

Marking and Feedback Policy



Thurston CE Primary Academy

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Introduction

At Thurston CE Primary Academy our vision is to empower all pupils to embrace a love of learning and achieve their personal best. The aim of this policy is to ensure that all feedback and marking reflects this vision and that feedback and marking adds value to learning and does not add additional workload for staff.

Background and Context

Ofsted Inspection Handbook (P12) states:

- Ofsted will not advocate a particular method of planning (including lesson planning), teaching or assessment; it is up to schools to determine their practices and it is up to leadership teams to justify these on their own merits rather than by referring to this handbook.
- Ofsted does not require schools to provide any written record of teachers' oral feedback to pupils.
- Ofsted does not specify the frequency, type or volume of marking and feedback.

[Workload Review Group marking report](#), March 2016:

"Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop."

"The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work."

"There is also a cultural challenge here. In many cases the view is that you must spend hours marking to be a good teacher; that writing pages of feedback makes you more effective; and that there is a link between the quantity of marking and pupil progress. These are myths that need to be debunked."

The principles from the above independent report stated that that all marking should be:

- **Manageable:** Assessment policies should be clear that marking practice should be proportionate and consider the frequency and complexity of written feedback, and cost and time-effectiveness of marking in relation to the overall workload of teachers.
- **Meaningful:** Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

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What is Feedback?

We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should have a positive tone. It should be specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

Aims of Feedback at Thurston CE Primary Academy

- To help pupils make progress
- To provide strategies for pupils to improve
- To give pupils dedicated time to reflect upon their learning and put effort in to make improvements
- To inform planning and structure the next phase of learning
- To encourage a dialogue to develop between pupil and teacher
- To encourage pupils to have a sense of pride in their work
- To encourage pupils to perfect presentation
- To correct relevant mistakes with a focus on literacy and mathematics skills and strategies

Principles of Feedback at Thurston CE Primary Academy

- Feedback should be timely and respond to the need of the individual learner so that they can actively engage with the feedback
- A dialogue should be created: between the teacher and pupil, between the pupils at large, or between the pupil and themselves. It is essential to allow time for pupils to engage with feedback and enact that which they feel is relevant and important to moving their learning forward.
- Pupils should be encouraged to assess their own work against collaboratively created learning goals.
- Peer and self-feedback are valuable tools for learning that should occur regularly, after careful structuring by the teacher.

Types of Feedback and Marking

Verbal Feedback

- This is the most frequent form of feedback.
- It has immediacy and relevance as it leads to direct pupil action.
- Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be planned for, but will be based on acute and strategic assessment for learning.

Peer Feedback

- This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher. These structures are seamless and integrated into the school's pedagogic model.

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- Pupils need to be well trained over time to effectively peer assess one another. This process will be led by all teachers.

Written Feedback

- Written feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. It will be the least frequently used form of feedback in most contexts.
- Written feedback will model all aspects of our presentation/handwriting expectations
- When determined appropriate to use, written feedback will be a balance of the positive reinforcement of mastered skills and clear, current and actionable ideas to improve their work
- This may include identifying specific issues such as key words, presentation issues, spellings, etc.; pupils should act upon these

Feedback and Marking in Action

The most effective form of marking for both pupils and staff is live marking which takes place within the lesson. This allows children to immediately respond to the feedback given and make relevant improvements to their work.

Any written feedback must add value for the pupil, there is no value in written comments which the child either can't read or won't have the opportunity to respond to.

- Purple polishing pens will be used by pupils in books to clearly show where they have made improvements to their work- usually in response to verbal feedback to individuals, groups or whole class.
- Marking by adults (Teachers, HLTAs and TAs) should be in green to allow consistency between classes.
- Scribing in the child's voice should be in black to be clearly differentiated from marking.

Marking

Marking should be related to the lesson content and National Curriculum expectations. There is no purpose in correcting every spelling unless it is relevant to the lesson content or relevant to the child's learning (e.g. Common Exception Word or key vocabulary). Where relevant the following marking will be used for each age group (professional judgements can be made for individual pupils who may be working above or below age related expectations):

- Key Stage One- Wiggly line under the mistake
- Lower Key Stage Two- 's' for spelling error 'p' for punctuation error. This could be in the margin beside the mistake or at the top of the page for child to find the error.
- Upper Key Stage Two- Dot in the margin for child to identify the error
- More in depth comments to move learning on (e.g. Can you list 3 synonyms for said?) will be included at the end of a unit or work or larger piece of writing.
- Maths questions should have a tick for correct or a dot for incorrect.

Opportunities should be given to review marking at appropriate times- e.g. live during the lesson or in early morning work.

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Marking for Assessment

English- Key Stage One

At the start of each new unit of work in Key Stage One the unit assessments in should be stuck in the book, see an example below. Each time an objective is met through the teaching of that unit the objective should be ticked and/or dated. An 'S' can be used to show where an objective has been met but with adult support.

Vlad and the Great Fire of London- 3 Weeks	W/B 6th Sept		
I can write sentences using capital letters.			
I can use full stops.			
I can sound out words phonetically.			
I can form letters correctly.			
I can write sentences on the line.			
I can draw a summary of what I have read.			
I can write a sentence using adverbs.			
I can write a simile.			
I can use a model text to support my writing.			

English in Key Stage Two and Maths, Science and Humanities across the school

At the start of each new unit a knowledge organiser should be put in the book. This should be used as both a teaching and an assessment tool throughout the unit. Sections of knowledge can be ticked and/or highlighted as they have been covered. This can be by both staff and children and, as with all marking should add value to the learning.

Other Subjects

As we continue to develop our curriculum the use of marking for assessment may be updated for other subjects. Guidance for individual foundation subjects should not differ to much for the expectations given here but there may be subject specific guidelines to take into consideration. This guidance would come from individual subject leaders.

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