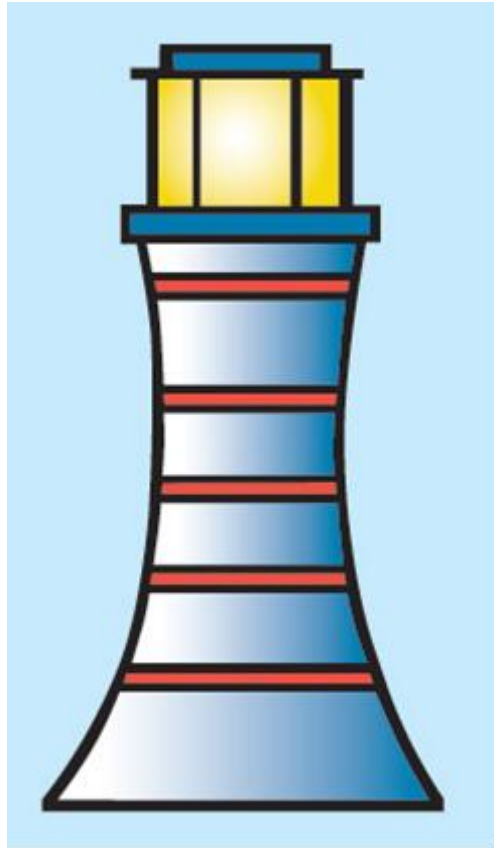


Austhorpe Primary School



MARKING AND FEEDBACK POLICY

Review date: September 2021

Introduction

“Feedback is one of the most powerful influences on learning and achievement”

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

We have a Marking and Feedback Policy to ensure that all children have their work recognised in such a way that it will:

- improve progress and attainment
- identify next steps
- develop self-confidence
- raise self-esteem
- provide opportunities for self-assessment

Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Marking and feedback should:

- Relate to learning objectives success criteria and targets
- Involve all adults working with children in the classroom, where appropriate.
- Be based on the child’s prior attainment within the context of marking towards the learning intention.
- Use consistent codes throughout the school. See Appendix for Marking and Feedback Guidance

- Be recorded appropriately when given in verbal form, e.g. individual/group conversations with an adult. **VF** is enough to indicate a conversation has taken place.
- Give clear strategies for improvement.
- Give time for children to read, reflect and respond to marking. Where appropriate lessons will have a 5 minute feedback time
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Ensure all children, regardless of ability, are involved in the feedback and marking process (whether oral or written), so that progress is facilitated and next steps identified.
- Ultimately be seen by children as positive in improving their learning.
- Be manageable for teachers.

Ofsted does not expect to see any specific frequency, type or volume of marking and feedback.

In 2014, Ofsted published clarifications regarding its requirements of schools. Page 2 looks at marking and feedback, and the guidance explains that Ofsted does not expect to see:

- Any specific frequency, type or volume of marking and feedback
- These are for the school to decide through its assessment policy
- Any written record of oral feedback provided to pupils by teachers

Inspectors will consider how written and oral feedback are used to promote learning.

Processes

Four types of marking and feedback occur during teaching and learning at Austhorpe:

- i) ***Teachers' well considered intervention*** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1

learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.

- ii) **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- iii) **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
- iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work. This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and feedback at Austhorpe

The Frequency of Developmental Marking

All pupils' work is to be at least light marked by Teacher or Support Staff. No work should go unmarked.

Preparation work including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics should be collated in pupils' books. This may be the form of photocopies of white boards and material captured electronically and reproduced as appropriately. This is important as it charts the process and progress of pupils' learning.

- In Literacy and Mathematics all pupils should have at least one piece of work marked developmentally by their teacher per week. This Marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made also each week. The overseeing of such a task may be carried out by another adult other than the class teacher.
- In the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be

recorded in pupils' learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate.

- Additional Developmental Marking may also be used as a strategy to support pupils who are in need of acceleration.

Self Assessment and Peer Assessment

Children should be trained in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements.

- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem. This can be done via the teacher reminding the children of appropriate comments
- Feedback/peer assessment can be oral or written according to the age and ability of the child, and appropriateness of task
- Children should be trained to give an improvement suggestion
- Children should be given time and opportunity to act upon suggestions
- The quality of the improvement suggestions and of the peer assessment should be overseen and monitored by the **teacher/adult** working with the child.

Special Educational Needs and Disabilities

Pupils with special educational needs or disabilities may need to access a wide range of alternative forms of marking and feedback, including verbal feedback. All children are given the same access to marking and feedback that will take into account the child's particular needs and allow every child to make progress.

High attainers, gifted or talented pupils may need further support and guidance through marking and feedback. This may include examples of self assessment and peer assessment, as is deemed appropriate for progress by the classteacher.

Inclusion

The provision of marking and feedback takes account of the different experiences, strengths and interests of the children to maintain entitlement and ensure equality of opportunity. Teachers vary the contexts, resources and teaching and learning styles and use a variety of strategies to overcome barriers to learning.

Expectations and learning objectives are modified to take account of:

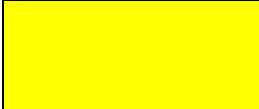




- the different learning needs of boys and girls
- the needs of children from different social and cultural backgrounds
- the needs of children who need support with communication, language or literacy difficulties
- the needs of children with physical disability
- the needs of children with emotional and behavioural difficulties and the needs of children who are gifted and talented.

Appendix 1:

Austhorpe Primary School



Quick Marking Guide –Key Stage One

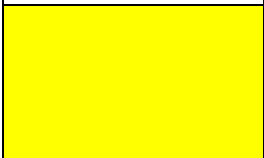



Abcde...	All work will be marked by an adult in purple pen.
Abcde...	All children will work in pencil. A black school pen may be used once you have received a 'Pen Licence.'
	'Yippee Yellow'- Learning Intentions (LIs), Year Group Expectations and Steps to Success are highlighted yellow if you've achieved them. Yellow highlighter will also show you which parts of your work were really pleasing.
	'Green for Growth' Learning Intentions (LIs) are highlighted green if you've not yet met the lesson target. You'll be given the opportunity to work on this part of your learning using a green pen. Green highlighter also explains which parts of your work needs improving or how your learning can be moved on. Your teacher will check and tick your responses.
	A tick shows you when you've got something right.
VF	This means 'Verbal Feedback' – when you've talked about your work and next targets with an adult.
SA	This means 'Self Assessed' when you've looked at your own work and decided if you've met the lesson target.
PA	This means 'Peer Assessed' when your work has been marked/checked by a friend.
X	Sometimes you might make a mistake. See if you can correct your work using a green pen.
Sp.	This shows a spelling mistake. Please write the word three times using green pen at the bottom of your piece of work.
	This shows when something is missing. Go back and read your work again. Make the changes that are needed, in green pen.
	If you make a mistake, put a neat line through it with a ruler.
Abcde...	Green pen is where you've responded to a correction, explained your learning or made improvements to your work.
Abcde...	Red Pen shows when you've Peer Assessed or Self Assessed a piece of work.

Appendix 2:

Austhorpe Primary School



Quick Marking Guide –Key Stage Two

Abcde...	All work will be marked by an adult in purple pen.
Abcde...	All children will work in pencil. A black school pen may be used once you have received a 'Pen Licence.'
	'Yippee Yellow' - Learning Intentions (LIs), Year Group Expectations and Steps to Success are highlighted yellow if you've achieved them. Yellow highlighter will also show you which parts of your work were really pleasing.
	'Green for Growth' Learning Intentions (LIs) are highlighted green if you've not yet met the lesson target. You'll be given the opportunity to work on this part of your learning using a green pen. Green highlighter also explains which parts of your work needs improving or how your learning can be moved on. Your teacher will check and tick your responses.
	A tick shows you when you've got something right.
VF	This means 'Verbal Feedback' – when you've talked about your work and next targets with an adult.
SA	This means 'Self Assessed' when you've looked at your own work and decided if you've met the lesson target.
PA	This means 'Peer Assessed' when your work has been marked/checked by a friend.
X	Sometimes you might make a mistake. See if you can correct your work using a green pen.
Sp.	This shows a spelling mistake. Please write the word three times using green pen at the bottom of your piece of work.
	This shows when something is missing. Go back and read your work again. Make the changes that are needed, in green pen.
//	To show where a new paragraph should start.
[]	Square brackets hide a child's mistake and this part of your work won't be marked
Abcde...	Green pen is where you've responded to a correction, explained your learning or made improvements to your work.
Abcde...	Red Pen shows when you've Peer Assessed or Self Assessed a piece of work.