Marking and Feedback Policy

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Purpose

The purpose of this policy is to make explicit how we mark pupils' work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Rationale

We believe that constructive marking and feedback help raise standards. It should serve as a useful and powerful ongoing diagnostic record of achievement. Marking and feedback (written and verbal) facilitate the tracking of learning intentions for pupils daily and inform the next cycle of teaching. It is an effective medium for ensuring pupils are aware of their progress and how they can improve. The focus should be on success and improvement against learning objectives, enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Aims

We mark pupils' work and offer feedback in order to:
- Show that we value their work and encourage them to do the same.
- Boost self-esteem and aspirations through the use of praise and encouragement.
- Provide a clear general picture of how far they have come in their learning and what the next steps are.
- Offer specific information on the extent to which they have met the lesson objective and/or the individual targets set for them.
- Promote self-assessment, enabling them to recognise their difficulties and encouraging them to accept guidance from others.
- Share expectations.
- Gauge understanding and identify misconceptions.
- Provide a basis for both summative and formative assessment, informing individual tracking of progress.
- Offer ongoing assessment that informs future lesson planning.

Principles of Effective Feedback

- The process of offering feedback should be positive, prioritising recognition of the efforts made by the pupil.
- Feedback must align with the lesson objective and the pupil's personal learning targets.
- Feedback strategies should be appropriate to the age and ability of the pupil, as well as the purpose and context of the lesson.

- Pupils must be able to read and respond to the comments made, and time should be given for this. Where pupils are unable to read and respond in the usual way, alternative arrangements for communication must be made.
- Comments should focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote pupils' self-assessment by linking marking and feedback into a wider process of engaging the pupils in their own learning, including sharing learning objectives and success criteria from the outset.
- Whenever possible, marking and feedback should involve the pupils directly. The younger the pupil, the more important it is that feedback is oral and immediate.
- Feedback must be used effectively.
- Marking will normally be completed before the next lesson in that subject, although this may not always be feasible for longer pieces of work.
- Feedback should provoke thoughtful reflection.

Principles into Practice
To address the above principles, it is essential that:
- Pupils are made aware of the lesson objective and success criteria.
- Tasks set are appropriate and matched to the learning needs of the pupils.
- Prompt and regular feedback occurs in all lessons and subjects.
- Feedback, whether verbal or written, must focus on what the pupil has done well, their next steps, and how improvements can be made.
- Feedback should be specific, reflecting the learning objective or success criteria. There are occasions when an additional comment needs to be made that is not specific to the learning objective but is significant enough to warrant feedback (e.g. spelling, presentation).
- Comments are positive and productive, reflecting the ethos of the school.
- Pupils are given time to absorb, reflect upon, and respond to feedback.
- Pupils have opportunities to assess their own and one another's work against given criteria.
- The outcomes of feedback, along with other information, are used to adjust future teaching.

Feedback Types and Frequency

To ensure a balanced approach to feedback, we will implement various types of feedback:

- **Formative Feedback**: Regular, ongoing feedback during lessons, occurring daily to guide immediate improvements.
- **Summative Feedback**: Periodic assessments to evaluate learning at the end of a unit or term, scheduled at key points in the academic year.
- **Peer Feedback**: Opportunities for pupils to provide feedback to each other, fostering collaboration and critical thinking, integrated into lessons as appropriate.

The expected frequency for each type of feedback will be communicated to all staff, ensuring a comprehensive understanding of how to balance these mechanisms throughout the year.

Verbal Feedback

Research has shown that immediate feedback is the most important way of encouraging progress; thus, it is more likely to be oral rather than written. The quality of the thinking is likely to be higher if feedback is given straight away, forming part of a learning dialogue between the teacher and pupil. Verbal feedback may provide reassurance, refocus a pupil on the learning objective, or offer a quick progress check. Verbal feedback is the primary means of providing feedback in the Early Years.

Individual Verbal Feedback

Wherever possible, teachers should provide individual pupils with verbal feedback. The symbol "VF" will be recorded in pupils' books to indicate that verbal feedback was given. Feedback will always include information about what the pupil has been successful at and how they can improve their work, referencing the success criteria.

Whole-Class Verbal Feedback

This involves reviewing the work set, discussing processes and answers, and addressing learning and misconceptions, typically during the plenary session.

Early Years

Observations

In the Early Years, observations are crucial for assessing pupils' progress. In addition, on pieces of work, yellow post-it notes will be added to record the pupil's speech, and post-it notes will encourage

pupils to improve their work in subsequent lessons, such as letter formation or practicing key words. All work will be dated, and the initials of the adult will be added to the work where this has not been completed by the Class Teacher. If a Supply Teacher has marked, 'Supply' and their initials should be added. If work has been completed independently, an 'I' will be noted.

Key Stage 1
English Lessons
In English lessons, all work will be dated, and the initials of the adult will be added where the marking has not been completed by the Class Teacher. Marking will be noted in the Teacher's live marking book, which will include annotations linked to which pupils need focus and what next steps are required. Lens stickers will be added where appropriate to identify the lens being referred to, and up to three words or phrases linked to the achievement of the learning objective will be highlighted. Post-it note reminders will be added to books to support pupils in their progression, for example, regarding letter formation. If presentation needs improvement, 'Presentation' will be noted. For any absent pupils, 'absent' will be added to the page.

Foundation Subjects
In Foundation lesson books, post-it notes will be added to encourage pupils to remember key knowledge. If presentation needs improvement, 'Presentation' will be noted. For any absent pupils, 'absent' will be added to the page.

Maths Lessons
In Maths lessons, anyone other than the class teacher who worked with the pupils or taught the lesson must add their initials. A green tick in green biro will indicate correct answers, while a pink dot will indicate incorrect answers. On the unit overview, staff will tick whether Teacher Time has been required or if a scaffold has been used to support learning. If presentation needs improvement, 'Presentation' will be written. For any absent pupils, 'absent' will be added to the page.

Engagement Model

Pupils working below Pre-Key Stage Standards will be assessed using the five areas of the Engagement Model:

1. Exploration
2. Realisation
3. Anticipation
4. Persistence
5. Initiation

These assessments will take the form of observations at least twice per half term. The class teacher will work alongside the 1:1 support to complete and record these assessments. Pupils will have their own 'WOW books' where photos may be added to their observations. The Engagement Model will be included in the end-of-year report for these pupils. Parents will be informed if their child is being assessed using the Engagement Model, and observations will be shared.

Adaptations for English as an Additional Language (EAL) Pupils

To support EAL pupils in understanding feedback and assessment tasks, we will provide:

- Clear and simple language in feedback.
- Visual aids and examples to illustrate feedback points.
- Additional time and support for EAL pupils to process feedback and complete assessment tasks.

This guidance ensures inclusivity and helps all pupils succeed.

Cultural Responsiveness in Feedback

We recognise the importance of culturally responsive feedback practices. To ensure all pupils feel valued and understood, we will:

- Tailor feedback to respect and acknowledge pupils' diverse backgrounds and experiences.
- Encourage discussions around different cultural perspectives in assessment tasks.
- Provide professional development for staff on culturally responsive practices.

Monitoring Impact of Feedback

We will monitor the impact of feedback on pupil learning by tracking:

- Improvements in performance over time.
- Changes in pupil engagement and motivation.

- Regular discussions during staff meetings to share insights and adapt strategies based on observations.

This systematic approach will help ensure feedback is effective and enhances learning outcomes.

Professional Development for Staff

We will offer ongoing professional development opportunities for staff focused on:
- Effective assessment strategies and practices.
- Providing meaningful feedback to pupils.
- Addressing diverse learning needs, including EAL and special educational needs.

This commitment ensures staff are well-equipped to implement the policy effectively.

Use of Technology

Where appropriate and useful, we will leverage technology to enhance marking and assessment practices, including:
- Digital platforms for providing feedback, allowing for timely responses and interactive elements.
- Tools for tracking pupil progress and performance over time, facilitating data-driven decisions in teaching.
- Online assessment tools that allow for diverse formats, accommodating various learning styles and needs.

These technological advancements will support effective assessment practices and improve communication with pupils and parents/ carers.

Teacher and Subject Leader Responsibilities

- **Teachers**: Responsible for implementing the marking and feedback policy consistently in their classrooms, providing timely feedback, and engaging pupils in the assessment process.
- **Subject Leaders**: Oversee the implementation of the policy within their subjects, ensuring alignment with curriculum goals, providing support and training to staff, and monitoring the effectiveness of assessment practices.

Inclusion and Diversity

We are committed to ensuring that our marking and feedback practices are inclusive and reflect the diversity of our pupil population. This includes:

- Adapting assessment tasks and feedback methods to meet the varied needs of all pupils.
- Recognising and valuing the contributions of pupils from diverse backgrounds.
- Providing additional support and resources for pupils with special educational needs and disabilities.

This inclusive approach ensures that all pupils have equitable opportunities to succeed.

Linked Policies

This policy is linked to several other school policies, including:
- Assessment, Reporting and Recording Policy
- Teaching and Learning Policy
- Inclusion Policy
- Behaviour Policy
- Safeguarding Policy
- SEND Policy

These connections ensure a holistic approach to pupil assessment and support.

Success Criteria for the Policy

The success of this marking and feedback policy will be evaluated against the following criteria:
- Increased pupil engagement and ownership of their learning.
- Improved pupil performance and progress as reflected in assessments.
- Positive feedback from pupils, parents/ carers, and staff regarding the effectiveness of marking and feedback practices.
- Consistent implementation of the policy across all classrooms and subjects.

Regular reviews will be conducted to assess whether these criteria are being met.

Findings from these evaluations will inform necessary revisions to the policy and its implementation.

References

The following educational research and evidence have informed this policy:

1. **Education Endowment Foundation (EEF)** – Marking and Feedback Focuses

2. **Dylan Wiliam** - Insights on formative assessment and feedback to improve pupil learning.
3. **Hattie, J., & Timperley, H. (2007)** - The Power of Feedback. Review of Educational Research.

Monitoring and Evaluation of the Policy
This marking and feedback policy will be reviewed annually to ensure its relevance and effectiveness. The impact of the policy will be measured through pupil outcomes and teacher feedback.