



MARKING & FEEDBACK POLICY

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[Matthew 7:24](#)

Everyone then who hears these words of mine and does them will be like a wise man who built his house on the rock.

Rationale

Quality feedback is a key element for securing improvement in pupils' work. Feedback and marking should be constructive for every child, focusing on success and improvement needs against learning objectives and success criteria, enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Principles

Marking and feedback should:

- Relate to the learning objectives and/or success criteria of the lesson.
- Be timely to ensure children can act on feedback to improve their learning.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement (oral feedback/in-depth marking)
- Allow specific time for children to read, reflect and respond to feedback (e.g. 'MAGIC' time).
- Involve children to ensure equity across subjects and abilities.
- Inform future planning and individual target setting.
- Be accessible to children.
- Be consistently applied across the school.
- Ultimately be seen by children as positive in improving their learning.
- Encourage and teach children to self and peer mark wherever possible to take further responsibility for their learning.

Written Feedback Frequency

All written work in books should be marked. This must be completed in a timely fashion in order to secure its positive impact on pupils' further learning. This means all work should be marked before returning to pupils in the next lesson in the sequence whenever possible.

Three pieces of work per week on average are expected to be in each book for English and maths. Two of these pieces of work should be quality marked per subject per week.

Written feedback in science should focus on addressing pupils' misconceptions.

Three pieces of work per half term are expected to be in each books for topic, science and RE book. One of these pieces of work should be quality marked per subject per half term.

Art work does not necessarily require written feedback although each class will maintain an A1 Art Folder. Each folder will contain an example of art work from lessons, clearly labelled with the learning objective and year group. Some art work will be used for display purposes across the school. Key Stage Two pupils will also have sketch books in line with National Curriculum requirements.

PSHEE work does not necessarily require written feedback as the majority of lessons will be practical in nature.

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Strategies

Verbal Feedback

Throughout the course of a lesson, teachers' comments to children should focus firstly on issues about the learning objective and success criteria and secondly on other features. Higher order questions should be used by practitioners to encourage pupils to explore their work, its strengths and areas for development.

Surface Marking

This usually consists of ticks and is associated with closed tasks or exercise. Children should be given the opportunity to self/peer-mark. The learning can also be sometimes marked as a class or in groups.

Quality (In-Depth) Marking

Quality marking involves teachers marking against key general features and against the learning objective/success criteria of the lesson.

English & Topic Quality Marking

In English & Topic, this begins with assessment against 'Rainbow Writers' criteria in Reception and year one. More able year one pupils will be moved onto www/ebi as outlined below.

In Reception, learning objectives link with the Early Learning Goals. The teacher provides written feedback to one group of children daily which consists of "Looping the Lovely" which is circling where the child has achieved the learning objective, and one area for development related to the learning objective.

In year one, "Rainbow Writers" criteria is used to focus marking on the development of the basics of writing, both what has gone when and what would be even better. "Looping the Lovely" is used to identify examples of strengths.

By year two, most children will be able to access www (what went well) and ebi (even better if). In many cases, the ebi will come from the teacher's evaluation of the non-negotiables from that lesson. Those unable to do so will have these comments read by the teacher or TA.

Mathematics Quality Marking

In maths, this involves providing a 'close the gap' comment to pupils to move their learning forward. Teachers are welcome to provide additional feedback at this time as they deem appropriate. In Reception, the teacher works with one group and records an observation which includes next steps.

Examples of useful 'closing the gap or ebi' comments are:

- A **reminder** prompt (e.g. 'What else could you say here?'; 'Have you referred to the original question in your answer?'; 'How many different can be found?').
- A **scaffolded** prompt (e.g. 'What was the dog's tail doing?', 'The dog was angry so he', 'Describe the expression on the dog's face'; 'The inverse of multiplication is ...'; $2 \times 10 = 20$ so $20 \times 10 = \dots$ '; 'How can this pattern help you find an answer?').
- An **example** prompt (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes'; 'One answer is... Is there another solution to the problem?').

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Pupils should be encouraged to regularly assess theirs or others' work against agreed success criteria in between the teacher's quality mark.

MAGIC (Mend & Grow In Class) Time

When pupils receive written feedback that contains a next step (i.e. an ebi or close-the-gap comment), they will often be provided with 'MAGIC' time to address these in the next lesson.

Secretarial Features

Spelling, punctuation, grammar, etc., focus should not be asked for in every piece of writing, because children cannot effectively focus on too many things in one task. When work is finished, ask children to check for errors. They should not be told to correct all spellings.

Only give children feedback about those things you have asked them to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be marked.

Self-Marking

Children should self-evaluate wherever possible. Children can identify their own three successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning.

Shared Marking

The teacher can sometimes choose one piece of child's work to mark as a class, using iPad with AppleTV. The marking process can be modelled at this time along with relevant teaching points. Teachers may alternatively show two pieces of assessed work, with the same title, and discuss their differences.

Paired/Peer Marking

During lessons, children should sometimes be asked to mark a range of learning in pairs. The following points are important:

- Paired marking should be introduced once children are ready.
- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action.
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be established.
- Children should, alternately, point out what they like first, and then suggest ways to improve the piece, but only against the learning objective/success criteria and not spelling, etc.
- Pairings should be mixed over time.
- Encourage a dialogue between children rather than taking turns to be the 'teacher', they should discuss each other's work together (e.g. '*I think this bit really shows how that character feels, what do you think?*').