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# Marking and Feedback Policy

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<b>Date for full implementation</b>	15 February 2022
<b>Date for Review</b>	Spring 2024
<b>Status</b>	Recommended



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### **Purpose**

The purpose of this policy is to provide explicit details of how we mark pupil's work in Rusper Primary School. This policy applies to all teaching staff at the school. All teachers should be familiar with the content of this policy and follow the specified implementation protocols thoroughly and consistently.

### **Relationship with other policies**

This policy should be read in conjunction with the policies on curriculum (specifically RPS writing policy), home learning, home-school agreement and the School Improvement Plan.

### **Roles and Responsibilities**

The Headteacher will ensure that all staff marking and assessing pupils' work follow this policy. Teaching staff will provide oral or written feedback in accordance with the school's guidelines.

### **Arrangements for Monitoring and Evaluation**

The Full Governing Body will review this policy biennially.

### **Why do we need a Marking and Feedback Policy?**

It is important to provide constructive feedback to children focussing on success and improvement needs against learning objectives and success criteria. This 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 also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children's needs.

### **Principles of Marking and Feedback at Rusper**

Effective Marking and feedback should achieve a balance between two key aims.

1. Have the maximum positive impact on pupil progress
2. Have minimum negative impact on teacher workload

In producing this policy teachers have considered the independent research evidence available via the **Education Endowment Foundation** and the **Independent Teacher Workload Review Group**. Teachers at RPS agree that marking and Feedback should be "Meaningful, manageable and motivating".

We believe Marking and Feedback must:

- Provide clear feedback to children, relating to the learning objective and success criteria;
- Provide clear advice and strategies for improvement and next learning steps;
- Involve all adults working with the children in the classroom;
- Give recognition and descriptive praise for effort and progress;
- Allow specific time for children to read, reflect and respond to marking if appropriate;
- Respond to individual learning needs e.g. marking face to face with some and at a distance with others
- Inform future planning and group target setting;
- Use consistent codes across the school;
- Show children that their work is valued and purposeful;
- Ultimately be seen by children as a positive approach to improving their learning;
- Take place at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.



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### **Effective Marking & Feedback**

At Rusper, we believe that feedback is most effective when done collaboratively with pupils at the time of learning. Where possible, we endeavour to give feedback during the lesson, and encourage the use of 'Live Marking and Feedback'

Effective marking and feedback is in fact a way we can get students to understand the feedback we give and then act accordingly in response to improve their learning and make progress. Effective marking and feedback requires a significant degree of work from the student. It is not, as it has historically been, just the onus of the teacher. Effective feedback fits within the learning culture of the school and enables pupils to develop a greater independent awareness of techniques and strategies for improving; this is instrumental in the building of their self-efficacy and the avoidance of a learned helplessness when it comes to making progress. Therefore, we should provide the least amount of feedback to a child first and then offer more support or scaffolding as is needed.

All pupil work will have a response. Responses will be in the form verbal feedback, peer assessment, self assessment or teacher marking.

### **Pedagogy for Effective Verbal Feedback**

At Rusper, we use the following approaches to Feedback

#### **Prompts**

Different types of prompt will be used depending on the task involved and the ability of the child.

- **Self Scaffold** – “What can you use in your learning environment to help you?”
- **Prompt** – “Can you think of a better word than bad?”
- **Clue prompt** – “What kind of monster was he? Change *bad* for a word that makes him sound scarier.”
- **Model prompt** – “Try one of these instead of bad: ferocious, terrifying, evil.”
- **Correct prompt** – “Instead of bad, I would use evil”

Prompts will usually be verbal, and delivered during the lesson. There is no requirement for these prompts to be recorded. Teachers will usually ask pupils to edit their work using a purple pen, thus the impacts of such a dialogue can be seen via the edits.

#### **Collaborative Feedback**

Peer assessment is a powerful tool in facilitating pupil progress and in building pupil independence.

1. Children work in pairs or threes to review each other's work at key points when completing independent work
2. Taking one pupil's work at a time, children discuss successes and any potential upgrades based on success criteria.
3. The child whose work is being discussed uses their purple pen to make any improvements.
4. The process is repeated for the other children in the triad and the triad then continue with their work.
5. Teacher to select children to feedback back to the class on their partners work (encouraging speaking and listening skills)

The success of collaborative feedback will be dependent on the learning culture nurtured within the classroom and the clarity of the success criteria. Children will need a well-developed growth mindset in order to maximise effectiveness.



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### **Pupil Conferencing**

Conferencing is a one-to-one discussion between teacher and child that follows a sequence of initially asking open ended questions about a child's work. Through questioning, it enables the teacher to identify how best to support or extend the child's learning. The 'live' verbal feedback is immediate, relevant and allows the child to reflect on and attend to the learning points raised whilst still being actively engaged with their work.

Types of questions for teachers to use when leading conferencing are

1. Inviting Questions

"What's working well today?"

"What are you finding tricky?"

"How can I help you?"

2. Open-ended Questions (establishing the pupil intent)

"Can you tell me more about..."

"What do you mean when you say..?"

"What do you want your reader to feel at this point?"

3. Specific Teaching Input

"When I'm trying to do \_\_\_\_\_, I try this"

"One strategy that might help you is\_\_\_\_"

"Try looking at your \_\_\_\_\_ book to see if you can find a strategy that will work here"

### **Pedagogy of Written Marking**

All teacher marking will be undertaken with a green pen and initialled.

All pupil marking and editing will be undertaken with a purple pen.

All written marking will evaluate pupil performance against a key objective for the lesson. (Pupils will know the objectives for the lesson from the outset in order that they can effectively engage with their own learning process throughout the lesson and specifically at the point of evaluation.)

### **Scaffolded Marking**

The aim of scaffolded marking is to provide written prompts to direct pupils to improve their work. The ultimate aim of scaffolded marking is to foster and increase pupil independence in self-assessment and work improvement.

To ensure the marking feedback is consistent, meaningful and manageable, all staff will adhere to the agreed code for marking and for identifying the level of support provided (see appendix). Scaffolded marking will take the form of any of these approaches.

- Underline or circle using green ink the error or area of work that needs correcting/improving.
- Use a code in the margin of the line where the error is to prompt the child. (see appendix)
- A written to prompt the child to edit and improve their work  
Written Prompt example for writing "Please edit your use of commas"  
Written prompt example for maths "Please explain how you know the answer is greater than 45."



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From Year 2 upwards, in most maths and literacy lessons, the key objective will be broken down into specific Success Criteria to support the learning evaluation. Scaffolded marking of success criteria will involve using an agreed form eg ticks or smiley faces to indicate secure; and a next next step symbol where knowledge is not secure.

### **Deep Marking**

Deep marking is a generic term used to describe a process whereby teachers provide written feedback to pupils offering guidance with a view to improving or enhancing the future performance of pupils. Pupils are then expected to respond by improving their work in relation to the guidance which in turn is verified by the teacher. Good examples of when to deep mark might include the following:

- Pre-assessment tasks
- A piece of writing nearing the end of the writing journey; after the self-editing and upgrading process by the child and prior to publishing.
- Extensive writing in other subjects where English skills are utilised
- To develop reasoning in maths or to scaffold a child through a method

Deep marking is not a regular requirement and should only be used when the time taken to carry out the marking is commensurate with the impact on learning. Teachers should regularly reflect on the impact of their feedback. Are the children making maximum progress and what forms of feedback enable this process?

### **Pupil Editing**

Editing is an important part of the writing process. At Rusper we use a 5 Steps approach to editing writing which involves drafting, proof reading and then editing writing using an agreed set of criteria. These criteria are displayed in each classroom and the pupils are trained to apply the steps of editing as part of the writing journey toward all finished writing compositions. Editing is done in purple pen. Marking and feedback either by an adult or a peer will refer to the 5 Steps and then allows the writer to make improvements to their writing independently.

### **Next Steps**

Marking (written or verbal) will make clear to pupils what their Next Steps are. Next Steps should always be in the context of the skills required to achieve an objective. Where success criteria are used in the lesson the next steps symbol can be marked against a particular skill that is not yet secure. Next Step challenges (written or verbal) should be relevant to the objective / success criteria; and should be used either to support a next steps symbol against an insecure skill, or as an extension task when all success criteria are secure. Next Steps tasks can take the following forms:

- ⇒ Correcting inaccuracy
- ⇒ Consolidation of a skill
- ⇒ Editing to improve
- ⇒ A task 'challenge' designed to extend or deepen understanding of the objective

Extension tasks will typically be in the form of a question which challenges pupils to summarise, explain, justify, apply or be creative with their knowledge.

Where Next Steps tasks have been set, time will be allocated in class for pupils to respond.



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### **How do teachers in the foundation stage mark children's work?**

In EYFS the teachers focus on giving Live Verbal Feedback to the children. As with older children, timely verbal interventions have the highest impact on focussing the pupils on their learning and on deepening understanding. Teachers in EYFS may write a comment with the child or use colours or feedback stickers as an easy to understand visual assessment of the work. Staff also write comments on the back of work as part of the process of gathering information for the Foundation Stage Profile. Child initiated work will be collected for evidence but not marked or assessed.

### **How do children evaluate their learning?**

Time should be allocated for pupils indicate their own assessment of their learning in each lesson. Pupils should consider the key learning objective and in relation to three feedback statements.

- 1) I'm not confident at all and I don't understand.**
- 2) I would need reminders and help.**
- 3) I understand and could teach someone else.**

Where success criteria are used, pupils review how well they feel they have done against all elements.

Pupil can indicate their assessment against the statements

- Physically with a corresponding thumb sign
- Written with a corresponding number or colour highlight.

Feedback from children is actively sought at every appropriate opportunity and may be verbal or written. The children must be trained to give feedback that is helpful to the teacher in reshaping the lesson in progress, the next lesson or the series of lessons. Feedback may be about the child's confidence level, their understanding, their level of challenge, their engagement in the activity or the things that the teacher could do to help them and it should be specific. Once the children have been trained to do this they will have the opportunities to carry out this form of assessment on their own work and that of their peers in a variety of subjects.



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## Appendix 1 Codes for scaffolded written marking

	I like this!
	There is something not quite right.
	Verbal feedback given.
	Next step
S G I	S=support G=guidance I=independence