



MARKING AND FEEDBACK POLICY

Reviewed November 2017

Introduction

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

In Hattie's research 1999 comparing 500 meta-analysis of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socioeconomic factors. However feedback has the power to impact both positively and negatively on pupil performance.

In order to be positively effective ..."feedback must answer three major questions asked by a teacher and/or by a pupil:

Where am I going? (What are the goals?), How am I going? (What progress is being made toward the goal?), and Where to next? (What activities need to be undertaken to make better progress?)" (ibid p.86)

Similarly, more recent research supports the fact that providing feedback is one of the most effective and cost-effective ways of improving pupils' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year.

However, in 2016 the burden of marking on teachers was noted in a '*Report of the Independent Teacher Workload Review Group, Eliminating unnecessary workload around marking*'. This suggested that providing written feedback on pupils' work had become disproportionately valued by schools, and the quantity of feedback has too often become confused with the quality. The group noted that and there is no 'one size fits all' way to mark, instead recommending an approach based on professional judgement.

While it is important to note that written marking is only one form of feedback, marking offers an opportunity to provide pupils with the clear and specific information that the wider evidence base on feedback suggests is **most** likely to lead to pupil progress (EEF. Review of Written Marking p.6 April 2016).

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 affective 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.

At Croxteth Primary marking has two purposes;

- 1) To inform pupils about how well they have done.
- 2) Informs pupils about what they need to do to improve their work.
- 3) It enables teachers to assess the outcomes of tasks to inform next steps in learning. It is an integral part of planning, teaching and assessment cycle.

Teachers to find opportunities for children to:

- Reflect on their learning so far
- Read and respond to feedback
- Complete corrections
- Work with an adult where misconceptions/errors have been made.

Marking Code

This will be visible in children's books and in the classroom so all adults and children apply it consistently.

Marking What does it mean?	
highlighted	Your teacher really likes this
highlighted	Work which could be improved
✓	This is correct.
X	This needs to be corrected.
(A)	This mean that you have achieved your learning intention.
(MW)	This means that you need to do more work on this learning challenge.
Sp	The correct spelling will be written in the margin and you need to write it three times at the bottom of your work.
//	New paragraph needed.
?	Check if this makes sense.
g	You have made a grammar error.
I	Independent
GW	Guided Work
T /TA	Teacher / Teaching Assistant Supported
VF	Verbal Feedback
AU	Apparatus used

Verbal feedback can be given to the whole class, groups or 1:1 during the lesson. If VF is written on a piece of work this means that Verbal Feedback has been given during the lesson. **N.B. Key Stage 1** – More reliance on verbal feedback which can be given as whole group or 1:1. VF will be written in the book if this has taken place.

Work produced is looked at by the teacher and the learning assessed against the learning challenge (LC). *The Learning Challenge will be phrased as a question. (From Nov.2017).*

Written Feedback

When necessary the teacher will provide **developmental** feedback which is written using green pen in clear cursive or pre cursive handwriting.

Every piece of extended writing, during English or Topic lessons need to have 1/2 next step targets for the children to work on. These need to be linked to ARE and child's next steps.

SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean support for pupils to read comments or recording verbal feedback and response. Such requirements should be identified in a pupil's Individual Education Plan as required.

Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes. The Headteacher and SLT member (responsible for Phase Teaching and Learning) will also monitor the impact of developmental marking through work scrutiny in both Maths and English and as part of lesson observations to monitor 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 supported by pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and make progress.

Work Scrutiny will be used to monitor consistency across the school and the impact of the policy on pupil outcomes.

Review

This procedure has been agreed by the staff and Governors in the Autumn Term 2017 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than Autumn 2018.