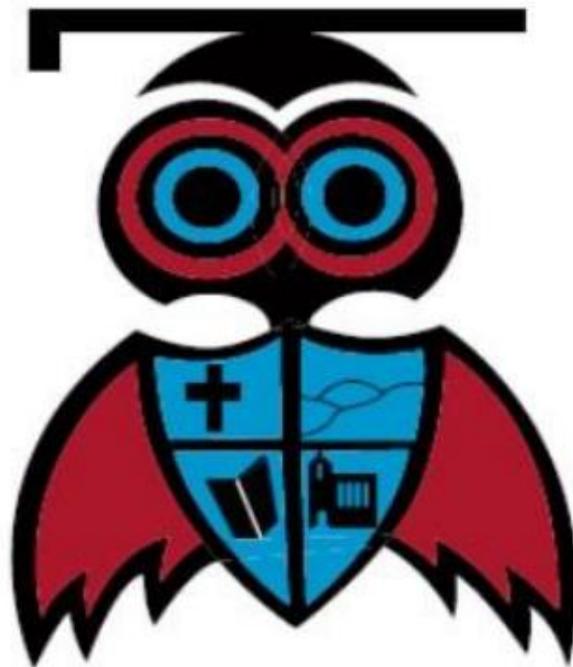


William Alvey Primary School



Marking and Feedback Policy

Statement of intent

At William Alvey School, we understand that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and the progress they make. As stated by the Education Endowment Foundation (EEF), 'marking' refers to the process of checking, correcting, and providing feedback on student work, with the aim of assessing learning and informing future instruction. 'Feedback' is information given to the learner about their performance relative to learning goals or outcomes. It should aim to, and be capable of producing improvement in students' learning.

Our vision for education is that it should be holistic, meeting the very different needs of everyone in our school community, so they experience 'life in all its fullness' (John 10:10).

Our approaches to marking and feedback reflect our school's vision of our children 'Learning today for living tomorrow' by:

- being aspirational about what our children can achieve.
- developing resilience, appreciating that skills are not acquired automatically, and a growth mindset is paramount.
- working together to achieve success.
- respecting that we learn, communicate and process information in different ways as evidenced by MeLSA.

As outlined by a government review (Eliminating Unnecessary Workload Around Marking), this policy aims to ensure that marking and feedback is:

- **MEANINGFUL** It informs pupils about what they have done well.
It highlights areas of improvement.
It supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- **MANAGEABLE** It should be managed properly so as not to significantly impact teachers' workload.
It develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.
- **MOTIVATING** It supports pupils' confidence in learning, contributing to accelerated learning.

1. Legal framework

This policy has due regard to all relevant 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'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Curriculum Policy/Statement
- Teaching & Learning Policy
- Individual subject policies
- Assessment Policy
- Growth Mindset 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 and for reviewing this policy as and when necessary to establish whether practices are effective and consistent across all year groups.

Every year group leader is responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of marking and providing feedback maintaining consistency.
- Monitoring the effectiveness of this policy within their year group and reporting their findings back to the Senior Leadership Team.
- Answering any queries that teaching staff have regarding this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring 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 and which form of feedback to use.
- 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 regarding any feedback they have received.

3. Expectations

Teaching staff are expected to:

- Highlight what pupils have done well, providing positive and pupil-friendly marking and feedback. Rewards can be given, including verbal praise (one-to-one or as a class), tokens, certificates, stamps, stickers and headteacher rewards.
- Either verbally or in writing, offer specific suggestions and targets for improvement, which should facilitate progress. Remind pupils of their targets and how these targets can be achieved.
- Provide appropriately timed verbal or written feedback by judging 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.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Provide pupils with opportunities to reflect on feedback, which also allows them to respond to the feedback and ask questions.
- Implement strategies that encourage pupils to welcome feedback and adopt a growth mindset.
- Ensure that feedback identifies misconceptions and addresses these swiftly, identifying 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 SENDCos can be consulted in regard to this.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

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 (growth mindset) 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

We understand that marking and providing feedback is a large contributor to the workload of teachers, so 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?
- What form of feedback would be most effective? This will take the individual pupils into account.

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 SLT 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 year group leader, and SLT if necessary, will help with developing an approach to marking and feedback that is more suited to the teacher.

5. Marking and Feedback

We promote a professional approach to assessment and feedback. Teachers should select the best feedback method available to impact positively on pupil learning and future performance.

As a school, we promote in-class marking to support student progress and outcomes. We value the impact both in progression and confidence that live marking brings to our pupils. These should be common practice, and their usage will be evident in pupils' books due to improved work, student conversations about their lessons and observation of teaching over time.

Strategies include:

- Verbal Feedback – Meaningful feedback delivered closest to the point of action is most effective, and as such verbal feedback delivered in lessons has a greater impact than comments provided at a later date. Verbal feedback needs to be common practice in lessons. 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.
- Live Marking – This is a quick, immediate feedback methodology where teachers give verbal feedback and mark aspects of the work students are completing in lessons.

- Modelling and Exemplars – Focus on ‘how to get there’, showing pupils the process and construction. Pupils require frequent modelling and examples to understand what is expected in the process and construction of their work and building on Rosenshein’s principles. Screen mirroring (from iPads) can be an effective way of sharing examples.
- Peer and self-assessment can be effective assessment for learning tools by sharing each other’s work and jointly reflecting on the success criteria for the lesson. We promote positive conversations between pupils, so they become articulate, reflective learners. Pupils checking and editing their own work and peer-to-peer feedback will only be done at the teacher’s discretion and only with pupils who are expected to learn from the experience.
- Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback. When distance marking, teachers will make sure pupils can understand the feedback (including what they have done well). Comments are constructive, and when appropriate, points for improvement are made and pupils are given the opportunity to respond.
- Teachers will use one of the following three methods to suggest improvements when offering feedback:
 - **Reminder:** 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. Another example is a teacher giving sentence starters to aid a pupil and help build confidence. Teachers will refer to the Talk4Writing Handbook for more information on Scaffolding.
 - **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 was 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.

Marking in Maths

As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the timely manner of marking and feedback.

Teachers will use the following techniques when marking in maths:

- Ticking correct answers with a green pen and leaving a dot on incorrect answers.
- When possible, providing immediate ‘live’ feedback to pupils to show them how to reach correct answers.
- Using mini-plenaries to re-focus a group or class after using assessment strategies.
- Planning the next lesson to ensure all pupils ‘keep up’.
- If the pupil has shown correct working and a wrong answer, indicate the correct part and encourage them to try again.
- If a pupil is excelling at a particular task, provide them with alternative work so that they continue to feel challenged and develop their fluency and reasoning skills.

Marking in Talk4Writing

Throughout each unit, a range of methods of feedback will be used depending on the task. Toolkits provide clear success criteria and should be referred to when giving feedback. This can be in the form of stickers, or a printed version of the toolkit produced in lessons (see appendix).

- Teachers will actively read every piece of work during or after the lesson to identify strengths and weaknesses. These are often noted down to inform next steps in learning. Live, verbal, whole-class or individual feedback will be given, depending on needs. For example, 10 minutes of the next lesson may be dedicated to feedback, or the whole of the next lesson could be re-planned or adjusted depending on the needs of the class, group or individual.
- Teachers will highlight objectives met in pink pen so that children can see what they have done well. Children are encouraged to identify what they have done well in subsequent lessons.
- Short written comments can be made to praise the process (Growth Mindset) and individual closing the gap comments can be made to reinforce or progress learning.
- A maximum of three spellings will be highlighted in green pen for children to practise (according to their needs).
- Personal targets can be given to children and written at the top of their work.

Marking in Foundation Subjects

Our feedback principles remain the same for all subjects. Teachers will actively read work and give the best feedback to move learning forwards.

6. Monitoring and review

This policy is reviewed as part of the school's ongoing policy review framework.

Annotation	Meaning
<i>Adult comments</i>	All comments from teachers or teaching assistants will be written in green pen.
	When a child has shown an element of the toolkit or achieved success criteria in writing or foundation subjects, a teacher will highlight these in pink pen.
<i>Child comments</i>	In Key Stage 2, when a child is responding to feedback, they will write in purple pen. Children also use the 'purple pen of perfection' to edit their own work.
✓	Correct answers or responses will be marked with a tick.
. x	Incorrect answers will be marked with a dot or a cross.
	Token given for a great piece of work. This could be related to the aspiration shown, resilience or the amount of effort an individual child has put in. Tokens add up to certificates.
	Growth Mindset shown.
	Verbal feedback has been given.
	Support has been given.
	Class feedback as a result of assessing previous learning.
 X 3	Teacher to highlight incorrect spellings (a maximum of three depending on the child). Children will write these out three times.
CL	Capital letter needed.
FS	Full-stop needed.
//	New paragraph needed.