



DIOCESE OF SOUTHWELL
& NOTTINGHAM

MULTI ACADEMY TRUST

Linby cum Papplewick C of E Primary School

Effective Marking and Feedback Policy

Policy date: September 2024

Approved by Governors: September 2024

Policy review date: September 2025

Written by: Natasha Murray and Rachel Hodge

1 Thessalonians 5:11 encourages us, "Therefore encourage one another and build each other up, just as in fact you are doing."

Our vision and aims:

In our Linby community, everyone – both adults and children, know that they are valued as God's children. Their gifts are discovered, valued and nurtured so that all can flourish. The way we treat one another is key to the heart of Linby and impacts all we do. Our vision is rooted in the Bible and was chosen by the school community.

"May love and kindness be the motivation behind everything we do". 1 Cor 16:14.

Our mission is to 'Love Life, Love Learning and Grow in Faith.' We do this by providing an enriching, exceptional learning experience, where our children are the starting point and the beating heartbeat of the school.

Introduction

Guidance from OFSTED (Ofsted inspection: myths, 23rd August 2016) states that:

"Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.

If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers."

This is supported by the latest research from the Education Endowment Fund, which summarises their research into effective teacher feedback as follows:

Effective teacher feedback should:

- *redirect or refocus either the teacher's or the learner's actions to achieve a goal*
- *be specific, accurate and clear*

- *encourage and support further effort*
- *be given sparingly so that it is meaningful*
- *provide specific guidance on how to improve and not just tell students when they are wrong.*

(Education Endowment Fund, 'A marked improvement? A review of the evidence on written marking, University of Oxford, April 2016.)

Based on this research, our policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils, without placing unnecessary workload on teaching staff.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. At Linby cum Papplewick C of E Primary School, this important stage of the teaching and learning process is also called 'Developmental Marking'.

1. Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners. Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Our policy on feedback has at its core a number of key principles:

- the sole focus of feedback and marking should be to further the children's learning;
- additional evidence of marking and feedback should not be provided for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered as close as possible to the point of learning is most effective;
- feedback is provided to inform both teachers and pupils as part of the assessment process and can take many different forms;
- feedback is part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good or better progress;
- all pupils' work should be reviewed consistently, over a sustained period of time, at the earliest opportunity, so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

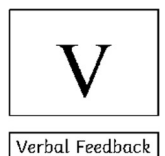
2. Processes

In practice, this section will outline how feedback and marking will look.

Four types of marking and feedback occur during teaching and learning at Linby cum Papplewick C of E Primary School:

i. Teacher intervention/immediate feedback

Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. 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. It may also be verbal feedback given during a 1:1 learning conference with a pupil or on a group basis. In this instance, a marking symbol 'V' will be used. For younger pupils this can be noted down to record the feedback and response process; however, it does not need to be recorded in books. This can also include 'live marking and feedback' during the lesson.



ii. 'Light marking'

This is an acknowledgement and recognition of attainment, progress, success or completion of work.

For example, this might take the form of ticking correct calculations in Mathematics or inclusion of a specific skill taught in English. It would also include identifying completion of learning objectives or success criteria (highlighting or marked against the learning tool).

iii. Developmental marking

Incisive feedback on attainment and success is given and a response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

This could take the form of corrections, editing and improving, group work with teaching staff or a challenge, including elements of mastery.

This could be completed away from the point of teaching or through live marking, with an opportunity provided as soon as possible for pupils to respond. Sufficient lesson time should be allocated for this and this would normally occur during the lesson or the following day.

iv. Self-assessment and peer assessment

Pupils identify the attainment and success of a piece of work.

This could include marking themselves against provided objectives/success criteria, feedback to another pupil or hot and cold tasks.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and Feedback at Linby cum Papplewick C of E Primary School.

3. Staff Procedures for Marking

All work that is completed within books will have a clear Success Criteria. This is informed by the National Curriculum guidance and relates to the schools assessment structures. Presentation in books should be of a high standard, with a clear date, learning objective, neat handwriting and care taken over spellings and punctuation. Children will be given the opportunity to assess themselves against the learning objective. This information will be used by the teacher to inform the next steps for learning.

All marking and feedback will be carried out in purple pen by teaching staff.

Pupils will respond to marking in a different colour pen (green).

All marking and feedback is to be completed in clear, legible handwriting, aligned to the school handwriting policy.

Teaching staff are to use ticks for work completed correctly and dots where errors/miscalculations have been made. In English, this could take the form of underlining/highlighting for errors, such as spelling.

In both Mathematics and English, **at least one piece of work per pupil should be developmentally marked in depth per week.** However, some caution should be applied here, in that some pieces of work will lend themselves better to development marking and to a higher frequency of developmental marking than others. Therefore, as a minimum, it would be expected that pupil's work is marked developmentally consistently and over a sustained period of time.

Developmental marking for Mathematics:

The marking code of M1, M2 and M3 will be used in all classes. This code should be provided to pupils for their comprehension and should mean the following:

M1 – challenge or extension

This should be used to extend or deepen student's learning. It should be a word problem or calculation that would extend a child's learning onto their next steps after successful completion of the work completed in the lesson.

M2 – corrections of work

For errors or where further consolidation from the previous lesson is required.

Pupils should have the opportunity to move on to M1 when they are ready.

M3 – adult support

Opportunity for pupils who have been assessed as requiring further support or assistance with class work for the previous day to work with a member of teaching staff. It could also be used to identify a pupil for an additional 'catch-up' session with a member of staff at a different time to the allocated subject/lesson.

Developmental marking for English:

The marking codes for English are provided in the appendices of this document. These marking codes will be used progressively through the school, developing from a limited number in Year 1 to the full range of symbols in Year 5 and 6.

Developmental marking in other subjects:

The same policy and codes should be followed as above. However, the frequency of developmental marking may be less rigorous. All foundation books and other work formally recorded by children across the curriculum should be 'light marked', with evidence of consistent and sustained feedback over a period of time (usually over a half term).

Well-constructed feedback tasks prompt effective response from pupils so as to improve the quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving.

Subject tools, learning reflections and knowledge acquisition should be used to support effective feedback in other subjects.

Rewards and praise

Rewards and praise must be used for excellent effort and achievement and not just for excellent work. It will be individual to each member of staff throughout the school. At Linby cum Papplewick C of E Primary School, we use a range of rewards: Dojo points, stickers, verbal recognition in class, sharing work with other teachers or the Headteachers and in whole-school celebration assemblies.

The Frequency and Nature of Pupil Response to Feedback

Work that is marked developmentally requires a response from the pupil. Developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from Foundation Stage to Year 6 and throughout the school year appropriately. In each class, effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEND will need support to enable this. Likewise, tasks must be effective and specific in improving work, yet brief in execution. For pupils in KS1 and where developmentally appropriate

as designated by specific need, communication of the feedback will be augmented by adults, until developmentally pupils are able to access this independently.

Acknowledgement of response

This should be swift, in line with the marking policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise, then the teacher will wish to address this with the child through another medium than feedback and response.

4. Role of other adults supporting

Support staff may mark work with pupils with whom they have been working. When this is the case they will follow the guidelines in this policy. If developmental marking is administered, then it should follow this policy and be under the supervision of the class teacher.

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 as part of the Staff Handbook and induction on arrival in the school.

5. Responsibilities

It is the responsibility of the class teacher to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks. It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise, the SENDCo has responsibility to ensure the policy is appropriately adapted and implemented for SEND pupils. This includes reference in individual plans and agreements as appropriate.

It is the responsibility of the Headteachers to liaise with the subject leaders and to feed back to Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Headteachers to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

6. Equality of opportunity

All pupils are entitled to have their work marked in accordance with this policy.

7. SEND and Inclusion

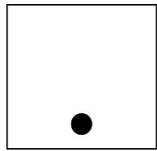
Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified for a pupil individually as required.

8. Monitoring and Evaluation

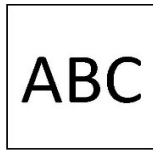
Monitoring of the policy will be done through work scrutiny led by the Headteachers and subject leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes. The Headteachers will also monitor the impact of developmental marking through work sampling in both Mathematics and English and all subject across the curriculum as part of lesson observations to monitor the quality of teaching and learning in the school. In Foundation Stage, this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers. Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEND provision and impact of the Pupil Premium Grant.

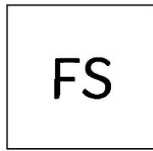
Appendix 1: English marking symbols



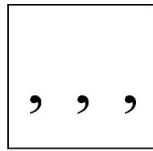
Full stop



Capital letters



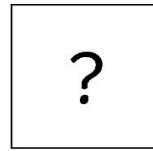
Finger space



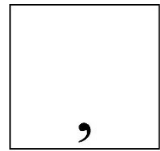
Commas in a list



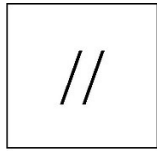
Exclamation mark



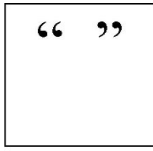
Question mark



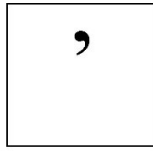
Comma



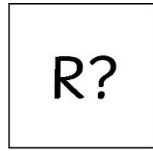
Paragraphs



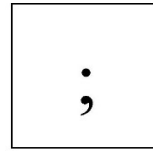
Inverted commas



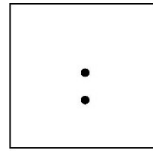
Apostrophe



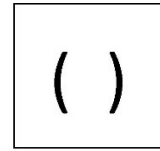
Rhetorical question



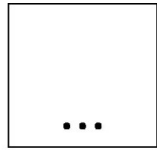
Semi-colon



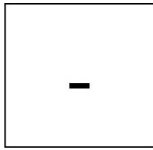
Colon



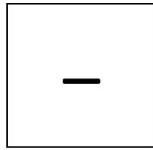
Brackets



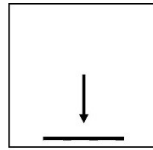
Ellipsis



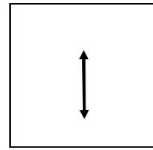
Hyphen



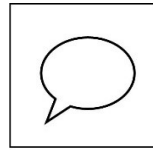
Dash



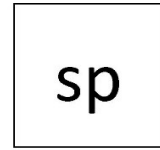
Sit writing on the line



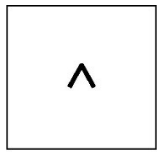
Size of writing



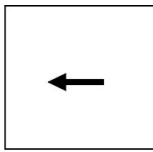
Read aloud



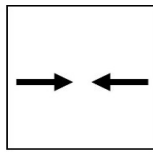
Spelling error



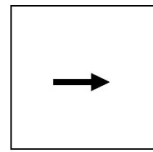
Missing word/s



Past tense



Present tense



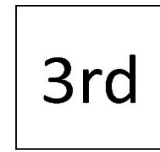
Future tense



Alliteration



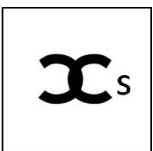
First person



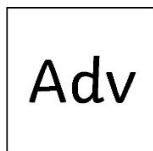
Third person



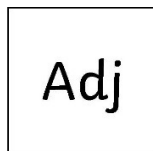
Co-ordinating conjunction



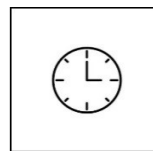
Subordinating conjunction



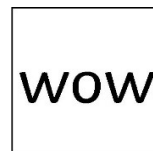
Adverb



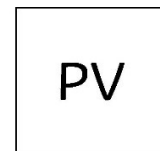
Adjective



Time adverbials



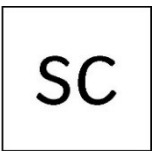
Interesting word



Powerful verb



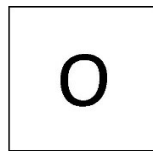
Main clause



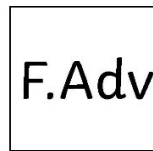
Subordinate clause



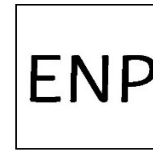
Relative clause



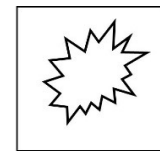
Different opener



Fronted adverbial



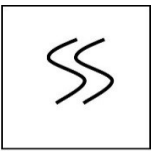
Expanded noun phrase



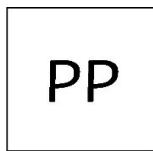
Onomatopoeia



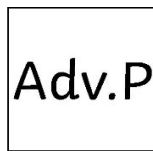
Metaphor



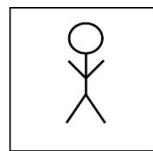
Simile



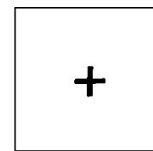
Prepositional phrase



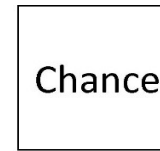
Adverbial phrase



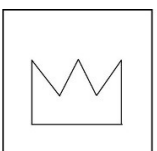
Personification



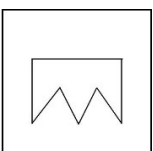
Cohesive device



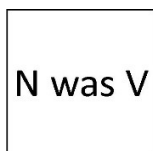
Modal verb



Formal language

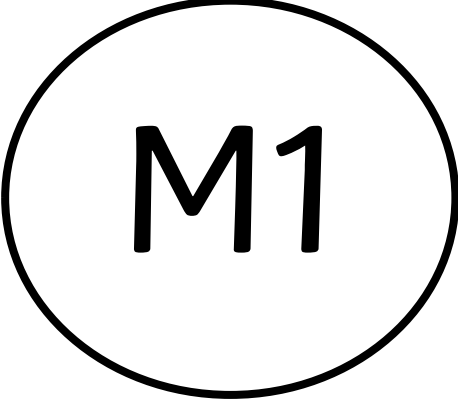


Informal language



Passive voice

Appendix 2: Mathematics marking symbols



M1

Complete the challenge.



M2

Correction – complete this
in green pen.



M3

See an adult for support.