

Monksmoor Park CE Primary School

Feedback and marking

Date ratified by Governors: 17.9.19

Dates reviewed by Governors:

- 1.**
- 2.**
- 3.**

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1. Aims

Policies play an important part of any school and should not only set out procedural steps, but also embody the vision and values of the school. As a Church of England School, our values exemplify Christian values and all our policies express the same regard. Our vision of 'Nurturing all to flourish and aspire' reminds us of the importance of supporting children to reach their potential. We encourage children to take risks in a safe environment and support them as they attempt challenges in areas they feel less confident. Effective feedback empowers children to be actively involved in understanding how they are making progress. It identifies misconception and can also be used to reinforce a skill or to motivate.

2. Policy development

This draft policy has been developed in consultation with staff and Governors. Recent research and best practice has been considered, including EEF toolkit and DfE report on workload and marking. As a new school, we have the opportunity to develop new policies so this policy will remain in draft form until a suitable trial period has taken place. After this time, the staff will discuss the impact of the policy and either recommend to make changes, or take to the Governing Body for ratification.

3. Roles and responsibilities

3.1 The governing body

The governing body will approve the Feedback and marking policy, and hold the Headteacher to account for its implementation.

3.2 The Headteacher

The Headteacher is responsible for ensuring that this policy is applied consistently across the school and for ensuring staff have the skills and training required to implement the policy successfully.

3.3 Staff

Staff are responsible for:

- Applying the policy across the whole curriculum
- Identifying own developmental and/or training needs in relation to the policy
- Tailoring the policy (where applicable) to meet the needs of their children
- Giving feedback regarding the impact of the policy

3.4 Pupils

Pupils are expected to take responsibility for their learning and ensure work produced is to the best of their ability. When possible, pupils should check their own work using the success criteria and give an honest judgement about their understanding.

4. Training

It is the Headteacher's responsibility to ensure all staff have the skills necessary to apply this policy. However, staff also have a responsibility to identify areas of own practice that could be improved and request support as appropriate.

Training may be 1:1, small groups or whole staff and should include examples of best practice from our school.

5. Expectations

Presentation of learning should:

- Be neat, demonstrating care and thought
- Provide the first impression of quality of learning and should be valued as such, although does not supersede content or quality of learning

Feedback and marking should:

- Motivate the pupil
- Move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something
- Support teacher's assessment of each pupil in order to plan and refine next steps in learning
- Be manageable for teacher and teaching assistants with regard to workload

6. Processes

Teachers' well-considered intervention

Teachers conduct 'in the moment' marking wherever possible. This takes place within a lesson to prompt deeper thinking, and swiftly address misconceptions. It takes the form of verbal feedback and occurs through effective questioning to clarify or refocus learning, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning situation with a pupil or part of a group.

Self-assessment

Pupils will place their book in one of three trays at the end of the lesson:

Red 'I don't think I understand yet'

Amber 'I think I got it!'

Green 'I got it!'

If a Learning Objective refers to success criteria then it is useful for this to be stuck into the book so the child can self-assess against all aspects.

Peer Assessment

Children of all ages will have the opportunity to give each other respectful verbal feedback. They should identify what is successful (making use of success criteria where possible) and then suggest an area for improvement. This should not be restricted to planned opportunities. Children should be encouraged to support their peers' learning throughout the day/curriculum.

Review of pupils' work

After a lesson, the teacher looks through the pupils' books for common misconceptions and errors in basic skills. Then sort the books into three piles – children who didn't grasp the concept taught, those who showed good understanding and those who did particularly well. Teachers highlight in green areas of success. Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson using a grid.

See Appendix 1 for an example of a marking grid. Please note, this *does not* have to be used, it is simply an example.

The time taken for this book checking process will vary between year groups, but should not be an arduous task. Where possible, children will have already marked their own work in the lesson to speed up this analysis (particularly in subjects like mathematics).

After this, the teacher plans a whole class feedback session using the notes from the sheet as an aide-memoire. The start of the next lesson begins with the teacher sharing the best work (perhaps using an iPad), identifying common errors in basic skills (e.g. spellings, number facts) and then addressing common misconceptions that have been identified. This session is flexible in how long it takes but a typical session might be ten minutes or so giving time for children to redress any misconceptions that had arisen and, where useful, check through their work and improve it based on the feedback given.

EYFS

Teaching and learning in the early years is organised differently to that in all other year groups. With this in mind, feedback is often given at point of learning and is mainly verbal. There is no need to write additional comments into children's books for the benefit of parents or other observers. However, there will be times when the adults will need to transcribe a child's mark making and add context to the work.

Professional judgement

As a school, we value the professional judgement of all our staff as they often know the children best. We appreciate there are times when it would not be in the best interest of the child to strictly adhere to this policy. Such occasion might be for a child with additional needs, or children in EYFS. If we continue to ask *'Why are we giving this feedback?'* we will ensure our actions are based on what will most positively impact the children's progress.

7. Non-negotiable procedures for marking

- All marking is to be carried out in green pen
- All marking is to be done in a clear legible hand aligned to the school handwriting script.
- The marking code is to be followed in all cases. (See appendix 2)
- The marking code should be accessible to all pupils and adults on a sticker on the inside cover of the children's books.

8. Supply teachers

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers on arrival in the school. A copy of this policy can also be found in the policies folder on Teams.

9. Monitoring arrangements

The application of this policy is monitored by the Headteacher and EYFS leader through learning walks, Pupil Progress Meetings and discussions with staff and students.

The impact of the policy is monitored by class teachers and reported back to Senior Leaders.

This policy will be reviewed by the staff and Headteacher in the Spring of 2020. If necessary, change will be made and the policy will then be presented to the Governing Body for ratification.



Whole Class Feedback Sheet

Lesson:

Date:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

Appendix 2

Marking System and Code

- All teachers and teaching assistants mark in green ink. Any marking undertaken by children is in pencil.
- It is assumed that all work is completed independently unless Teachers indicate when support has been given by using 'S'.
- Use the codes below to indicate where work requires correction.
- Children should be taught to self-assess.
- Teachers and teaching assistants should make every attempt to 'mark in the moment' when they are making interactions to support learning or move it on quickly within lessons.

We use the following signs and symbols in our marking:

✓	correct work
aaaa	Success
●	incorrect calculation in mathematics
✓✓	adventurous vocabulary
_____	an incorrect spelling. Focus on the incorrect spellings of words they should know for their age or topic words that are currently on display in the room or on word mats. For EYFS and Year 1, the marker writes the correct spelling for the child; in Year 2 and upwards, the child will use a dictionary to find the correct spelling and then write it three times in their book.
KW	If a piece of work is marked by someone that is not the class teacher, they will include their initials.
S	support has been given
P	in the margin indicates incorrect or missing punctuation (e.g. capital letters, exclamation marks, question marks, speech marks)