

FROM GREAT TO AMAZING

Marking and Feedback Policy November 2022

RESPECT, RESPONSIBILITY, EXCELLENCE, FRIENDSHIP

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1. Introduction

At Suffolks Primary School, we recognise marking and feedback as an essential element of the teaching and learning cycle and aim to ensure that all feedback has a positive impact on both staff and our children. We are mindful of the implications written marking can have on teacher workload as well as the research around effective feedback. Therefore our aim is to ensure that all feedback is **meaningful, motivating and manageable**.

2. Key principles

Our marking and feedback policy has the following principles at its core:

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Written comments should only be used where they are accessible to students according to age and ability;
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books;
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- Effective feedback is built on trust in the teacher and a positive learning environment;
- Ultimately, the work that feedback needs to do will be reduced if high quality explanations and instructions are given to the children by the teacher.

3. Roles and responsibilities

The Senior Leadership Team is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Ensuring all members of staff within their departments are aware of the school's procedures in terms of marking and providing feedback.
- 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.

Teaching staff are responsible for:

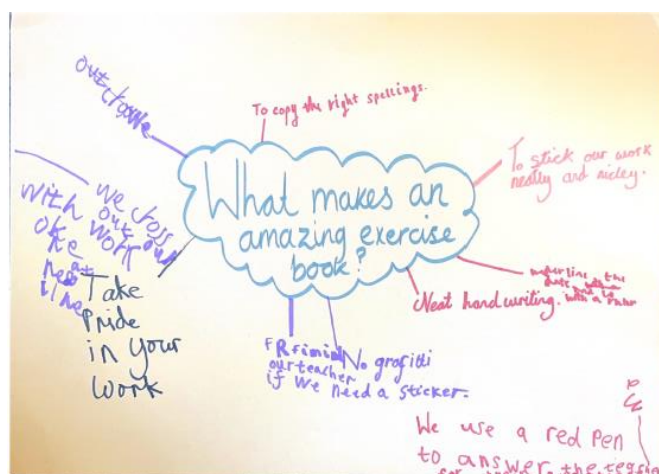
- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

Parents are responsible for:

- Raising any concerns they may have around their child's learning by arranging an appointment with the class teacher.
- Attending parent consultations to receive specific feedback on their child's learning.
- Engage with parent workshops and assemblies.

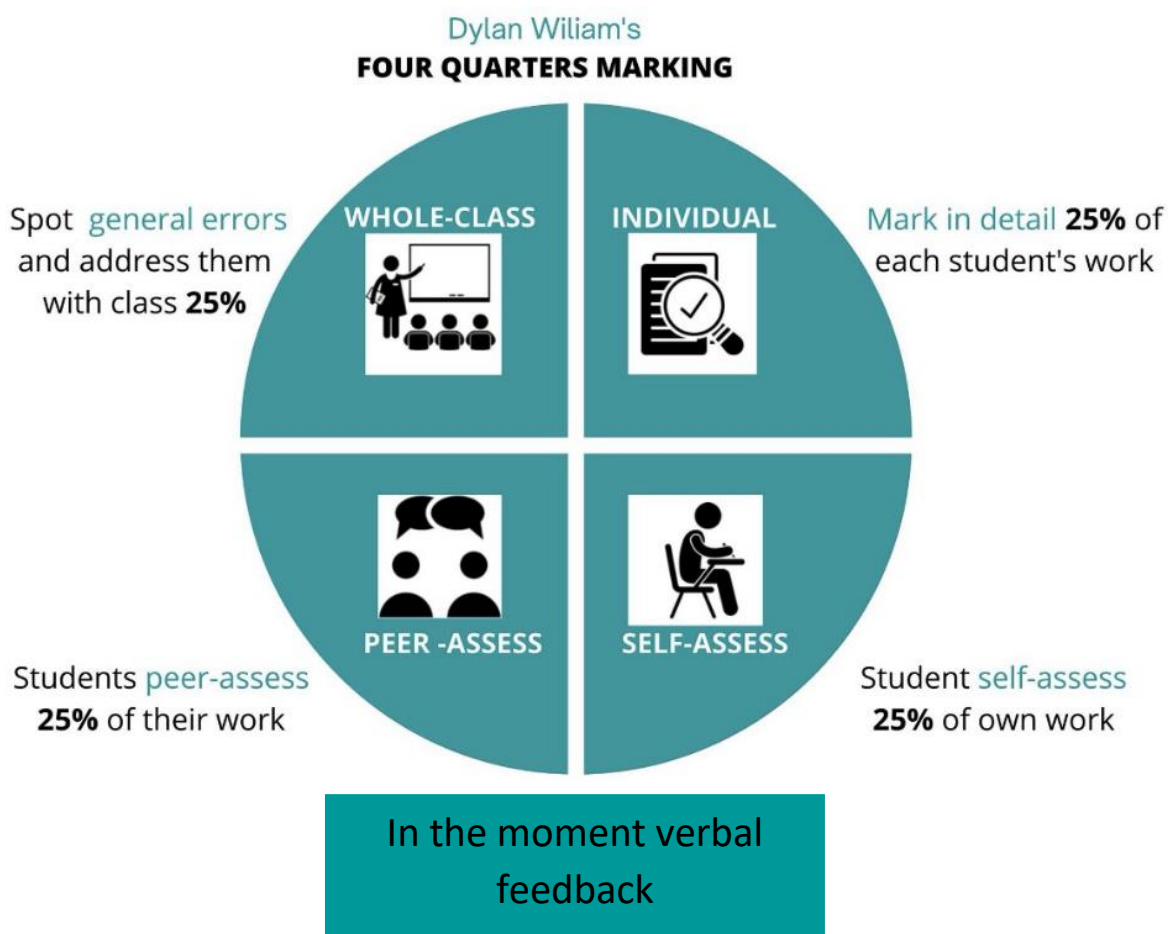
As part of this policy, our school councillors agreed that these things would make their exercise books amazing!

- We take pride in our work
- We do not graffiti in or on our books
- We always use neat handwriting
- We stick any worksheets in neatly and straight
- We copy words correctly
- We cross out our work with one neat line
- We use a red pen to answer the teacher's questions
- We remind our teachers if we need a sticker on the front of our books



4. Marking and feedback in practice

To ensure we are meeting our main aim of making marking and feedback **meaningful, motivating and manageable**, we use Dylan Wiliam's approach to marking combined with the use of in the moment verbal feedback.



Whole class

As and when any general errors or misconceptions arise, class teachers will address these with the whole class. Teachers will use their professional judgement to decide if ideas, concepts or methods need to be retaught, have longer spent on them or if a new approach needs to be used. Where appropriate, this type of feedback can be used for groups of children.

Individual

All children have the right to receive in-depth, focused marking which furthers their learning. Class teachers mark in detail 25% of each student's work in each subject over the space of a week using a green pen. In English lessons, the detailed marking will always be the longer written piece to help address misconceptions. **See using marking key section.**

Individual marking should be linked explicitly to the desired learning outcomes for the lesson and provide a next step for the child. Prompts for next steps could include:

- **A reminder** – Look back at the last lesson to find the correct spelling of the underlined word.
- **A challenge** – Use a thesaurus to find a synonym for bad.
- **A scaffold prompt** – What kind of monster are you describing? Change the word bad to make the monster appear scarier.
- **An example prompt** - Try one of these words instead of 'bad' – ferocious, terrible...

Where individual marking has been used, children must be given the time to respond in red pen.

Individual marking should have a balance between being done 'live' in the moment and after the session has been completed.

Peer-assessment

Peer assessment should not simply be children swapping books and ticking their partner's answers. For peer assessment to have the most impact, children need to be given the time to talk through their work with each other, give suggestions for improvement and act upon these suggestions. Teachers need to ensure that peer assessment opportunities are planned for and that the approach to peer assessments are modelled effectively.

Self-assessment

Self-assessment can come in the form of children checking their work against a mark scheme. When self-assessing, children should use a red pen to correct any mistakes that they have noticed. In writing, self-assessment can come in the form of assessing against a criteria and ensuring that all of the elements of the criteria are met.

In the moment verbal feedback

This is unplanned feedback for individual pupils as any needs or misconceptions arise. The feedback is personal for each child and ensures progress is made immediately in the moment. Like all feedback, verbal feedback should be given using clear and explicit explanations and instructions. Verbal feedback is not evidenced in the children's books as we trust teachers to use their professional judgement when using in the moment verbal feedback.

Using the marking key

Our marking key is to allow teachers to identify mistakes quickly and efficiently whilst being clear for our children. We are aware that pointing out too many mistakes to children can have an impact on their self-esteem, thus reducing the impact of high-quality feedback.

Teachers should use the marking key as follows:

Pink Highlighting - between 3-5 words or sentences highlighted against a success criteria

E1 E1 editing, which is known as 'The Revise' should be used to encourage children to find spelling and punctuation errors as well as missing or added words. Professional judgement should be used to decide how many E1 edits the children should find.

E2 * ***** E2 editing, which is known as 'The Rewrite' should be used to encourage children to find the indicated sentences and rewrite them correctly. Professional judgement should be used to decide how many E2 edits the children should find.

E3 ^ E3 editing, which is known as 'The Reimagine' should be used to encourage children to add more detail about the indicated sentence/paragraph. Professional judgement should be used to decide how many E3 edits the children should find. An editing flap should be available for children to use and stuck neatly over the indicated paragraph.

E1, E2 and E3 symbols are only used in English as part of 'The Write Stuff' scheme.

? - Children who copy a word from the whiteboard, display or word bank wrong should have a question mark written next to the word.

I/WS To be used to support future assessments and it is uncommon for a child to have worked independently or have needed extra support.

Praise

Marking and feedback can have a huge impact on a child's self-esteem. At Suffolks Primary School, we use a range of strategies to praise a child for the work. Some ideas include:

- Generic stickers
- Smiley face stamps
- Values stickers
- Sharing in front of peers
- Sharing in a small group or 1:1 with the teacher
- Marvellous Me badges sent to parents

When giving feedback, teachers should be guided by these two questions

1. Why am I providing this feedback?
2. How will this feedback be useful to the pupil?

5. Presentation in books

At Suffolks Primary School, we know that not all learning that takes place will be evident in books, nor do we expect 'evidence' of every lesson and learning opportunity to be recorded in books. When evidence is recorded in books, we ensure that all adults have high expectations of presentation. All adults ensure the following:

- All work is dated and underlined
- All work has a title/learning objective/learning question and is underlined. These may be printed and stuck in in KS1 or for any child who would take longer than necessary to write it independently
- Ensure that children are using word banks, vocabulary lists and scaffolding effectively. We should not accept the children misspelling words that have been provided as a support.
- Have high expectations of all children and not ignore incorrect spellings of the days of the week, Goldilocks words, words in the learning objective etc.

6. Monitoring of feedback and marking

Monitoring of our feedback and marking policy take a range of forms. These include:

- Subject leader book looks
- Senior leader book looks
- Learning walks
- Formal observations



Marking Key

 Tickled Pink – This shows excellence in your writing!

E1 'The Revise' find the number of spelling, punctuation or additional/missing words that your teacher has given.

E2 'The Rewrite' find the sentences that need correcting. Look

out for this symbol * *

E3 'The Reimagined' add more detail about this section. Look out

for this symbol ^

? - This means that you have copied a word from the board/word bank/display incorrectly. It is important to look carefully at spellings that the teacher gives you!

I This work was completed independently

WS This work was completed with the support of an adult