Crowton Christ Church C.E. Primary School

Marking and Feedback Policy – Summer 2024

Aspire   Discover   Flourish

"With God, all things are possible."
Matthew 19:26

Marking and Feedback Policy	
Review Frequency	3 years
Reviewed and approved by	Full Governing Body
Date	June 2024
Headteacher Signature	*Lauren Hill*
Chair of Governors Signature	*Ruth Downes* *Sarah Thompson*
Date of next review	Summer 2027

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1. Statement of Intent

Crowton Christ Church CE 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.

2. Legal Framework
This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:
- DfE (2021) Teachers' Standards
- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

3. Rationale

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 classroom and focus on what is being learnt (learning objective) and how students should go about it (success criteria).
• 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 Crowton Christ Church C.E. Primary School.

At Crowton, 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.

The DfE workload review (2015/16) suggests three principles for effective marking:
• Meaningful
• Manageable
• Motivating

Meaningful: marking should serve a single purpose; advancing pupil progress and outcomes. Different forms of feedback will be appropriate in different situations, and the teacher can judge this. Each subject and phase should be able to determine a marking policy in their own area (see marking codes referenced below – Appendix A).
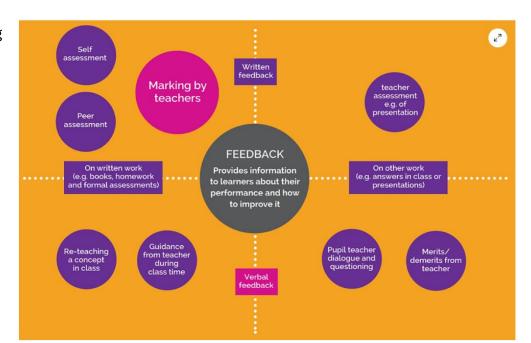
Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.

Motivating: marking should help motivate pupils to progress. This doesn't mean always writing in depth comments or being universally positive. Pupils should be expected to check their work before they hand it in and should be taught to understand the success criteria for a task (in an age-appropriate way).

4. Principles

'Feedback' is the written or oral 'telling' and sharing of what pupils have achieved, how well they have met learning objectives and what improvements are necessary for future learning.

'Marking' is a written acknowledgement for pupils of what they have achieved and how they might improve.

The purpose of feedback and marking is:
• To motivate pupils to further effort by praising current achievements and enhancing self-esteem.
• To assist pupils by the setting of clear targets to focus on aspects of work where further development is needed.
• To provide teachers and TAs with feedback on how well pupils have understood the current work and facilitate planning of the next stage of teaching and learning.
• To enable teachers and TAs to make judgments about pupil attainments, particularly with regard to teacher assessment levels within the National Curriculum.
• To relate teachers' and TAs expectations to pupils.

5. Roles and Responsibilities

The headteacher 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.

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.

6. Implementation

1. Live Marking

• Assessment for Learning: Teachers feel far more confident about knowing how the pupils and groups of pupils are doing: how much re-teaching was necessary, how much consolidation and who was ready to move on.

• Time management: Since marking is completed within the lesson, time is available at the end of the day to plan lessons in response to the pupils' work.

• Clarity of feedback: Since pupils and adults speak to each other, both parties are clear about exactly what the feedback means and what they need to do next. This is in contrast to the previous distance marking model, where pupils often reported not really understanding what the teacher meant.

2. Self and Peer Assessment

• Meaningful: Pupils are able to spot and iron out minor slips and errors in advance of the teachers seeing their work, teacher feedback is more tightly focused on how to improve children's work (in Writing) or addressing genuine misconceptions (in Maths).
• Motivating: Peer and self-marking within a lesson enable pupils to receive immediate feedback on how well they have done.
• Manageable: The marking burden on teachers is reduced.

What other benefits could it have?

• Peer- and self-marking gives pupils immediate feedback. They know to what degree they have met the Learning Objective. If it happens nearer the mid-point of the lesson ('Let's check to see how we're getting on…') that also gives the teacher an opportunity to intervene where necessary.

• Peer- and self-marking requires pupils to check their own work first.

• Peer- and self-marking allows pupils to reflect on what they need to do next. Metacognitive interventions have a positive impact on pupil progress, according to the EEF toolkit. Asking pupils to reflect on how they could do better, and to do it, helps to develop those metacognitive skills.

Research on Peer Marking
Black and Wiliam (1998) state that feedback including peer to peer, teacher and self-motivated feedback have significant positive effects on learning across all areas.

3. Success Criteria

Sadler (1989) suggests that there are certain things that students must know in order to make feedback effective: students must know what a successful end-goal looks like, how their current performance relates to the successful end-goal and what to do to close the gap between their current performance and the end goal (Nicol and McFarlane-Dick, 2006)

There are also implications for planning. Learning Objectives and Success Criteria need to be clear, simple and easy to assess. For example, "I can use descriptive language" is too vague. Better would be "I can use adjectives, similes and ambitious vocabulary."

Mid-lesson learning stops (also known as mini plenaries), allow children to review their work during the lesson rather than at the end when there is no time to edit mistakes and make improvements. For mid-lesson learning stops to be effective, the learning objective and success criteria have to be clear and challenging yet achievable. Once the children have done some work, they are stopped and asked to review their work with a partner and highlight where they have met the learning objective. They then have the rest of the lesson to make any changes to their work and ensure that they have met the objective.

4. Pupil Voice and Verbal Feedback

Hattie and Yates (2013) identify three types of feedback, depending on the developmental level of the pupil:
• When learners are first receiving feedback they will need more corrective feedback, information and guidance on what is wrong and how to put it right. They will also need assurance that they are doing the right thing.
• As learners become more competent when responding to feedback, they will continue to need assurance but will also need to be challenged with suggestions for how to improve things or do things differently.
• When learners are highly competent, it is the role of the person delivering feedback to support the learners' self- regulation and encourage learners to extend their learning and apply it in different ways.

7. Expectations

Teaching staff are expected to:
- Provide clear 'I can...' statements and success criteria for the children to use.
- Use the marking/editing code in Appendix A.
- Support pupils to self-mark
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful verbal feedback.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Implement strategies that encourage pupils to welcome feedback.
- 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. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

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 and respond in purple pen to 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.

8. 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 pupil.

We considered what **ineffective** marking looks like:
- It usually involves an excessive reliance on the labour-intensive practices under our definition of deep marking, such as extensive written comments in different colour pens.

- It can be disjointed from the learning process, failing to help pupils improve their understanding. This can be because work is set and marked to a false timetable and based on a policy of following a mechanistic timetable, rather than responding to pupils' needs.
- It can be dispiriting, for both teacher and pupil, by failing to encourage and engender motivation and resilience.
- It can be unmanageable for teachers and teachers forced to mark work late at night and at weekends are unlikely to operate effectively in the classroom.

Evidence indicates that:
- Pupils are unlikely to benefit from marking unless some time is set aside to enable them to consider and respond to feedback.
- Using targets to make marking as specific as possible is likely to increase pupil progress but teachers should consider the time-benefit balance of their marking strategy.
- Specific conversations with pupils can be more empowering for the pupil than written comments.

9. Feedback

Feedback should be given to:
- Motivate pupils and address misunderstandings.
- 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.

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.

To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:
- Clearly outlining which subject content will be covered in each class.
- Explaining the areas pupils will need to understand.
- Having a clear plan in mind for the progression of learning in the subject.
- Having a final goal in mind for the month/term/year.
- Making it clear what the objectives are from week to week, as well as final expectations.

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. When giving feedback, teachers will consider any SEND the pupils have and will make adjustments to the way feedback is given and the targets that are set to suit their individual needs in line with the SEND Policy.

10. Conclusion

In conclusion, we strive to ensure all marking and feedback is **Meaningful, Motivational and Manageable.**

The key factors are:
• Ensuring that teachers are able to teach responsively and make best use of their time after school in planning meaningful activities for pupils.

• Ensuring that all feedback is focused on helping pupils to make progress and not for the benefit of third-party observers.

• Ensuring that teachers use their professional judgement and curriculum knowledge to decide what each pupil needs to do next to make progress.

• Developing pupils as owners of their own learning, with high expectations for themselves and an understanding that errors help them to learn.

11. Monitoring and Review

This policy is reviewed every 3 years by the Headteacher. Any changes or amendments to this policy will be communicated to all staff members by the Headteacher.

The scheduled review date for this policy is **Summer 2027.**

- Teachers will mark in **green** pen.
- Teaching Assistants will mark in **black** pen.
- Children will "polish" and self/peer-assess in **purple** pen.
- Teachers will build a " 5-minute fix" into lessons for polishing, corrections or mid lesson reviews.

Marking/Editing Code

✓✓	Evidence of success criteria / learning objective achieved
(sp)	Spelling error
(p)	Punctuation
★	Need to up level / add more detail to writing
circled letter	Incorrect letter case / needs a capital letter Example: (j)a n u a r y
//	Paragraph
✓	Correct answer
.	Correction needed
(S)	Supported work (Teacher/TA)
(T)	Specific target for the pupils Example: (T) Capital letters to begin each new sentence.

Praise

Dojo points will be used across different pieces of work to provide children with immediate feedback as to how well they have worked in relation to the success criteria and/or lesson objective.

1dp	Some success criteria achieved.
2dp	Most/all success criteria achieved. Progress made.
3dp	All success criteria achieved along with high level presentation and sustained effort.

Further Guidance

	KS1	KS2
English	• Live marking to scaffold spelling/grammar • Success Criteria ***Purple polishing Y2 upwards**	• Purple Polishing • Success Criteria
Maths	• Live marking to scaffold understanding • Corrections	
Religious Education	• Teacher to provide written feedback / reflection question for children to answer throughout the unit of work. Time included at the start of each lesson to answer reflection.	
Foundation Subjects	• Live marking to scaffold understanding and address any misconceptions within the lesson. • Success criteria linked to learning objective. Opportunity for self/peer assessment.	