Bucklesham Primary School

Marking and Feedback Policy

Contents:

Statement of intent

Bucklesham Primary School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

1. Roles and responsibilities

1.1.   The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

1.2.   SLT are responsible for:

- Ensuring all members of staff within their subjects are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their subject and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

1.3.   Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

2. Expectations

2.1.   Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given and instruct pupils to record this feedback in their books for review, as appropriate.
- Provide pupils with opportunities to reflect on feedback,
- and ask questions.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.

- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

2.2. Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work ==and ask questions== if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

3. Workload

3.1. The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

3.2. Teachers will ask themselves 'why am I providing this feedback?', 'how will this feedback be useful to the pupil?'. If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

3.3. If a teacher has a query, the headteacher will be available to offer guidance and support regarding the school's procedures.

3.4. If a teacher is unsure about the effectiveness of their own practices, the headteacher will help with developing an approach to marking and feedback that is more suited to the teacher.

4. Marking

4.1. All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement

- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding
- Avoiding giving grades for every piece of work

4.2. Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.

4.3. When distance marking there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Do comments have impact on children's progress.
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

4.4. Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.

4.5. Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

4.6. Rewards will be given to pupils in the following ways

- Stickers placed on work
- Praise in front of whole class
- Displaying excellent work around the classroom
- Letters to parents
- Verbal praise in a one-to-one setting
- Being placed on the star or the shooting star.

4.7. Teachers will encourage pupils to mark each other's work, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods.

- Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise. Peer marking will be carried out in blue pen and self-assessment in green.

Marking in maths

4.8. As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject.

Teachers will mark in purple pen with a tick if correct and a dot to go back and check. Teachers may write questions for children or ask them to explain their reasoning behind their answer.

4.9. Teachers will use the following techniques when marking in maths

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LO: To calculate accurately
I   S   G   🙂

Throughout and at the end of the lesson, children should be encouraged to review the LO. This will enable children to self-assess where they think they are and what they need to do in order to move their learning on.

At the end of the lesson, children should then self-assess next to the LO they think they have achieved by drawing on the smiley/ sad face.

Teachers will then highlight in green where the learning objective has been achieved and in orange where more work is needed. This is so marking clearly demonstrates where there is progression or where intervention needs to be considered. When the LO has been highlighted, this is also evidence that the teacher has looked at the book.

Marking in literacy

4.10. Marking in literacy can differ from other subjects as often answers are subjective and have to be supported by evidence. When marking in literacy, teachers will use the following techniques

When completing extended pieces of writing the learning objective and date needs to be clearly in the book. Teacher then have a list of criteria they use to mark against key skills. Pupils also tick to show if they have demonstrated these skills.

Clear next steps are identified and children respond in green to show they have responded to this. Before children edit their work, the teacher uses the following code in the margins to direct children to any changes they need to make:

V – improve your vocabulary

P – check your punctuation

Sp – Check for spellings

// - You need another paragraph.

Children then complete their edited version of their extended writing in their best books.

Teachers then use the Primary Impact Grids to assess which skills the children have demonstrated to help them identify gaps and future planning.

5. Feedback

5.1. Feedback should be given to:

- Motivate pupils.
- Establish an opportunity to make learning progress, by:
  - Rectifying a misunderstanding.
  - Reinforcing a skill or piece of information.
  - Improving on a pupil's understanding or ability to do something.

5.2. Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

5.3. To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:

- Clearly outlining which subject content will be covered in each class.
- Explaining the areas pupils will need to understand.
- Having a clear plan in mind for the progression of learning in the subject.
- Having a final goal in mind for the unit/month/term/year.
- Having a number of progression plans that account for all abilities in the class.
- Making it clear what the objectives are from week to week, as well as final expectations.

5.4. The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.

5.5. Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: "are you trying to achieve A, B or C?" By doing this, teachers guide the pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.
- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil was writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.

5.6. Verbal feedback can act as a way to give immediate and effective feedback to pupils.

5.7. Teachers will mark on pupils' work when verbal feedback was given.

5.8. Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.
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6. Monitoring and review

6.1. This policy is reviewed annually by the headteacher.

6.2. Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

6.3. The scheduled review date for this policy is March 25