



ST GEORGE'S
C of E SCHOOL

St George's C of E Primary School

Marking and Feedback Policy

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Statement of intent

St George's C of E Primary 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:

- Remote Education Policy
- Primary Curriculum 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.

Every subject leaders is responsible for:

- Ensuring all members of staff 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.

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:

- 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 record this feedback in their books for review, as appropriate (English KS2).
- 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 verbal feedback.
- Provide pupils with opportunities to reflect on feedback by having discussions with pupils in English lessons on a weekly basis (KS2)
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Implement strategies that encourage pupils to welcome feedback.
- 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 verbal feedback in class where appropriate
- CUSP lessons – take feedback from pupils as each part is taught and address any misconceptions as a class. Geography and History CUSP will be just verbal feedback during this introductory year. Review will take place in September 2023

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Respond to verbal feedback and/or 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.

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?
- 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 is unsure about the effectiveness of their own practices, the head of department 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 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

Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback. However, focus will be on in class marking with the pupils (verbal feedback). Not all work will be marked.

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.

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

Rewards will be given to pupils in the following ways:

- Praise in front of whole class
- Displaying examples of excellent work around the classroom

- Messages on Class Dojo to parents
- Verbal praise in a one-to-one setting

In KS2, teachers will encourage pupils to mark each other's work (with a purple pen), 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;

KS1:

Year 1: immediate verbal feedback from adult working with the children. Worked examples on the board or using manipulatives will be used to address misconceptions and to further develop children's learning.

Year 2: Pink highlighter to mark correct, green for areas of improvement. Numbers incorrectly formed are immediately corrected and child given opportunity to practise on their whiteboards.

KS2:

As a mastery approach to maths is used, self-marking in Power Maths is carried out at the end of the independent work. Children are expected to complete unfinished work with their green pen. Clarification and misconceptions are immediately addressed. Children requiring additional support are targeted for maths clinics in the afternoon or prior to the next session. If a pupil is excelling at a particular task, a challenge is provided for them.

Marking in English

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

- Use pink or green highlighter on whether the learning objective/learning question has been achieved
- (KS2) Identify with the pupil the next steps in the learning process (once a week)
- 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 (common exception words and those on the National Curriculum spelling lists). Upper KS2, pupils will be encouraged to independently find the correct spelling of key words in a dictionary or electronic device. SEND pupils will be supported in this process.

- Correct punctuation and grammatical errors appropriate to the objectives for the year group
- Allow specific time for pupils to respond to marking as appropriate

Marking of CUSP subjects

Where possible immediate verbal feedback will be given to pupils in Science, Geography and History. Spelling of key vocabulary will be identified and pupils will practise the correct spelling three times. CUSP lessons, by the nature of their delivery, will allow pupil feedback that can address any misconceptions and incorrect answers. During this introductory period where staff are learning the CUSP approach to delivery, Science, Geography and History books will not be formally marked. Verbal feedback will be given as required and VF written on pupils' books.

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:

- 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.
- 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.

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 using VF.

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.

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. Improvement plans

The headteacher will conduct reviews of marking and feedback by discussing with teachers during book looks and during reviews about:

- 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 distributing surveys to pupils, asking:

- What feedback they find useful.
- 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 surveys, the headteacher will create a marking and feedback improvement plan.

Teachers will pass any concerns regarding the school's marking and feedback practices to their heads of department.

A review of the feedback and marking policy will be discussed on an annual basis.

8. 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 March 2024.

