

# Marking & Feedback Policy



Governors Committee: Quality of Learning Committee

Review Required Annually or as elements evolve

Current Policy: September 2020

Our core principles: Our core principle behind the purpose of marking is to [share effective feedback](#) to guide pupil learning and progress. A pupil must be actively involved and engaged in their learning progress, taught to take responsibility as they develop and grow – their learning must not be kept a ‘secret’ shared only between teachers and parents; a pupil must know what they have done well and what their next steps are, as soon as possible. We believe that this is best done via feedback that is purposeful, regular, clear and inspiring. Pupils are not expected to record in every lesson, indeed, it is not always effective as a learning tool, so when learning is recorded it must be for a purpose and the teacher is expected to study the outcomes with care.

National research has shown [that the most effective feedback, especially at Primary School level, is verbal](#) with the teacher in the role of expert sharing their knowledge clearly and concisely, checking that the pupil has grasped the teaching points and has had the opportunity to overcome any misconceptions. We therefore expect our teachers to maximise the effectiveness of feedback by selecting appropriate and [consistent ways to ‘conference’ with a pupil](#) (either individually or within a focus group) to ensure that face to face contact delivers successful teaching points that move the learning forward.

We apply a ‘plan-do-review’ model to our marking and feedback, to ensure that marking and planning are inextricably linked – our teachers are expected to use their marking to study and assess outcomes that will then feed into their next plans.

We make use of Class Dojo points and house team points as positive recognition of great achievement or attitude shown by a pupil.

Our approach: Feedback should be an ongoing conversation between teacher and pupil. Marking is not about evidencing that work has been completed, but should be used to evaluate the standard of the work and level of understanding. We expect teachers to give regular verbal feedback, underpinned by written ‘verbal feedback’ notes to recall key points of discussion.

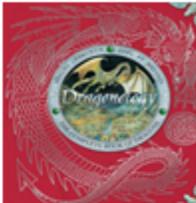
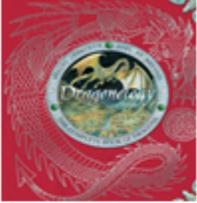
This focus on verbal feedback is supported by a ‘Learning Track’ which contains the key learning points covered in the forthcoming unit or sequence, as well as a space for an individual’s ‘Person Target’. There is also a clear assessment tracker system so pupils can see what they are aiming to achieve during the sequence/until, and how well they have met these goals by the end.

Each recorded learning activity has a ‘Learning purpose’ slip at the top of the page. This slip should state clearly the purpose of the recorded work, which might be learning a new concept or skill, but might also state ‘To revise...To revisit the more challenging areas...’ because we recognise that not every lesson involves new learning and storing ideas in the long-term memory requires well-chosen repetition of important knowledge. There is a space for teachers to illustrate if a child has ‘got it today’ or if ‘more practice is needed’. Finally, these slips have space for teacher to make a note of ‘verbal feedback’ as a reminder/prompt for the pupil in the next lesson.

Teachers are expected to make time for pupils to read the teachers marking, edit their work or make corrections as identified in the marking and to consider any next steps either stated or from their

own review of their recorded work. This is not a job for the end of the week but is an essential part of giving and receiving essential feedback.

Learning Purpose	
To (date)	
Marking and Feedback	
Feedback	

Year 5/6 English - Autumn / Spring Term 2020		
<b>Focus:</b> Formal Report Writing (Dragonology)		
		
Personal Target		
.....		
.....		
Year 5/6 Learning outcomes		
<ol style="list-style-type: none"> <li>1. To use brackets, dashes or commas to indicate parenthesis</li> <li>2. To use a range of sentence constructions and vocabulary to communicate meaning effectively</li> <li>3. To use expanded noun phrases to convey complicated information clearly</li> </ol>		
Assessment Task Progress		
Elicitation Focus	Elicitation	Invent
1. To use brackets, dashes or commas to indicate parenthesis		
2. To use a range of sentence constructions and vocabulary to communicate meaning effectively		
3. To use expanded noun phrases to convey complicated information clearly		

## Our marking code:

To support consistency across school as a pupil moves up through the primary phase, we have developed a clear and simple marking code, as follows:

Marking Code	KS2 Marking Code
 Correct. You can do it.	 Correct. You can do it.
 Verbal feedback: we discussed your learning together.	 Verbal feedback: we discussed your learning together.
 Verbal feedback: we discussed your learning together.	
 Correction needed. Fix this!	 Correction needed
<u>Learning Purpose — teacher assessment</u>	
 Got it today	 Purple Pen to correct spellings and edit your learning
 Getting it. More practice needed	
'Personal target' is a small step for you to focus on separate from what's on the Learning Track, such as full stops, finger spaces or number formation.	'Personal target' is a small step for you to focus on separate from what's on the Learning Track, such as full stops, finger spaces or number formation.
	

## Daily challenge

We want our pupils to make the most of every learning minute and so we encourage them to be independent via The Learning Pit and to keep challenging themselves mainly through our 'Chilli Challenge' scheme. If a pupil has completed a task they then move up to the next level of challenge, and then the next.

Level of challenge: To be used next to challenges to test how deep a pupil's understanding goes.



### Our 'Rapid response' commitment:

If a teacher has identified a child who has not grasped a concept either fully or in part, or conversely if a child has demonstrated a quick grasp, then they are expected to deliver a rapid response. We expect our teachers to be methodical around this, making piles of books as they mark to consider which pupils require what response, such as:

- additional intervention in the afternoon or morning
- focus group time in the next lesson
- a more challenging piece of work to test the depth of their understanding
- individual teacher time to talk quietly through the learning activity.

In this way the teacher can assess the overall effectiveness of the lesson and possibly the need to revisit the learning as a whole class the next day or as soon as possible, i.e., if there is a large pile requiring 'focus group' time then it stands to reason that the teacher will need to go over this concept again and ensure the Learning purpose slip highlights this: 'To revisit previous lesson to address misconceptions.' However, teachers must be mindful of those children who did grasp it, if it's a minority then they become a 'Challenger Focus Group' in the next lesson.

**Extended marking – 'depth gauge':** We would expect our teachers to extend their written marking (which is always in green pen) when a pupil has clearly grasped a concept taught during the lesson. The teacher sets a question or calculation to challenge their knowledge and therefore test the depth of their understanding. We call this a 'depth gauge'. The teacher is expected to mark this when it is complete.

If a pupil is receiving ticks and no corrections for their learning on a daily or very regular basis then the teacher is expected to consider whether the work is challenging enough or not. For every child to achieve they must not coast – they must be challenged and required to persevere.

**Assessment opportunities:** Our teachers are expected to make ongoing assessment notes (formative) to inform their planning (this recording should be briefly included on the weekly planning but teachers will also have their own systems). Indeed, it is crucial that teachers know and apply the link between marking and planning, so that there is a constant cycle of plan-do-review to ensure continual progress is being made. Recorded work is not an end to itself but is a crucial piece of carefully designed evidence that will enable the pupil to practice and the teacher to offer feedback and further opportunities to improve.

Summative assessment judgments (via independent work seen in class) should be shared with the pupil and recorded on the Learning Track. Their next steps should be recorded at the top of the next 'Learning Track'.