Effective Feedback & Marking

Policy for Effective Marking and Feedback

> **"*To be effective, feedback should cause thinking to take place.*"**
> ***Shirley Clarke***

1   Introduction

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

2   Aims and objectives

We mark children's work and offer feedback in order to:

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

3   Processes:

Four types of feedback and marking should occur during teaching and learning at St Faith & St Martin CE Junior School:

1. Teachers' well considered intervention (Feedback and marking at the point of learning) to prompt deeper thinking and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. (NB mini plenaries may not be relevant for the whole class just a small group of children or individuals). It may also be verbal feedback given during a 1:1 discussion with a pupil or group of children. For younger children this may be used to note down or record the feedback and response process.

2. Light marking of work, acknowledging and recognising attainment and / or progress, success and / or completion of pupils work.

3. Developmental Marking (Hard marking), in which 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.

4. Self-assessment and peer-assessment of the attainment and success of a piece of work.

4   Non-negotiables procedures for marking

All marking is to be carried out in green pen, and is to be completed in a clear, legible hand. 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 the teacher or support staff (unless peer or self marked).

Across all subjects approximately/an average of one piece in every three, in pupil books, should be developmentally (hard) marked in depth.

When identifying success in a pupil's work, ticks will be used. When developmentally (hard) marking, at the end of the work, a tick should be followed by a praise statement (in the form of a stamp or praise comment). On occasion, teachers may highlight areas of a piece of work that are particularly successful. A circle with a cross mark inside will also be used when developmentally (hard) marking and should be followed by a developmental comment: a question or activity for the pupil to extend or practice their learning via pupil response, in blue pen (see example below).
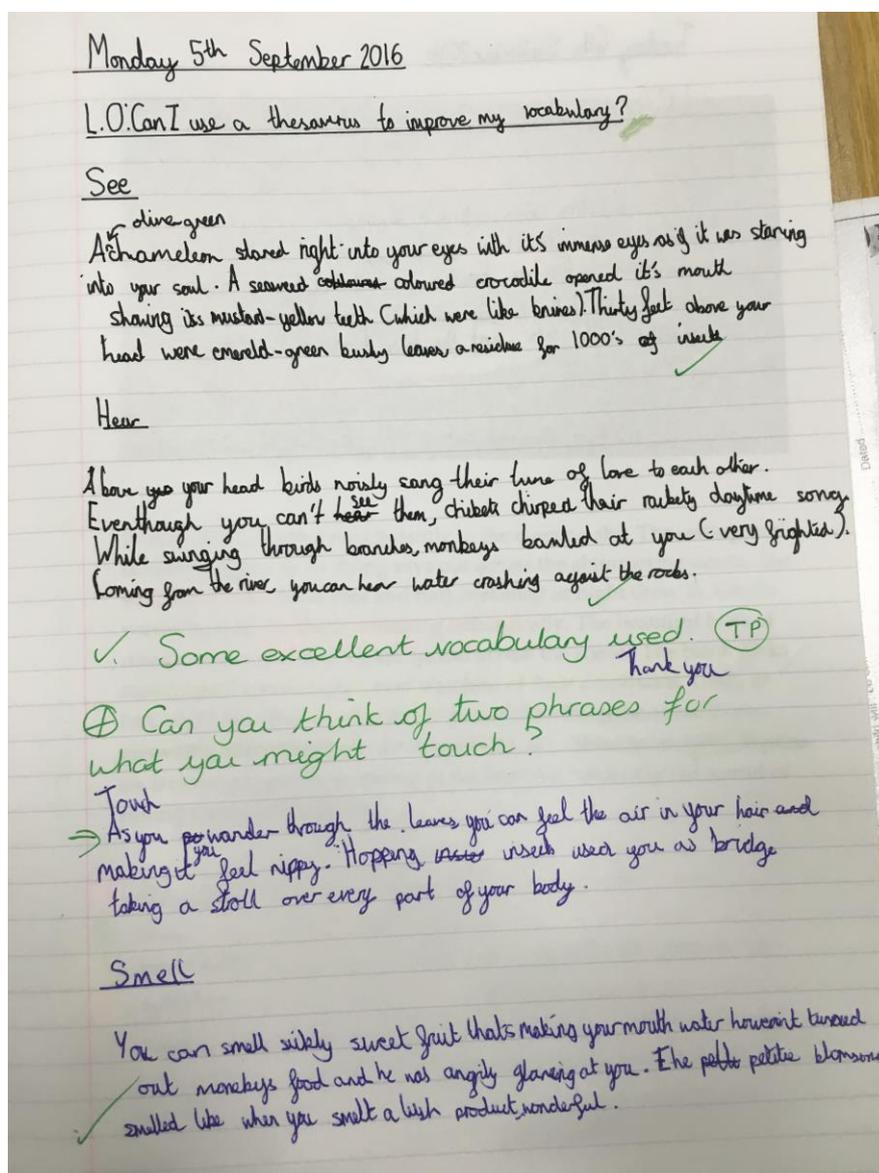
When developmentally (hard) marking written work, any next steps given to spelling, grammar and punctuation should be in line with the stage of development of the pupil. This will be done in line with the marking codes detailed in the appendix. A maximum of 3 spellings can be written in the margin or at the end of a piece of work for the pupil to copy correctly 3 times in blue pen to support the learning of a correct spelling.

5   Pupils response to feedback

Pupils will respond to ALL next steps marking using their blue pen to initial the marking. Teachers are to remind pupils that responses in blue are expected to well-presented and support their new learning.

When constructing feedback teachers need to consider:
1. Does the feedback provide praise inform the pupil about what they need to do to improve?
2. Relate to planned learning outcomes and success criteria?
3. Can feedback be read clearly and understood?

In each class, effective time must be given to teaching pupils to respond to tasks swiftly.

6   Responsibilities:
It is the responsibility of the class teacher 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 across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure that the policy is appropriately adapted and implemented for SEND/EAL pupils.

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

7   Monitoring and Evaluation

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

The Head teacher and SLT will also monitor the impact of developmental (Hard) marking through work scrutiny in Mathematics and English as part of lesson observations to monitor the quality of teaching and learning in the school.

Work scrutiny will be used to monitor consistency across school and impact of the policy on pupil outcomes.   Evaluation of feedback and response will be done through the impact on pupil progress data but also pupil progress meetings and review of SEND provision and impact of the Pupil Premium Grant.

8   Monitoring and review
8.1   This policy will be reviewed annually to ensure it reflects practice and is having the desired impact on pupils learning progress.

Reviewed by staff Sept 2018

Appendix 1

Marking Key

✔	Correct answer
C or ●	Incorrect answer that needs correcting in blue pen.
15 + 13 = (38)	Circle shows where the error or omission is to make a correction in blue pen.
sp	Spelling error – copy out the correct spelling given three times in blue pen.
〰〰〰	Inaccurate or does not make sense – amend in blue pen.
(T)	Have discussed with the teacher.
(TA)	Have discussed with the teaching assistant.
⊕	Target/Next Step – awaiting your blue pen response.