**In both English and Maths at least 1 piece of work per pupil should be developmentally marked or 'Now try this... challenge' per week.**

**In the final week of a writing unit, the developmental marking (the Whole Class Feedback Sheet) will be used for the final independent piece. Editing and improvement will be required from pupils in green pen after discussion.**

In some lessons, pupils will mark their work against a success criteria and next steps will be given based upon any missing aspects.

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given. To manage marking, stick-it notes may be used to identify where response is required, or to enable the pupil to transfer a comment forwards to the next piece of work.

### **Self-assessment**

Pupils will traffic light their work via RAG lettering against their learning objective accordingly  
Red: 'I find this difficult at the moment'

Amber: 'I can do this but need more help or further practise to feel fully confident'

Green 'I can understand and do this and this shows in my work'

(If a Learning Objective refers to Success Criteria – for example key features of a text type or genre in English - then it is useful for this to be stuck into the exercise book so the child can self-assess against all aspects using numbers to cross match their understanding against the SC point)

### **Peer Assessment**

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for further improvement. This can be done in any colour but not green or purple and the peer assessor's initials must be also left.

### **Responding to comments**

Pupil response to comments should be made in green – so that it is clear they have been completed. If in EYFS/KS1 this is verbal, it should be recorded as such. Response should be made as soon as reasonably possible in order to support pupils effectively.

Rewards: as adults in school we want to effectively recognise and acknowledge good work. Specific praise as aligned to a Growth Mindset approach, about the learning process, progress and learning characteristics displayed to achieve this should be the focus of such praise. Team or House points, smiley faces etc. can be used appropriately to equally acknowledge these aspects. However, empty praise is as ineffective as empty criticism, therefore specific praise is preferred whenever possible to boost the confidence and self-esteem of our young learners.

**In the Foundation Stage, developmental marking process may be exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down.**

This will be recorded in pupils' learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate.

Additional developmental marking may also be used as a strategy to support pupils who are in need of acceleration. This may be particularly pertinent to pupils in receipt of the Pupil Premium Grant and be an agent to close gaps in achievement. In such situations an additional adult could be provided for this purpose.

Well-constructed feedback tasks prompt effective response from pupils to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practise – e.g. number and letter formation, attention to place value, spellings, punctuation

## **Examples of feedback prompts can be found in Appendix 2**

When constructing feedback teachers need to consider:

- 1) Does feedback inform the pupil what they have done well and what they need to do to improve?
- 2) Relate to planned learning objectives and success criteria?
- 3) Can feedback be read clearly and understood?
- 4) Does feedback indicate a next step/improvement in learning?

## **The Frequency and Nature of Pupil Response to Feedback**

Work that is marked developmentally requires a response from the pupil.

This can be achieved efficiently through the use of prepared next step question on a label, though may equally be hand written and personalised. Pupils need time to develop this skill from FS to Y6, and throughout the school year appropriately.

**In each class, effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing independence and complexity as pupils mature.**

**By the end of Year 2**, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEND may need support to enable this.

In addition, tasks must be effective in improving work, yet brief in execution.

## **4 Role of other adults supporting**

**Support staff** may mark work with groups of pupils with whom they have been working.

When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent (I) or supported group 1 to 6 (1:6) and the initials of the member of support staff. If developmental marking is completed, then it should follow this policy and be under the supervision of the class teacher.

**Supply teachers** who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the Staff Handbook (welcome pack) on arrival in the school. A copy of this policy can also be found on the school network under policies.

**Students in school** are required to follow this policy as appropriate.

The Headteacher, Assistant Headteachers and subject leaders will monitor the quality of marking, to ascertain whether this is effective.

## **5 Responsibilities**

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to and understood by pupils across the school

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. In addition, the SENDCo has responsibility to ensure the policy is appropriately adapted and implemented for SEND pupils. This includes reference in Individuals Support Plans and agreements as appropriate.

It is the responsibility of the Subject Leaders to feed back to the Headteacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

It is the responsibility of the Headteacher and Governing Body to ensure this policy is applied effectively to not place an unnecessary burden upon the teaching staff of this school.

## **6. Equality of Opportunity**

All pupils are entitled to have their work marked in accordance with this policy.

## **7. SEND and Inclusion**

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, supporting pupils to read comments and recording verbal feedback and response. Such requirements should be identified in a pupil's ISP as required.

## **8. Monitoring and Evaluation**

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher will also monitor the impact of developmental marking through work scrutiny in both Maths and English as part of lesson observations to monitor the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys. All monitoring will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress. Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEND provision and impact of the Pupil Premium Grant.

## 9. Policy Review

This procedure has been agreed by the staff and Governors in September 2022 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no later than September 2024.

## Appendix 1 Marking Code/Prompts

### Teacher/adult marking in purple

- Denotes an error has been made

VF Verbal feedback required and tick when given  
T Teacher support (eg 1:4) with ratio and initials of CT  
I Independent  
GG Guided Group (eg 1:4) with ratio and initials of CT/TA

- purple dot in margin denotes an error has been made and the pupil should seek this and correct this in green



Denotes 'Now try this' or 'Next step' – the pupil should respond to this appropriately often needing to justify their reasoning

In KS1, more specific aspects are identified:

**CL** Capital letter required

**FS** Full-stop required

**Sp** and underlined denotes a spelling error, which should be corrected and rewritten three times correctly at the end of the piece of work.

All pupil editing or response or subsequent improvement to be in green

## Appendix 2 Examples of next step feedback requesting response.

### Writing Prompts

Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)

Try to find the sentence which needs to be changed /doesn't make sense and improve it.

How could you check this?

Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)

### Maths Prompts

Look back at your work – add... (to your method, a number line)

Show where your working went wrong and what it should have been.

How could you check this?

Now try these... (extension questions/consolidation questions)

Is this correct? Prove why it is or isn't

References:

**The Power of Feedback** John Hattie and Helen Timperley  
*REVIEW OF EDUCATIONAL RESEARCH* 2007 77: 81

<http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf>