

Learning for Life

MARKING AND FEEDBACK POLICY

relating to St George's C of E Primary School

was approved by the Governing Body on

25.04.2023

To be reviewed: April 2024

As we work within a Church school, the staff and governors of Great Bromley Church of England Primary will seek to ensure that within all policies and procedures we incorporate opportunities for identifying, understanding and developing our core Christian values and vision.

Our Vision

*We are a caring Christian community
We help and respect each other
We enjoy learning and embrace challenges
We persevere and learn from our mistakes
So we can grow into enthusiastic, confident learners for life*

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Signed by:

Mrs Becky Keitch

Headteacher

Date: 24.04.2023

Mr Nigel Rowe

Chair of governors

Date: 24.04.2023

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Statement of intent

St George's 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. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

The policy is implemented in conjunction with the following school policies:

- Teaching and Learning Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

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.

The Assistant head is 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 headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

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.

3. Expectations

Teaching staff are expected to:

- Provide marking that offers clear information (verbal or written) about why pupils have done well.
- Offer 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 respond to this feedback.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful, time-efficient written feedback that follows high quality foundations, is appropriately timed, focuses on the task, subject, and/or self-regulation, and is then used by the pupil. In the form of live marking.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Implement peer assessment strategies that encourage pupils to welcome feedback from one another.
- 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 their targets. The SENCO provides support and suggestions in regards to ensuring individual targets are met.

Pupils are expected to:

- Be curious and question when they do not understand something in lessons.
- Take responsibility for their learning, by taking pride in what they achieve.
- Take ownership of what next steps they would like to achieve and be able to talk about it.

- Carefully read 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.

4. Workload

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.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- Is this feedback timely enough to provide impact?
- 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.

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

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

5. Marking

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 level of understanding
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- ***Reminding the pupil of previous success to boost confidence***
- ***Celebrating success!***
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils

- Identifying pupils who require additional assistance
- Clarity of effective feedback processes within each class.

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

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?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments clear enough to provide adequate feedback?

Pupils will be given ample time to reflect on their feedback.

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

Teachers will allow pupils to reflect on feedback when appropriate, so that the feedback is at the forefront of pupils' minds when they focus in on a given task.

Intrinsic rewards will be given to pupils in the following ways:

- **Going to show the assistant head or headteacher their individual progress for a headteachers award.**
- **Praise in front of whole class**
- **Displaying both improving learning and what we consider to be 'masterpieces' around the classroom**
- **Communication to parents, about positive steps**
- **Verbal praise in a one-to-one setting**

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.

Marking in maths

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 use the following techniques when marking in maths;

- **Ticking correct answers and leaving a dot on incorrect answers**
- **When possible, providing immediate feedback to pupils to show them how to reach correct answers, through live marking and live adaptations.**
- **If the pupil has shown correct working and a wrong answer, circle the correct part and encourage them to try again**
- **If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged**

Marking in literacy

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:

- **Give feedback on whether the learning objective has been achieved and the success criteria followed**
- **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 and specific needs of the child**
- **Correct punctuation and grammatical errors appropriate to the objectives for the year group**
- **Allow time for pupils to read, reflect, and respond to marking**

Personalised feedback and marking in each of our classes. Expertise to achieve impact.

Explorers

Pathfinders

Throughout our lessons there is evidence of live marking and adaptations to both support and challenge individuals. In our writing tasks, we use appropriate symbols which children recognise to help them further understand their written feedback. Our progress in learning is due to a combination of positive reinforcement, for all children. The children know that further challenges are available and they strive to complete these. We encourage a culture of risk taking and exploration, children are not afraid to try and know that making mistakes is how we learn. Children ask for guidance and support when they feel unsure and this helps them understand the task in hand and make progress in their learning.

Adventurers

Throughout our lessons there is evidence of live marking and adaptations. We are always keen to showcase learning and use examples of fantastic efforts. Our progress in learning is due to a combination of verbal feedback and consistent positive reinforcement, for all children. The children know that challenges are available and they are also keen to ask for guidance when unsure. This helps them understand the task in hand and progress well within their learning.

Navigators

Live marking comprises a large part of the feedback in Navigators, and children are encouraged to look back at mistakes they have made in order to fix them. We utilise a colour marking scheme for all subjects, in which work is dotted with green, yellow or pink highlighter pen. Green represents evidence of meeting the learning objective, yellow represents evidence of partially meeting the learning objective and pink represents not having met the learning objective. In English, we also utilise a system of figures to indicate what changes need to be made to a piece of written work (for example, 'gr' means grammatical correction, while 'p' means punctuation).

St George's C of E Primary School

Marking and Feedback Indicators



Independent work



Support needed /SEND One Plan provision



Verbal feedback given



Spelling



Paragraph

6. Feedback

Feedback should be given to:

- Motivate pupils.
- Address misunderstandings.
- 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.

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.

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 month/term/year.
- Making it clear what the objectives are from week to week, as well as final expectations.

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.

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 were 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.

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

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

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

- **Tone of voice:** It is important to remain as calm as possible and give feedback in a way that both boosts and scaffolds the child's thought process and learning.
- **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.

When giving feedback, teachers will consider any SEND the pupils have, and will make adjustments to the way feedback is given and the targets that are set to suit their individual needs in line with the SEND Policy.

7. Dimensions pre and post assessments

For assessing the progress and engagement of our topics we use a '**Ready Steady Go**' sheet that has vocabulary and a question about the forthcoming topic, that the children need to answer. For children with SEND we provide sensory clues about the upcoming topic, to give them a flavour of what's next.

At the end of a topic we have an '**Action Replay**' evaluation sheet which allows the children to remember and record what they enjoyed learning about most in the topic, allowing them time to reflect and remember their learning.

Please see appendix for an example of our pre and post assessments.

8. Improvement plans

The headteacher will conduct reviews of marking and feedback by discussing with 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.

The headteacher will conduct reviews of marking and feedback by discussing with pupils, asking:

- Whether they read their feedback.
- Whether they know what their next steps are.
- 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.

Following these discussions, the headteacher will review the marking and feedback practice in classrooms to ensure that teachers are happy with their impact upon learning.

Teachers will pass any concerns regarding the school's marking and feedback practices to the assistant head and headteacher.

Teachers' marking and feedback will be reviewed by the assistant head on a **termly** basis to ensure that practices are consistent and effective.

- A staff meeting will be held for a formal discussion regarding the success or shortcomings of the current marking and feedback practices.

9. Monitoring and review

This policy is reviewed **annually** by the headteacher.

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

The scheduled review date for this policy is **April 2024**

Appendix: Dimensions - example of Pre 'Ready, Steady, Go!' and Post 'Action Replay' assessments.



Adventurer's Viking Warrior

'Ready, Steady, Go!'



Historians think that Ragnar Lothbrok's saga is a mixture of a few different Viking soldiers.

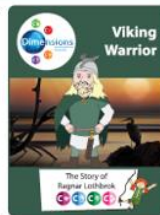
His saga says that he was the son of the King of Denmark and he was very handsome and powerful, an excellent soldier and sailor.

One of the most famous stories about him says that the Earl of the city, who was being terrorised by a giant snake, called upon Ragnar for help. If he could kill the snake, he could marry the Earl's daughter, Thora. The snake's blood was poisonous, so Ragnar made himself a pair of trousers and a cloak out of hair or fur and covered them in pitch. His "armour" worked by protecting him and he defeated the snake and married Thora. Ragnar's story is not unusual in the Viking age. Historians have to use evidence to decide which of the Viking warriors, kings and queens were actually real people. Their names became confused and mixed up amongst different tales and it can take a lot of work to sort out who is who. What does set the Vikings apart from other historic groups is their use of names to describe who they were.



Key Vocabulary:

Coward Invasion Legacy Longship Pitch
Raid Saga Settlement Jorvik



Vikings built longboats and created beautiful jewellery. If you were a Viking, what new contraption would you build and why? What would you design?



End of topic learning evaluation 'Action Rewind'



What have you learnt in this topic?

What have you enjoyed most about this topic?

What will you be learning about in your next topic?

'Cry Freedom'



Overview

Cry Freedom! is a thematic unit based around the history of slavery. We start by learning what slavery is, looking at some of the reasons behind it and examples of it, before moving on to find out about slavery in Europe, Asia, Africa and America throughout history. Then, we learn about two key people who were instrumental in making slavery illegal, before investigating modern day slavery and what we can do to stand against it, like the courageous abolitionists of the past.

