

Marking and Feedback Policy



Chaloner Primary School

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Marking and Feedback Policy

Marking and feedback is a central part of a teacher's role and can be integral to progress and attainment. Written or verbal responses offer a key way of providing feedback to pupils and helping teachers assess their pupils' understanding. Marking and feedback also have the potential to be hugely time consuming.

At Chaloner Primary School, we believe in purposeful marking and feedback; only providing what a child can read/understand and respond to, to ensure higher standards and faster progress. The fundamental principle at Chaloner is that students should do at least as much work responding to their marking and feedback as the teacher did to providing it.

Principles of Marking:

1. Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect or identifying the mistake, without giving the right answer.
2. The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress.
3. Sharing a specific, age and ability appropriate, learning objective will help the child have a clear understanding of the learning they need to achieve.
4. Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking
5. Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. Teachers should mark less in terms of the number of pieces of work marked, but mark better.
6. Teachers need to move to a form of selective marking. Only use marking that will have a direct impact on a child's attainment and progress. This could substantially reduce marking workloads.

Feedback

Previous research suggests that providing feedback is one of the most effective and cost-effective ways of improving pupils' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year.

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation,

or them as individuals (which tends to be the least effective but sometimes good for a child to hear). This feedback can be verbal or written and it can come from a teacher or from peers.

The quality of the feedback is reflected in the impact it has on a child's progress.

Effective feedback must be:

- specific, accurate and clear (the child must be able to understand and respond to it)
- progressive: The child must not be getting the same feedback repeatedly and you should see them making the improvements identified.
- to encourage and support further effort from the child (develop independence)
- given sparingly so that it is meaningful
- to provide specific guidance on how to improve and not just tell them when they are wrong.
- learning, age and ability specific so the child can make the improvements personal to their needs.
- from peers as well as adults.

At Chaloner, we moderate books regularly to analyse the quality of feedback and its impact on learning to ensure consistently good practice throughout school.

General Advice

1. The best marking and feedback is the dialogue that takes place between the teacher and pupil while the task is being completed.
2. A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
3. Where symbols are used from the marking code, children will need to have them explained to them what they mean; it is good practice to have the codes displayed in class for children to refer to.
4. When appropriate, the children may mark their own or another child's work, but the teacher must always review this marking. Peers can advise and comment on children's work but the editing and improvements must be done by the child themselves.
5. Comments should only be made when required and should be appropriate to the age and ability of the child.
6. Always allow specific time for children to read, reflect and respond to marking where appropriate, including carrying out corrections in maths or editing/redrafting in written work. This must not be every piece.
7. Written and verbal feedback may also be given through peer marking and group sessions.
8. Errors that were made by many children should not be the subject of individual marking but must be addressed in the learning planned for future lessons.
9. Teachers will expect self editing on spelling and grammar in the following cases:
 - If it is a spelling/ common exception word that the pupil should know;
 - If it is a grammar/ punctuation rule that pupils should know;
 - If it is related to the child's target.

Marking and Feedback in Practice

- Stamps will be used to show whether the work is teacher supported, TA supported or independent.
- Stickers and short comments can be used to celebrate achievements
- Teachers will use a red pen for all marking and comments both positive and developmental.
- Codes will be used to identify strengths, errors or mistakes to avoid the need to write a sentence (see marking codes)
 - Where it is a strength, a standard achieved, the code will be highlighted in yellow.
 - Where it is an error or mistake the code will not be highlighted.
- Where the child has made a mistake (learning the teacher knows the child can do) it will be identified either through a code (writing) or a dot (maths) and the child must correct the mistake independently.
- Where the child has made an error (a misconception in the learning) the teacher may provide verbal feedback (VF) or plan a different next lesson to address the misconception. The different lesson could be 1-1, small group or whole class based on how many other children had the same error.
- Yellow highlighter will be used to identify codes achieved in the writing or next to the title to represent learning objective achieved.
- For a quality mark- usually in extended writing- up to three positives will be identified (what the child has achieved) and an opportunity for the child to redraft an element of the work, usually within the compositional and effect element of the writing. The positive can be using codes and yellow highlighter. Sometimes teachers may want to highlight the words and phrases within the writing yellow.
- Next steps to learning will be indicated by T = target and should be seen in future lessons planned for. Targets do not have to be set after every quality mark.
- Where appropriate an extension challenge will be given and indicated by NT = Now Try.
- Marvellous Me Awards will be used to celebrate good work and effort with parents.
- Children will be taught how to edit their writing and how to use the marking code.
- All classrooms will have the marking code displayed. This code will only have the code appropriate to the age and ability.

Marking code:

✓ = correct

● = incorrect; think again

✓ C= corrected

^ = insert here

/ = new line needed

// = new paragraph needed

FS= finger space

VF= verbal feedback

T= target

NT= now try

ST= sticker

BSt= big sticker from the headteacher or deputy.

* = See comment below

All future codes are written in the margin and the child will identify where to make the correction along that line. For really young children the code can be used at the end of the piece of writing.

P = punctuation and add the mistake e.g. P? or P. or PCL or P'' etc. For children who can't identify where the mistake is, draw a circle around it.

S= spelling. For children who can't identify where the mistake is, draw a line underneath the word.

G = grammar. For children who can't identify where the mistake is, draw a squiggly line underneath.

V= vocabulary. For children who can't identify where the mistake is, use ^.

O= Sentence Openers

D= Description. For children who can't identify where the mistake is, use ^.