



Marking and Feedback Policy

Date of Governor Approval:	February 2024	Date for Next Review:	February 2025
Signed by:	(Chair of Governors)		

Rationale

'Feedback is one of the most powerful influences on learning and achievement'
(Hattie and Timperley 2007)

'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'
(Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'
(Report of the Independent Teacher Workload Review Group)

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective **John Hattie** argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections.
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt.
- combined with effective instruction in classrooms, and focus on what is being learnt and how students should go about it
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

Marking and Feedback at Stanton Community Primary School

At Stanton Community Primary School, we believe that the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed.

Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

All staff will note errors that are made by many children and use them to inform future planning. Teachers and teaching assistants will make and distinguish between mistakes and errors. An error occurs when answering a question that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child.

Marking and Feedback

Marking	Purpose
Marking in the Moment	Intervention marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. 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 or written feedback where misconceptions are remodelled or challenges provided.
Improvement Marking	Verbal feedback will be given to the children and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning.
Self-assessment and peer assessment	Autonomy is given to the children. Success criteria is used to comment on the attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward. Teachers will acknowledge the marking completed by the children
Learning Acknowledgement	All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against

	the intended learning outcome. Strategies for self-regulation should be explicitly taught to enable children to identify their own mistakes and correct accordingly
Retrieval Tasks	Retrieval tasks should be provided to secure student's learning, supporting them with how to deepen their knowledge and to enable them to improve their performance. These should be in the form of quizzes, knowledge captures, Socrative quizzes, hexagon thinking tasks, etc

Non-Negotiables Marking

At Stanton Community Primary School, the 'In the Moment' marking approach is adopted to enable all children to receive effective and instant feedback to feed forward. Verbal feedback and dialogue should be embedded within every session. It should be specific to the learning outcome and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodeling of misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive encouraging a Growth Mind-set, resilience, striving for accuracy and children's learning efforts. Teachers and additional adults will effectively intervene with groups across the class giving immediate feedback on the children's work identifying successes, areas for improvement, or mistakes. This should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation and metacognition.

Marking in the moment across the school curriculum should include:

- Highlighting in green any age-related content (not linked to the learning question)
- A small green mark next the learning question to identify success
- A small green mark and WS next to the learning question to identify success with scaffolding
- A small orange mark next to the learning question to indicate more scaffolding is needed.

When Marking 'In the Moment'
Marking is focused upon lesson objectives
Verbal feedback to children will provide opportunities to self-regulate, address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding.
Marking is to be done in a clear legible handwriting using the schools handwriting policy
Marking is used to support the day-to-day assessments of learning so that difficulties are identified
Date and Titles are checked and children are given the opportunity to correct if copied incorrectly

Across all lessons, there should be a greater emphasis on 'In the Moment' marking, however sometimes, for whatever reason staff will be unable to mark in the moment or there is some work that has not been marked in the moment.

When staff have been unable to Mark 'In the Moment' All learning will be acknowledged in full
The content of the learning should all be read in detail and check against the lesson objectives for accuracy
Dates and Titles should be checked to ensure that habitual errors are not being made
A tick or a self or peer assessment will acknowledge the children's learning efforts and outcomes in their books.
Marking is used to support the day-to-day assessments of learning so that difficulties are identified and misconceptions can be used to plan future lessons accordingly.

Marking of Specific subjects

Marking of mathematics	<ul style="list-style-type: none"> • Pupil calculations are to be marked with a greater emphasis on effective 'In the Moment' marking and opportunities for self-marking across lessons. • Where an answer is incorrect, children must be given time to find the mistakes in their calculation and correct this themselves. • Incorrect calculations should be corrected at the bottom of a piece of work rather than rubbing out the original calculation • Where a child has made a number of mistakes, the teacher is to decide which of the mistakes they feel it would be beneficial to review • Where children have no errors, they should be asked to complete a Dong Nao Jin in order to deepen understanding, when appropriate, that will be given verbally and may be displayed on the interactive whiteboard. • The children will be given, where appropriate, the answers to check their calculations themselves or the calculations of their peers. Children should be encouraged to self-correct calculations when errors have been identified • Where it is required, teachers should comment on number formation and presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.
Marking of English and Extended Writing	<p>When marking learning in English, staff are expected to <u>mark in detail one paragraph</u> or several questions of the children learning and then check the remainder.</p> <ul style="list-style-type: none"> • In KS1, common exception or subject specific misspelt words will be underlined and the correct spelling will be written above the word. Between 2/3 spellings should be identified by the teacher

	<p>and/or additional adult to be written at the bottom of the children's work for the child to rewrite.</p> <ul style="list-style-type: none"> • In LKS2, misspelt words will be underlined. Children will be expected to find the correct spelling of the misspelt words themselves. This may be done in the lesson or children will be provided time to do it before the start of the next lesson. • In UKS2, misspelt words will be identified in the margin with an 'sp' and the child will need to find the word with the error and correct it. • In EYFS and KS1 and where children have an identified special educational need, all staff to mark spellings in accordance to children's phonemic stage. • Where there are inaccuracies in grammar e.g. was/were confusion, the mistake will be identified and corrected in line with spellings • Where punctuation is missing, children will be asked to check their work to identify the missing punctuation for their whole piece of work. • Where teachers would like a child to improve a sentence or short paragraph in order to move learning forward, a * will be added in the margin next to the section of work to be improved, then * added at the bottom of the children work, the children will then be given verbal instructions about what they need to edit and/or improve. • Where children are self or peer assessing, they should be encouraged to mark a paragraph in line with the policy for teachers (this will then be checked by the teacher for accuracy) and then a self or peer assessment will be made. • In Extended Writing, children will be asked to mark one paragraph in line with teachers and use a variety of self or peer assessment criteria provided by staff to mark against. <p>Post it notes can be used to provide feedback that can be put with the child's work</p>
Marking of all foundation subjects e.g. art, DT, music,	<p>Staff should ensure effective intervention marking in the moment and give verbal feedback in order to deepen children understanding during the learning. Use of Seesaw to evidence children's attainment in non-written subjects</p> <ul style="list-style-type: none"> • All subjects will be marked in line with writing books.

Edit and Improve Time

From year 2, time each week will be dedicated to the children editing or improving their own work. Teachers will develop the children's ability to become independent learners, self scaffold and given them autonomy in developing and improving their work (**green for self-editing** and **blue for correcting** after adult input). This time could include:

- The teacher models and demonstrates how to proof read and/or improve a sentence/ paragraph or piece of work, they can demonstrate on work where there are similar weaknesses to the children
- The teacher identifies a piece of work that they would like the children to proof read and edit before marking.
- The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the children are given quality time in order to have the opportunity to show this in their work
- Children use the success criteria from the lesson to improve a piece of work at another time during the week where the children can focus on being the reader rather than the writer.
- The children can work independently or with a partner to edit and improve their own or the work of their peer.
- It is important that when children are asked to edit and improve their work they read their work aloud. The children read their work aloud primarily to 'listen' to it - to hear how it sounds, whether it flows, it also allows them to 'look' carefully to see if there any obvious mistakes - such as words omitted or mis-spellings.

Role of Other Adults Supporting Marking and Feedback

All staff in the classroom are expected to mark in the moment, this will support children in receiving immediate feedback which they can respond to. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. Children should be encouraged to review their own or another child's work, and the teacher will support this process. This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process. In addition, the children could indicate where they think a particular building block has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular building block has been met. Provide voiced remarks regarding general points, such as common mistakes or setting out, to the whole class or group.

Special Educational Needs and Disabilities

When marking the work of children with Special educational Needs and Disabilities, we consider the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers. Reasonable adjustments will be made to that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning. This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

- Teaching and Learning Policy
- Assessment Policy
- SEND Policy