



St. Patricks R.C Primary, Dipton

Feedback and Marking Policy

Revision History					
Name	Ver	Reason for change	Status	Date	Review Date
Mrs Burgess	1.2	Update to reflect pupils' opinions and appreciation of work/life balance	Final	Nov 2019	Nov 2021
Mrs Burgess	1.1	No change	Final	April 2018	April 2019
Mrs Burgess	1.1	Further review to clarify teacher and pupil expectations	Final	April 2017	April 2018
Reviewed by governors Standards and Curriculum	1.0	Annual review	Final	Feb 2017	

St Patrick's Primary School Feedback and Marking Policy

The purpose of the policy

The purpose of this policy is to make explicit how the teaching team mark children's work, provide effective feedback and clarify next steps in learning. All members of staff (as well as students on placement) are expected to be familiar with the policy and to apply it consistently.

Feedback, at its best, is immediate. The aim of formative assessment is to support the learner to become independent enough (over time) to be able to confidently self and peer assess before making subsequent improvements to their on-going work. Feedback should empower children to take more control of their learning.

Much of the 'marking', such as on-going improvements, made during the lesson (teacher and pupil/pupil and pupil) are invisible, yet are highly valuable, leading to a continual quest for improvement.

It is vital that we, as teachers, demonstrate, to pupils, how to respond to comments or improvement prompts in their work. Modelling, at all levels, and in all classes, will ensure pupils respond appropriately with sufficient thought and effort to make a difference in their work. Over time, children's responses will mature although the highest expectations should extend to corrections, improvement prompts and additional challenges.

School leaders understand that marking is a large contributor to the workload of teachers; therefore, teachers will ensure that any marking/feedback is only done to positively impact upon the pupils' learning.

"Marking should be meaning, manageable and motivating." Eliminating unnecessary workload around marking - Report of the Independent Teacher Workload Review Group March 2016

The importance of mistakes

Feedback is most effective when students do not have proficiency or mastery – and thus it thrives when there is error or incomplete knowing and understanding. Errors invite opportunity. They should not be seen as embarrassments, signs of failure or something to be avoided. They are exciting, because they indicate a tension between what we now know and what we could know: they are signs of opportunities to learn and they are to be embraced. John Hattie (2012).

Key elements of meaningful feedback:

- *Focus on the task not the learner*
- *Be specific and clear with feedback messages*
- *Give unbiased, objective feedback*
- *Keep feedback as simple as possible – but with enough information to make a difference*

Types of marking/feedback

Staff will employ different approaches to marking depending on the activity. There is no expectation that lengthy individual comments will be evident in books. Discussions with pupils highlight this is not the most effective way to ensure progress in learning. Staff and pupils appreciate that writing repetitive comments within individual books is time-consuming and lacks impact. Additionally pupils stated that, where lengthier remarks were evident in books, focusing on previous work completed, they did not always have time to read them as they were, "usually too busy with the work I have to do today."

Appropriate marking/feedback will be visible with individual/class progress evident over time.

Immediate teacher 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. Verbal feedback is often given during a 1:1 learning conference with a pupil or in a group basis. Immediate feedback requires effective classroom management to ensure time is not lost as pupils 'wait' to have work checked.

Pupils say that they are more inclined to be challenged and feel better about themselves if the teacher intervenes during the lesson rather than through the use of written marking after the lesson. Teacher intervention provides the opportunity to ask questions and clarify points and immediate feedback make it clearer for pupils to understand expectations. Many of our pupils commented that on-going teacher intervention is their preferred model of feedback:

"You can avoid repeated errors."

"Straightaway, you know where you've gone wrong and what you've done really well."

"If the teacher talks to us immediately, it is especially useful if you have been struggling with that skill."

'Light touch'/Recognition marking will acknowledge pupils' efforts. Where teachers do provide a written comment – presentation should be in line with the school's presentation/handwriting policy to provide an appropriate model to pupils.

Pupils commented that they like to see that teachers appreciate their efforts. They see these summary comments such as 'well done'/'good effort' as a means of further motivation. They also commented that they like knowing that the teacher has read their work so they can see what they have done well:

"Praise helps us keep going, giving confidence for our next work."

"It motivates us and encourages us for next piece."

"[Comments] give recognition for hard work and a confidence boost."

Summary marking (mainly applied to written tasks – across subjects) is used, at St. Patrick's, as an assessment tool to clarify or challenge pupils' current levels of skill and/or understanding. It is our intention to ensure that summary marking provides sufficient challenge and opportunities to develop pupils' thinking. Where the teacher has made the decision to use summary marking, feedback will be provided as a whole class or group – using

a marking template. This is then retained as a point of reference. If class or group feedback is used as a teaching tool, pupils recognise that clarity is important. One pupil said, "If we are given feedback as a class or group, it needs to be clear what each person needs to change or improve."

Discussions with pupils highlight that, for most pupils, whole class/group feedback is seen as a positive way forward. Pupils feel that, when feedback is given in groups, it recognises shared success/shared challenges. All pupils said they like clear targets so they know their own focus for improvement.

The following comments were made concerning group/class feedback:

"It helps you know you are not the 'only one' facing a particular challenge."

"...it doesn't waste time and it helps if you make similar mistakes."

"I like when we are given the chance to go over to the table with other people and practise again with the teacher if I am struggling."

Peer-assessment/marking provides pupils with the opportunity to assess their peers' work. Feedback may be verbal or written, whole class or paired work. It must only be used at an age-appropriate level when pupils are sufficiently competent to provide relevant and meaningful advice/critique. It is currently more prevalent in upper key stage 2.

Pupils had mixed feeling about peer-assessment/marking. They enjoy discussing learning through the use of class visualisers and they did feel in writing tasks it can stimulate ideas. They did comment, however, that sometimes peer assessment/marking can be competitive and therefore needs to operate within very clear boundaries and expectations. It also shows, as a school, we need to continue to emphasise a 'growth mindset' as pupils said they do not like others to 'see what they got wrong'.

Self-assessment opportunities allow for pupils to review their own learning. *Pupils feel that self-assessment is fine in maths as they can assess their own performance quickly. In writing, they feel impact is limited. Whilst pupils recognise the need for redrafting and refining work they feel this should not be overly repetitive. The importance of prompts/hints was stressed by pupils when refining a piece of work to avoid confusion.*

They commented that it was hard to decide how you could improve – particularly when you feel like you have already done your best.

	Marking Guide	
S	Supported work	
VF	Verbal Feedback	
C	Correction	
	Spell this correctly – this should relate to pupils' stage in phonics as well as key words in year group	
*	There is a mistake here which you need to identify and rectify (once pupils become proficient in their work)	
.	Red dot – incorrect answer	
//	New paragraph	

The teacher needs to model this approach carefully.

When providing feedback, pupils should be challenged appropriately. For example, in key stage 1, key words or aspects of work may be underlined, however, as children progress in their learning, they will have to work harder to identify particular errors (indicated by *in the margin) at the beginning of a line or paragraph.

*** should be applied with discretion.**

Individual written comments may be used sparingly for the very few pupils who, otherwise, are unable to locate their own errors even after guided modelling.

Whole class marking template

Subject:

Date:

<p>Work to praise/share</p>	<p>Common confusion</p>
<p>Particular intervention needed.</p>	