Scargill Church of England Primary School

Marking and Feedback Policy

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Name of policy:	Marking and Feedback Policy
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Contents:

Statement of intent

Scargill CE 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 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.

Signed by:

	Headteacher	Date:	
	Chair of governors	Date:	

1. Roles and responsibilities

1.1. The Head of School 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. Department Lead Teachers are responsible for:

- Ensuring all members of staff within their departments are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their departments and reporting their findings back to the Head of School.
- 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 valuable suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given as appropriate.
- Provide pupils with opportunities to reflect on feedback and also allow them to respond to the feedback.
- 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.
- 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 identify 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, their Department Lead Teacher will be available to offer guidance and support regarding the school's procedures.

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

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 indicate particular points for improvement?
- Have positive comments been highlighted?
- 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. Pupils will be given time to reflect on their feedback and will be asked to respond using purple pen, if appropriate.

4.5. Supported work will be stamped with a Teacher assisted or TA assisted stamp to show what adult support has been in place.

4.6. Teachers will ensure pupils have some time to reflect on feedback this may be done at the start of the lesson or during 'fix-it' times during the week as appropriate depending on age and stage.

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

4.8. Teachers will mark in green pen and pupils in KS2 will self-assess (SA), peer assess (PA) and respond to marking in purple pen. Where WILF strips are used in KS1 to self assess, children will use pencils to complete them. At KS2 where checklists are used the children will use pencil/handwriting pen to complete.

4.9. One of these three different stamps will indicate progress made in the lesson for KS1 & KS2 children:

You've achieved your learning objective
You're working towards your learning objective
You've not yet achieved your learning objective

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

- Stickers placed on work or given to the child
- Praise in front of whole class or 1:1
- Displaying excellent work around the classroom
- House Points- This will be in the form of the trophy stamper for KS1 and 1Hp for KS2.
- Scargill Star certificate
- Scargill citizen values diddi dot for being hard working.

4.11.   If appropriate for age/ability, teachers will encourage pupils to mark their own or 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. In English in KS1 a What I'm Looking For (WILF) strip will be used for longer pieces of writing for the child to assess themselves. At KS2 checklists for writing will be used.

- 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.

Marking in Maths

4.12.   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.

4.13.   Teachers will use the following techniques when marking in Maths

- Ticking correct answers and leaving a dot on incorrect answers which need correcting. A cross is used when the answer is incorrect and the teacher does not require the error to be corrected. Pupils use purple pen when self/peer assessing work and when correcting errors after marking.
- When possible, providing immediate feedback to pupils to show them how to reach the correct answer will be used. Ⓥ to show where verbal feedback has been given.
- If a pupil is excelling at a particular task, provide them with extension work which challenges them with their reasoning skills, showing a greater degree of understanding by digging deeper.

EYFS & KS1 Marking Code: (Used for targets, praise and reminders)

NB EYFS use only number formation & count carefully stampers.

KS1 and KS2 Marking Code:

x	Incorrect response
.	Check your answer and correct using a purple pen
Ⓥ	Indicates verbal feedback was given
SA or PA	Indicates if it is Self Assessed (SA) or Peer Assessed (PA) written by pupils in purple pen (KS2 only)

Marking in English

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

- Identify the next steps in the learning process
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group
- Correct spellings, particularly those appropriate for the year group or encourage Have A Go (HAG) sheet pupil in KS2. In KS1 some common exception words may be corrected, or underlined for the child to correct depending on the ability of the child, this will be done at the teacher's discretion. Where simple words are spelt incorrectly these too may be underlined for the child to correct, again depending on the ability of the child.
- Correct/challenge children to correct punctuation and grammatical errors appropriate to the objectives for the year group
- Allow specific time for pupils to read, reflect, and respond to marking
- A WILF strip for longer writing tasks will be used in KS1 for both teacher and self-assessment purposes.
- marking codes to be clearly displayed in class and referred to as needed by staff & pupils.

EYFS & KS1 Marking Code:

KS1 and KS2 Marking Code:

t (circled)	Missed capital letter/punctuation error
weNt (Nt circled)	Capital letter in the middle of a word
siad (underlined)	Spelling is incorrect – Spelling strategies to be used to self-correct spellings or practise spelling at the bottom of the page for KS1 if appropriate
~~and~~	Delete extra words
⊙	Missed punctuation (eg full stop)
//	New paragraph. (KS2 only)
? (in margin)	Your meaning is unclear (KS2 only)
⋀	Omitted word
✓	Correct response
Ⓥ	Indicates verbal feedback was given. The pupil if needed will write a response in purple pen.
HAG	Indicates children should use 'Have A Go' spelling sheet (KS2 only)
SA or PA	Indicates if it is Self Assessed (SA) or Peer Assessed (PA) written by pupils in purple pen (KS2 only)
Q	Indicates a question which the child is expected to respond to in purple pen.
T	Indicates a target set by the teacher for the child to include. This may be in the next piece of work or over the next couple of weeks.

Not all work will have all of the codes indicated above. Only the ones deemed necessary for moving learning on will be used for a particular piece of work.

Marking in other subjects:

Science, Topic, PSHE, Languages and RE work will be marked against the learning objective using a stamp to indicate the extent to which it has been achieved, using the three way stamper. Where necessary, to ensure rapid pupil progress and instil high expectations of writing and knowledge across all subjects, the KS1 & KS2 English Marking code above will be used.

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. 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. However, children in Year 1, EY, and those children with SEND may need to be shown the correct answer in order to help them to understand and this is also acceptable when appropriate.

5.4. 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.
- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another.

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

5.6. Teachers will mark on pupils' work when verbal feedback was given with a V inside a circle.

5.7. Written feedback will be in line with the school's handwriting policy.

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.

6. Improvement plans

6.1. The Head of School will conduct reviews of marking and feedback by distributing surveys to teachers, asking:

- How they feel the practices benefit pupils.
- How practices can be improved.
- Whether the workload associated with marking and feedback is proportionately reflected in the positive impact on pupils.

6.2. The Head of School will conduct reviews of marking and feedback by distributing surveys to pupils, asking:

- Whether they read their feedback.
- If they find the feedback useful.
- If they receive too much or too little feedback.
- Whether they understand the comments when teachers mark their work.

6.3. Following these surveys, the Head of School will create a marking and feedback improvement plan.

6.4. The Head of School will circulate any plans to improve practice to Department Lead Teachers, who in turn will distribute these plans to members of staff within their department.

6.5. The Head of School and Department Leads will meet to discuss any issues that have arisen in regards to marking and feedback, as appropriate.

6.6. Teachers will pass any concerns regarding the school's marking and feedback practices to their Department Leads.

6.7. Teachers' marking and feedback will be reviewed by the Department Leads and Maths/English Leads on a half termly basis to ensure that practices are consistent and effective.

- Teachers will submit six books from their class for cross-checking.
- Department meetings will be held on a termly basis for a formal discussion regarding the success or shortcomings of the current marking and feedback practices.

7. Monitoring and review

7.1. This policy is reviewed annually by the Head of School.

7.2. Any changes or amendments to this policy will be communicated to all staff members by the Head of School.

7.3. The scheduled review date for this policy is February 2022.