



**MARKING AND FEEDBACK POLICY**  
**OUR LADY OF PITY PRIMARY SCHOOL**  
**(A VOLUNTARY ACADEMY)**  
**REVIEWED MAY 2016**

## MARKING POLICY 2016

### **Guide to effective marking and feedback**

#### **What is feedback?**

*“Feedback is information given to the learner and/or the teacher about the learner’s performance relative to learning goals. It should aim to (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 learning activity itself, about the process of activity, about the student’s management of their learning or **self-regulation** or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via **digital technology**. It can come from a teacher or someone taking a teaching role, or from **peers**.”*

(Education Endowment Fund website, 2015)

This means that, when marking books or providing immediate feedback in lessons, teachers should ensure it focuses on one of three things:

- The activity the child is doing
- How the child is doing the activity
- The pupil’s self-regulation (management of their own learning)

It is also important to note that when feedback on pupil’s progress and learning is given as a score, grade or level, then they are likely to become ‘ego-involved’. This means that they will seek to compare themselves with other learners instead of reflecting on their own learning – leading to decreased impact from feedback, and a fixed mindset.

#### **Underlying principles**

If feedback is used appropriately then it has been shown that pupils can make up to eight months accelerated progress. Research shows that, for feedback to have this kind of impact on pupil’s learning, it should be **clear, concise** and **immediate**. This means that providing verbal feedback and guidance to pupils within the lesson will have greater impact on their learning than work that is marked and seen by the pupil the next day. It is also worth taking the time to unpick what ‘clear’ feedback actually means in your classroom. In order to do this you need to put yourself in the position of the child and consider whether what you are doing as a teacher will really make a difference to learning. As teachers we need to have this metacognitive process running through our minds whilst providing feedback in any shape or form.

#### **Implications for practice**

If we are following these principles and providing immediate feedback where possible, we also have to consider how we can clearly evidence what we are doing on a daily basis. The following suggestions should act as a guide and help you ensure that the marking and feedback you give is useful for children and the impact it has is clearly evidenced.

## Marking and feedback in Maths

Within maths lessons, the majority of feedback should be immediate and given verbally. The following table outlines each section of a typical maths lesson and what format marking or feedback should take.

<b>Exploration</b>	As the children explore the initial problem given to them, the teacher should be carefully observing what they do and taking mental note of the different approaches used by children. It is important to look not only for their application of mathematical concepts, but also their ability to communicate, visualise, use number sense and self-regulate.
<b>Structuring</b>	As the teacher begins to structure the children's thinking through careful discussion, they should be observing which children are struggling in the lesson, which are just about getting it and which need challenging. Questioning can then be used to extend thinking or support weaker learners.
<b>Journaling</b>	As the children journal the teacher should be walking around observing what they are putting down – mental notes should be taken about the children's ability to communicate their thinking and the general level of what is being put in journals. After the lesson, the teacher should look through the journals and mark them – examples of this can be seen in the marking and assessment case studies. When trying to improve the pupil's ability to journal, using iPad feedback to show good examples is also effective.
<b>Reflecting</b>	As the children reflect on what they have been doing, the teacher should be looking out for pupils who are able to think about what they have done and consider more effective ways. It is also important to look out for their ability to generalise concepts.
<b>Guided practice</b>	During this part of the lesson it is essential that teachers can gauge whether the children have acquired the fundamental concept of the lesson or not. If pupils have then they are ok to move onto independent practice. If they have not, then the teacher must continue to support them, carefully scaffolding their learning through the independent practice.
<b>Independent practice</b>	The children's workbooks should be marked thoroughly every day. A simple tick or cross should be given and, if children have shown significant conceptual errors, then they must be given opportunity to revisit their work to make corrections and be given extra support if necessary. Comments won't be added to marking usually as immediate verbal feedback should be given throughout the lesson. If pupils have needed extra support during this phase of the lesson, then details of this should be noted in their workbooks. If pupils finish this part of the lesson quickly, then extension tasks such as getting them to pose their own problems should be done in spare space in the workbook or on extra pieces of paper.

### **Marking and feedback in English, Science and Foundation subjects**

Marking and feedback in literacy is likely to be different across the school and should foster pupil's ability to peer and self-assess as they get older. When feedback is given about pieces of work the general principles should always be followed – it should be clear, concise and as immediate as possible. Below are a few examples of the way these principles should be applied.

- **Bare minimum** – All work should be ticked and initialled to identify that it has been seen by a teacher. If this is all that is in the books then there will usually be accompanying IPad evidence – this will be photos of some of the pupil's work annotated to show what the verbal feedback has been.
- If verbal feedback has been given to an individual pupil in the lesson then, **where useful**, some indication of what was discussed should be noted on the page (e.g. 'v.f.' for verbal feedback)
- When providing more detailed feedback through marking, then the comments made should provide opportunity for pupils to show the impact it has had. For example the child might have a few spellings they need to practise, a sentence they need to re-write or a target on the following page which they can try and achieve in the next lesson.