

Littledean C of E Primary School and Pre-School

Marking and Feedback Policy

At Littledean C of E Primary School we believe that the effective use of marking and feedback techniques can have a powerful influence on children's learning and progression. The staff of Littledean C of E Primary School feel that marking and feedback should be a two way process between teacher and child.

Through the implementation of his policy we aim ensure that marking and feedback:

- Informs children about what they have done well and highlights areas of improvement.
- Supports children's confidence in learning.
- Supports teachers' assessment knowledge for each child, to plan and establish next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

Legal Framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- [Maintained primary schools only] DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- [Maintained secondary schools only] DfE (2014) 'The national curriculum in England: Key stages 3 and 4 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Teacher Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a child. Teachers will ask themselves 'why am I providing this feedback? How will this feedback be useful to the child?' If the answers to these questions do not reflect a positive impact on children's learning, teachers will use their professional judgement and decide whether the feedback is necessary.

Marking

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual child's abilities and goals.
- The areas a child can improve in.
- Giving clear guidelines for improvement.
- Linking areas of improvement.
- Reminding children of previous success to boost confidence.
- Improving the self-belief and confidence of children – developing a growth mindset.
- Celebrating the learning journey as well as success.

- Identifying children who need additional support.
- Clarity and consistency of marking across the whole school.
- The individual child's level of understanding.

Children will be given time to respond to marking as appropriate.

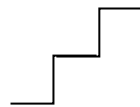
Early Years Foundation Stage

In the early years most work is marked alongside the child so that errors/mistakes can be pointed out and corrected. As children move into and through Key Stage 1 and 2, more work is of necessity collected in and marked with mistakes identified and corrected as appropriate. However where ever possible, we try to mark work with the children. Children may then be expected to correct their mistakes and re-draft where necessary or required.

Please note that the level of correction depends upon the nature of the work e.g. creative writing and a record of results in science would be marked in a different way than a piece of formal writing and also the age/level of the child. Work is marked according to the learning objective and also the success criteria for the task.

Writing

In Key Stage 1 teacher will mark on a daily basis and where appropriate the teachers will indicate the next steps for the pupil by using the following symbol:



In Key Stage 2 teachers will use the next steps symbol after a child completes their first draft of an extended piece of writing, in order to help the child to improve their work during the editing process.

Any marking or comments will be written in green. When children re-draft a piece of work, respond to a 'next steps' comment or carry out self-assessment they will use a red pen. Teachers will plan for time within lessons for children to carry out these tasks.

When marking a final piece of writing (at the end of a unit) teachers will assess against the success criteria generated at the start of the unit. Children will be given the opportunity to assess their own work and the work of their peers at various intervals throughout the year

Teachers will use the assessed end of unit written task to set group and individual targets. These targets will indicate what the children need to do next to further improve their writing.

Spelling

Spelling will be corrected depending upon the nature of the work and the stage/age of the child. Work that is the first draft will not have spelling corrected as part of the writing process involves children correcting their own mistakes.

Punctuation

Punctuation errors are identified and corrected at the teacher's discretion at the appropriate level. Work that is the first draft will not have punctuation corrected as part of the writing process involves children correcting their own mistakes.

Mathematics

Marking will be carried out using a green pen. All marking will be related to whether the child has achieved the learning objective as stated at the start of each lesson.

Where appropriate, at the end of each activity or task the teacher will use a code to indicate the next steps for the child (see appendix 1).

A pink highlighted circle/splodge indicates that the child has understood the concept being taught and needs to move on to an extension/mastery activity.

A green highlighted circle/splodge indicates that the child is almost there with their understanding but needs to spend a little longer consolidating their understanding.

A yellow highlighted circle/splodge indicates that the child has struggled with the activity and needs further support from an adult.

In the moment marking will be used in lessons, in order to allow teachers to address misconceptions swiftly.

Feedback

Feedback should be given to:

- Motivate children.
- Establish an opportunity to make learning progress, by:
 - Rectifying a misunderstanding.
 - Reinforcing a skill or piece of information.
 - Improving on a child's understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of children; for example, feedback can be immediate verbal communication in the classroom whilst talking to a child on a 1:1 basis.

Roles and Responsibilities

The Head Teacher 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.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across the whole school.

Class Teachers 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 children within their class to ensure that they are making expected progress.
- Ensuring that all children understand the feedback they have been given.
- Allowing children to ask questions regarding any feedback they have been given.

This policy should be read in conjunction with the following policies:

- Teaching and Learning
- Safeguarding and Child Protection
- Inclusion
- Assessment
- SEND
- SMSC
- Inclusion

Reviewed: July 2023