



Policy title: Marking and feedback

Date created: November 2024

Next Review Date: November 2025

Date ratified:

Signed:

## 1. Introduction

Outstanding marking must be accurate and it distinguishes well between simple errors and misunderstanding and tailors insightful feedback accordingly to help pupils overcome difficulties. The aims in providing marking and feedback are:

- to encourage ongoing dialogue between teacher and pupil
- to enable pupils to recognise their achievements
- to give clear strategies for moving on
- to motivate pupils to take ownership and control of their learning process
- to inform future planning
- to support target setting
- to ensure that consistent approaches are used by all staff across all key stages

## 2. Quality of Education

### 2.1. Intent of the Curriculum: Types of marking

To be effective, any feedback should cause thinking to take place. This feedback can either be verbal or written. A distinction should be made between daily marking and quality marking.

#### 2.1.1. Acknowledgement marking

Acknowledgement marking is confirmation of learning in the classroom; it is quick and immediate. It shows that the work has been read by the teacher and acknowledges that the pupil has/has not met the learning objective. It includes marking of exercises that are correct/incorrect.

#### 2.1.2. Quality marking

Quality marking is more in depth to develop a learning conversation between the pupil and teacher. It will include prompts to move learning forwards. It can also take the form of marking by the child together with other children or the teacher. Quality feedback needs to be undertaken at least weekly. In order for it to be effective, time must be planned for children to respond to their marking and feedback. Good quality feedback contributes positively to behaviour management and increases motivation and engagement.

#### 2.1.3. Class teacher focus marking

The class teacher works with a focus group who receive detailed marking, done where possible with the pupils, and allows them access to good quality feedback and next steps for learning.

#### 2.1.4. TA focus group marking

The TA will be directed by the class teacher to work with this focus group. All books not marked by the TA should be marked in detail by the teacher. It is the teacher's responsibility to make sure the TAs have time within lessons wherever possible to mark and to direct appropriate next steps to them.

#### 2.1.5. Independent and peer/self marking

This group works independently, their books are to be reviewed and marked by the teacher, peers or by the pupils themselves. Peer and self and paired marking is a valuable part of children's involvement in assessing their own work. Such marking should still be reviewed by the teacher.

### 2.2. Implementation of Teaching and Learning

#### 2.2.1. Effective Marking in EYFS and Key Stage 1





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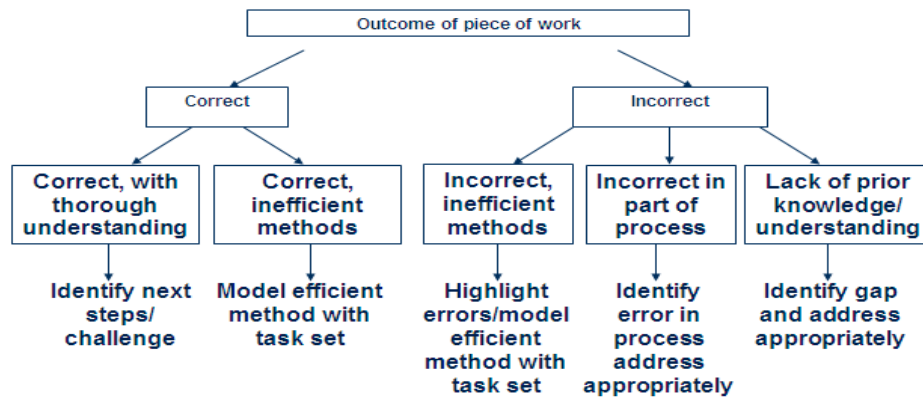
There will be less emphasis on written feedback for the youngest children. However, as children's reading skills improve, written feedback must also increase and it is expected that most children should be able to respond to appropriate written feedback during year 1. Feedback in Foundation Stage is most often verbal and observations of the children's achievements in the Early Learning Goals are regularly made and recorded in the children's Learning Journeys.

### 2.2.2. Effective Marking for SEND

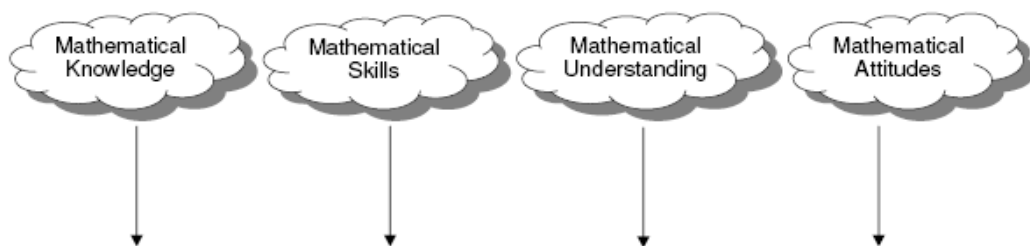
Consideration must be made for children accessing marking and feedback. All children should be provided with appropriate feedback but the manner in which this is done may need to be tailored to the individual.

### 2.2.3. Effective Marking in Maths

Quality marking should be done at least once a week in maths, with all other work acknowledged. Quality marking should be tailored to the work marked by using the table below.



Consider using verbs below under the following headings within feedback.



e.g.	e.g.	e.g.	e.g.
* Recall	* Draw	* Estimate	* Resilience
* Describe	* Measure	* Explain	* Justify
* Calculate	* Organise	* Reason	* Conjecture
* List	* Re-arrange	* Predict	* Self correct
* Match	* Practice	* Prove/Disprove	* Evaluate
List 5 words to do with 3D shapes. Define them.	Organise the numbers 1-20 into a venn diagram. Decide on your categories.	Explain the steps to success when using a protractor.	Show me the hardest addition calculation you can do.





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## 2.2.4. Effective Marking in English

The response to children's writing should always reflect their stage of development. The emphasis, when responding to the work of early writers, should be on developing motivation and confidence.

Teachers help pupils improve the quality of their writing by:

- giving feedback related to the learning objective
- prompting to enhance, extend or clarify
- providing time for children to make improvements where they should be encouraged to reflect on their own writing and begin to make improvements to their work.
- limiting the number of errors to address related to the learning
- identify misconceptions that may be used as the focus for future teaching.
- Identifying misconceptions that link to year group end points.

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will be simply acknowledged or given detailed attention. Wherever the task is open, feedback should focus first and foremost on the learning intention of the task.

## 2.2.5. Effective Marking in Science and Foundation Subjects

All marking should relate to the set objective. Instant on the spot live marking is encouraged to ensure that children are involved in the feedback directly and marking is purposeful and timely.

## 2.2.6. Effective Marking Online

Assignments which are set for homework should be acknowledged and marked to show appreciation of children's work. Homework policy relates primarily to online learning using various platforms.

## 2.3. Impact

### 2.3.1. Agreed marking strategies at GWPA

- Teachers will follow the marking and feedback guidelines in Appendix 7.1
- In depth marking to be completed once a week for English and once a week for Maths
- The children to be given time to respond to the marking each week
- Marking should be neat and legible for the children to read it and respond independently.
- Marking should indicate whether the learning was through guided group work
- Marking should be in green pen.
- Marking should focus upon giving effective feedback on learning and be kept to a minimum.
- LO is ticked if fully achieved, underlined if partially achieved and not highlighted if not met.
- Marking may begin with a positive comment related to the LO e.g. – "You have done X well!"
- Next steps give pupils an opportunity to practise, challenge or investigate an area further
- Marking or verbal feedback will occur during the lesson to ensure that misconceptions are addressed
- Further support can be recorded in the Beacon Book (see Assessment policy)

## **3. Behaviour and Attitudes**

### 3.1. Attitudes to learning

Pupils are encouraged to consider feedback positively. Teacher comments must also reflect positivity whilst providing constructive areas to develop.





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## 4. Personal development

### 4.1. Social, Moral, Spiritual, Cultural

Children are rewarded for their efforts with house points or headteacher awards which contribute towards whole school rewards. The aim of this is to develop pride and effort in pupils' work. Individual abilities are considered so all pupil's efforts can be valued. □

## 5. Leadership and management

### 5.1. Roles and responsibilities

#### Governing Body

- Be aware of the marking and feedback policy and observe within governor monitoring visits

#### Leadership

- Review the policy annually to ensure expectations are clear
- Monitor the effectiveness of the policy within book scrutinies
- Feedback to staff

#### Staff

- Follow the guidelines set out in Appendix 7.1 to achieve a consistent approach to marking
- Provide children effective feedback both verbally and through marking, addressing misconceptions and extending learning
- Develop children's ability to self-evaluate and peer-evaluate their written learning.
- Enable children to celebrate success
- Plan time for children to read and respond to marking
- Form part of the formative assessment procedures inform future planning
- Encourage children to progress and ultimately, flourish in their learning

#### Children:

- Use feedback to reinforce learning
- Take pride in their successes

### 5.2. Reviewing and monitoring

This policy will be renewed annually.

## 6. Links to other policies

- 6.1. Curriculum policy
- 6.2. Assessment policy
- 6.3. Positive Relationships policy

## 7. Appendices

- 7.1. Marking and Feedback Guidance





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## Marking and Feedback Guidance

### Acronyms explained:

GG	Guided group work,	(not independent and includes verbal feedback)
LO	Learning objective	(written in KS2, as succinct and clear as possible)
S	Supply marked	(or supply initials marking)
BB	Beacon Book	
VF	Verbal feedback	
HP	House Point	
HT	Headteacher award	
NS	Next steps	

Unless work has been indicated otherwise it is assumed to be independent.

### Teachers:

Green pen:	Marking, with positive comment where appropriate Indicate positives with ✓✓
Spelling:	Dot under errors – age appropriate key words and needs specific and not numerous
Maths marking:	Tick correct, dot incorrect
Learning objective:	Tick LO when objective achieved, underline if partially achieved
Next Steps:	'Try this' extension/consolidation task or future target. Teachers must build in time for children to complete these tasks.
Reading records:	Stamped by adult when child has been reading to them or a comment written in the book
EYFS:	Lots of work marked with children and will involve immediate feedback and learning recorded on Tapestry

Books should be up to date with feedback and no work left unmarked. In class 'over the shoulder' marking encouraged, including by TAs or peer/self marking.

### Pupils:

Pupils should look back through their books and be given time to respond to marking and impact upon their learning.

They would use purple pen to:

- respond to marking and edit their work
- peer assess – peers provide verbal guidance or assess using a guide

### Key vocabulary knowledge organisers:

Children will need to know what the key vocabulary is and when appropriate a knowledge organiser should be provided at the beginning of the unit for children to consider what they are learning. This is for children to self-reflect upon their own learning and achievement.

