Deanwood Primary School

Marking and Feedback Policy

Policy Scope:	**Deanwood Primary School**
Responsibility:	**Local Governing Body**
Review Frequency:	**Annually**
Review Date:	**October 2024**

The Governing Body of Deanwood Primary School adopted this policy in October 2022.

Signed by D Giles, Chair of Governors

Contents:

Statement of intent

Deanwood Primary School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective 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.

1. Roles and responsibilities

1.1.   The Head of School 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 all departments within the school.

1.2.   Key Stage Leaders are responsible for:

- Ensuring all members of staff within their Key Stage are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their departments and reporting their findings back to the Head of School.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

1.3.   Teaching staff 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 pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

2. Expectations

2.1.   Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.
- Offer targets for improvement as appropriate.
- Judge whether written or verbal feedback should be given.
- Evidence that an adult has seen all written work completed by a child.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review and reflect upon any feedback that has been given to them.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.

- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. If appropriate, the SENCo should be consulted in regard to this.

2.2. Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

3. Workload

3.1. 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 pupil.

3.2. Teachers will ask themselves 'why am I providing this feedback?', 'how will this feedback be useful to the pupil?'. If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

3.3. If a teacher has a query, their Key Stage Leader will be available to offer guidance and support regarding the school's procedures.

3.4. If a teacher is unsure about the effectiveness of their own practices, the Key Stage Leader will help with developing an approach to marking and feedback that is more suited to the teacher.

4. Marking

4.1. 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 pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement

- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding

4.2. When marking, there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

4.3. Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.

4.4. Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

4.5. Rewards will be given to pupils in the following ways:

- Stickers placed on work
- Praise in front of whole class
- Displaying excellent work around the classroom
- Positive feedback to parents
- Verbal praise in a one-to-one setting

Marking in maths

4.6. As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject.

4.7. Teachers will use the following techniques when marking in maths:

- Ticking correct answers and leaving a dot on incorrect answers
- When possible, providing immediate feedback to pupils to show them how to reach correct answers
- If the pupil has shown correct working and a wrong answer, circle the correct part and encourage them to try again
- If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged

Marking in literacy

4.8. Marking in literacy can differ from other subjects as often answers are subjective and have to be supported by evidence. When marking in literacy, teachers will use the following techniques:

- Give feedback on whether the learning objective has been achieved and the success criteria followed
- Identify the next steps in the learning process
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group
- Correct spellings, particularly those appropriate for the year group
- Correct punctuation and grammatical errors appropriate to the objectives for the year group
- Allow specific time for pupils to read, reflect, and respond to marking

5. Feedback

5.1. Feedback should be given to:

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

5.2. Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

5.3. The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.

5.4. Verbal feedback can act as a way to give immediate and effective feedback to pupils.

5.5. Teachers will mark on pupils' work when verbal feedback was given.

5.6. Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.

- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

6. Monitoring and review

6.1.   This policy is reviewed annually by the Leadership Team.

6.2.   Any changes or amendments to this policy will be communicated to all staff members by the Head of School.

Appendix 1
Marking Code

TA	Supported by Teaching Assistant
CT	Supported by Class Teacher
I	Worked independently *NB: this is only to be used if a child has completed work independently after having previously been supported by an adult*
Sp.	Spelling error
• underline error • CL at the end of the line / in the margin *NB: the approach taken will depend upon the child's developmental level*	Missing capital letter
• circle the omission • P at the end of the line / in the margin *NB: the approach taken will depend upon the child's developmental level*	Missing punctuation
VF	Verbal feedback given *NB: there should be clear evidence of verbal feedback having had an impact*
^	Missing word
//	Missing paragraph
• _____ s • S at the end of the line / in the margin *NB: the approach taken will depend upon the child's developmental level*	Proofread for sense (Key Stage 2)
H	Homophone error (Key Stage 2)
T	Tense error (Key Stage 2)
G	Grammatical error (Key Stage 2)