



# **MARKING AND FEEDBACK POLICY**

**Reviewed: March 2023**

**Next review: March 2024**

## **INTENT**

At Holmleigh Primary School we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning objectives (LOs). This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do; enabling them to reach their academic and personal potential.

We recognise that the teaching team consists of teachers, education support assistants (ESAs), nursery nurses and any other specialist teachers employed by the school.

Our policy is underpinned by key principles. We believe that good marking practice includes

## **IMPLEMENTATION**

Effective Feedback should:

- Be provided in a timely manner.
- Provide clear information to children about the strengths and weaknesses of their work.
- Encourage children to strive and improve and promote independence of self-correcting.
- Direct children to what they need to do to improve their work and the next steps they need to take.
- Identify achievements and the next steps in their learning.
- Relate to learning objectives for each lesson.
- Give children specific praise for the success of their work, showing it is valued.
- Give children clear strategies on how they can improve their work through next steps.
- Be read by pupils and time should be given for them to improve their work.
- Help teachers evaluate teaching and inform future planning and next steps in learning.
- Provide a tool for teacher assessment.
- Help parents to understand the strengths and areas to develop in their children's work.

## **IMPACT**

Why do we mark children's work?

- To help teachers monitor children's progress and to diagnose what has not been understood so as to assist forward planning and learning.
- To provide helpful feedback to children so that: their needs are identified and we can discuss with them what they find difficult and the next steps they need to take.
- To ensure that children's achievements are recognised thus giving encouragement and building confidence.
- To ensure set tasks have been carried out to an expected standard.

## **Monitoring**

Children's workbooks for each subject will be monitored and scrutinised regularly (at least every half term) by Subject Leaders and SLT where required. Verbal and written feedback will be provided to individual members of staff. Standards for Book Scrutiny are held by each subject coordinator.

A Monitoring Cycle will be published at the beginning of the autumn term. During our SIP visits, the Headteacher/Assistant may select random books to be brought to SLT as and when required. Pupils will be given the opportunity to talk about their learning, discuss their favourite pieces of work and will be encouraged to discuss targets and areas for development.

## **Verbal feedback**

It is important for all children to have verbal feedback from a member of the teaching team. This dialogue should focus upon successes, areas for development and to set targets for future learning.

## **Peer and Self-Assessment**

From the Early Years upwards, pupils will be involved in the assessment process. We expect pupils to take ownership of their learning and have many opportunities to reflect through peer and self-assessment. Teachers will share learning objectives (LO) with pupils in all lessons. Teachers will clarify and share clear success criteria for pupils to self or peer assess against as appropriate.

We encourage pupils to see themselves as the 'first markers' and audience for their learning. Children will be encouraged to find their OWN mistakes and to check and improve their own work individually or with the help of a peer before showing their work to the teacher.

## **Quality Marking**

Every piece of work will be marked; however quality marking should happen at least once every 3 pieces, but may be more if required.

This will involve:

- Reading the entire piece of work.
- Assessing the work against the learning objective and the success criteria.
- Making positive comments about some elements of the work.
- Finding between 1-2 areas for improvement.
- When possible and appropriate, children should be given a comment which will extend their thinking.

## **Assessed Marking**

A short time after completing a unit of work or at the end of each half term depending on the subject, an assessed piece of work should be undertaken and marked against a checklist of criteria that should be stuck in books. Areas for development should then become targets for

the next term and should be fed back to parents at consultation meetings as areas for development.

## **Basic Marking**

Basic marking would include one or some of the following:

- The learning objective and date will be at the top of all pieces of work.
- Verbal comments during the lesson and after lesson
- Assessing against the LO and SC
- No comments need to be written at the bottom

## **Subject Specific Marking and Feedback**

Within certain subjects, aspects of this policy may not apply or require further detail. The following guidance is in addition to the requirements of this policy.

### **Mathematics**

In Maths, all pieces of work should be marked.

All work should have a quality comment, and an improvement point/challenge/ 'next step....' example given.

### **Investigative and Practical work in Maths**

Where a child has undertaken an investigative or practical task, there should be a quality comment and an improvement/challenge/'next step . . .' comment.

Pupils will be given the opportunity to self-evaluate each objective using an age-appropriate method.

### **Literacy**

All independent text level work must be marked against success criteria with improvement point included.

Pupils should be given the opportunity to self-evaluate each objective using an age-appropriate method such as marking ladders, smiley faces, etc.

Peer evaluation can be given verbally, focussed on the success criteria.

When marking **BIG WRITING**, there needs to be two comments: one to emphasize and praise a successful aspect of the piece and one to highlight an area for improvement. WOW words and other strengths may be highlighted.

### **Science**

In science, all pieces of work should be marked and should have a quality comment. Where subject specific vocabulary is written, this should be correctly spelt.

## **ICT**

Samples of work used for ICT feedback should be annotated with the ICT learning intention rather than the curriculum area intention that it may support. The focus should be on the level of skill the child has used rather than the necessary outcome. Where subject specific vocabulary is written, this should be correctly spelt.

## **Other subjects**

Subjects such as PE, PSHE, Music, Drama etc., should use verbal feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied.

## **Self-Marking, Evaluation and Improvement Time**

All staff emphasize the importance of understanding the marking system and the positive effect the process has upon the pupils. Close reflection and review of the teachers' marking by the pupils is imperative, otherwise it negates the precious time the teacher has spent upon it, and does little to improve learning.

- Children must be given time at the start of a lesson, to read and consider the written feedback the teacher has provided, and to carry out improvements.
- IW must be used to clearly identify improvement points where given.
- Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Children should be encouraged, where appropriate, to respond to the written feedback, either verbally (they can write **VF** if this happens) or by writing a reply in green pen.

## **There are four types of Next Steps:**

- 1) Scaffolding- A child has a misconception or error and the teacher provides a scaffolded response to get them unstuck and to make progress.
- 2) Find and Fix- Signposting work to improve with a clear focus. E.g Question 2 has an error in place value. Find and fix.
- 3) Consolidation- A child needs more practise, or the teacher wants to assess if they are able to demonstrate a skill independently
- 4) Further Challenge / Stretch- A child has demonstrated secure understanding during the lesson and so is offered a challenge or a new context.

**Independent Work and Group Support**

Where work has been completed independently, write **I** the top of the work.

If work has been teacher assisted in a group, write **T** the top of the work.

Where work has been ESA assisted on a 1:1 basis, or in a group, write **ESA** at the top of the work.

Where work has been supervised and marked by a supply teacher, write **ST** at the top of the work.