



Feedback and Marking Policy

Rationale

At Nettlesworth Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Marking is an essential element of assessment of the individual child. It is a valuable diagnostic tool informing planning by indicating difficulties common to a group of children and confirming readiness to move onto another stage of learning or concept.

It is a powerful motivation when used sensitively.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

The Education Endowment Foundation research shows that effective 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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated ways to provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, manageable and motivating.**

It is vital that we, as teachers, demonstrate, to pupils, how to respond to comments or improvement prompts in their work. Modelling, at all levels and in all classes will ensure pupils respond appropriately with sufficient thought and effort to make a difference in their work. Over time, children's responses will mature although the highest expectations should extend to corrections, improvement prompts and additional challenges.

Marking of Children's Work

Definition

The term marking refers to the following processes:

- Checking children's work for accuracy across many areas.
- Indicating to the child good points and if appropriate any errors. This should always be done in a constructive and helpful manner.
- Adding written comments which are focussed and appropriate to the child
- Awarding a score or grade where appropriate
- Writing corrections –where necessary and appropriate.
- Giving children written feedback which allows them to recognise and identify the next steps in their learning.

A combination of some or all of these processes should be done as appropriate.

Aims

The school aims

- To use marking in all of its forms
- To work with individual children to improve marks and work towards personal targets
- To use marking as an incentive
- To use marking to inform planning
- To establish standards of marking across all classes through moderation.
- To involve pupils in the process.

Entitlement

The school accepts that children have rights in respect of marking. Children have a right:

- To have their work marked as soon as possible
- To have work marked with accuracy and sensitivity

- To be present during the process if possible and applicable
- To be informed of the marking criteria being used and the reason behind judgements being made.
- To expect marking to be applied consistently across a range of work
- To have their marks and levels communicated to themselves and their parents
- To expect teachers to use marking to help them establish the next steps in their learning and identify the progress they are making.

Expectations

Teachers are expected:

- To mark work regularly and as soon as possible after it is done in order to allow them to match marking to stated learning objectives in a lesson
- To mark fairly and consistently
- To use marking as a method of encouraging greater effort and improvement
- To use marking to inform their future planning and work
- To involve children in the process by marking work with the child present when possible
- To involve children in self assessment with some tasks
- To inform children and parents of marks awarded at key points in the academic year
- To confirm to a consistent standard of moderated marking established in house
- To use marking as a tool to help them to gauge individual progress towards targets.

Feedback and marking in practice

Teachers need to develop expertise in marking of work so that it fulfils its proper purposes successfully.

They may require differences in emphasis for different pupils and certainly pre-supposes a depth of knowledge about each child which will take time to develop.

Marking is, therefore, a skill which needs to be practiced with due regard for its effect.

Children may mark their own work or that of others when it is deemed appropriate (for example some mental maths or spelling tests) but they must never mark to a larger extent. The teacher should carry out "quality control" checks and be satisfied that the work has been marked properly

Focussed marking should be undertaken on a regular basis in order for teachers to assess the impact of teaching and learning and give indicators as to a child's individual progress.

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Effective feedback is an important part of the learning process which can be:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher or complete an additional challenge
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

These practices can be seen in the following table:

Type	What it looks like	Evidence
Immediate feedback	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of an adult to provide support of further challenge • May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Book monitoring
Summary feedback	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer-assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of self – and peer-assessment using stamp • Quiz and test results may be recorded in books or logged separately by the teacher

	<ul style="list-style-type: none"> • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	
Next Step Feedback	<ul style="list-style-type: none"> • Challenge activity, if appropriate, highlighted using next step stamp • Corrections completed independently or through verbal feedback with an adult or peer 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Evidence in books of pupils editing and redrafting their work in green pen
Summative feedback	<ul style="list-style-type: none"> • End of unit quiz or test to check understanding • Application of skills task eg through problem solving and reasoning questions 	<ul style="list-style-type: none"> • Book monitoring • Lesson observations • Learning Walk • Test/quiz scores

Each member of staff (including student and supply teachers) must use the marking guide, on the next page, to support them in sharing feedback effectively with children as part of the learning process.

Marking Guide

/	Work is correct
.	Have a look at where you have gone wrong
Next Step Stamp	Challenge
Comment	Teacher makes a comment
I	Work completed independently
S	Supported by an adult
VF	Verbal Feedback
^	Missing word
C	Correction
Sp	Spelling to correct
Gr	Grammatical error to correct