



St Richard's CE Primary School

# Feedback & Marking Policy

**2022-24**

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This policy will be reviewed again:	Autumn 2024
This policy will be reviewed by:	Quality of Education Committee
Statutory policy:	No
Source:	Governing Body

# Feedback and Marking Policy

## Introduction

*'Feedback is one of the most powerful influences on learning and achievement'* (Hattie and Timperley, 2007)

This policy has been written taking into account the findings of 'A marked improvement?' (EEF, 2016), plus other small scale independent research. The purpose of this policy is to share key principles for feedback and marking so that teachers are using the most effective and efficient ways to improve pupil outcomes and ensure consistency across the school.

**At St. Richard's we believe that feedback is most effective when it is:**

**Timely – Not too late after the task**

**Frequent – Not too scarcely and in time to support future planning**

**Acted upon – Used to inform future planning (long and short term), deliver immediate catch-up sessions or run intervention groups.**

Our marking system ultimately ensures that feedback to children is instant and has impact, every piece of work is valued and formative assessment is reliable and informs future planning.

## Methods for Feedback:

### **Marking:**

Often the gap between learning and feedback blunts its effectiveness. Therefore marking should take place as soon as possible. This will vary from task to task, but the time frame should ensure that it is most effective. Marking and 'Live Marking' will ensure that misunderstandings can be addressed in the next lesson, with the teacher re-teaching, revising or helping children redraft their work straight away.

Teachers use yellow and green highlighters throughout a child's work to provide feedback.

<b>Green highlighter</b>	To identify a success in the work. These successes can be related to the specific focus of the lesson, the children demonstrating age expected successes or celebrating a success related to the individual child.
<b>Yellow highlighter</b>	To indicate either a mistake has been made or an improvement required. Where the error is a careless mistake the yellow highlighter is sufficient and the child should be able to make a correction without support. You should expect to see less of these mistakes in the future. If the error results from a misunderstanding then The teacher needs to offer guidance. The aim of this is to identify common misconceptions and to ensure that repeated errors do not continue.

### **Verbal feedback and Live Marking:**

We recognise that pupils benefit from feedback as soon as possible after they complete a piece of work/make a mistake. As such we encourage teachers to give as much verbal feedback as possible whilst teaching and to mark 'on the go' during lessons using the green and yellow highlighting system. We call this ***Live Marking***.

### **Peer-assessment:**

Another way of supporting ***Live Marking*** is to involve pupils in marking their own or each other's work. Peer assessment takes on many forms, but here are 2 examples of how it commonly takes place:

#### ***Verbal or written feedback after reading a written piece of work:***

Pupils may read another child's written work and give feedback on, for example, spellings, composition, cohesion or grammar. They will give verbal feedback. This takes place regularly during learning sessions as pupils engage in learning dialogue to improve the quality of their learning.

#### ***Pupils marking each other's work when the marking scheme is given:***

This is particularly suitable for marking work such as spelling tests and maths. This will take place with direct guidance from a teacher. Please see below for further details

### **Acknowledgement and annotation:**

Teachers should initial a piece of work to indicate that they have looked at it. They may also use stickers, smiley faces and ticks to indicate a pupil has done well but it is recognised that this is unlikely to specifically improve outcomes.

### **Pupil response to marking**

Feedback should **maximise** the **responsibility** pupils take for self-checking, correcting, editing and redrafting their work. It should **maximise pre-emptive teaching**, preventing frequent errors and common misconceptions; Pupils will have opportunities to review marking and time to respond to any advice given, tasks set or to correct careless mistakes. Where possible they will use a purple pen to clearly indicate they have responded and to correct any errors highlighted in yellow, or independently improve their learning. Opportunities for pupil feedback will be planned for and regular as well as guided by the teacher. Children should have the opportunity to respond to all marking.

## Written Feedback

Research confirms that written next steps and long comments have less of an impact on the children's learning. Instead of writing 'next steps' for each child, the subsequent lesson or a catch-up session *is* the next step. The green highlighter provides immediate positive feedback for the children. The time for pupil response allows improvements to be made. Therefore, we do not advocate the use of lengthily written feedback. There may be instances where a teacher provides an individual with a focused task to improve or consolidate their learning, but this is not expected for all children.

## Expectations for Subject Specific Marking

As stated marking should take place when most appropriate for child/group and **Live Marking** will happen on a daily basis around the classroom. This may be completed by teachers and/or teaching assistants.

### English:

**Writing** - All written pieces should be marked using green and yellow highlighters. Children should have the opportunity to respond to all marking. Successes should be related to the specific task, the age expected requirements as well as celebrate individual successes. Areas of improvement could include spellings, grammar, punctuation, vocabulary choices as well as ensuring cohesion and meaning.

**GPS & Reading** - All work should be acknowledged. Common spelling, punctuation and grammar errors should be addressed.

### Maths:

Using White Rose and Power Maths teachers now have answers to problems available. This means that pupils and staff can take part in **live marking** throughout the maths lesson. For example, after four or five calculations, pupils can check their answers themselves. That way, if they have a misconception or misunderstand something they can alert the teacher immediately. This avoids the situation where a child diligently works through their learning repeating the same mistakes.

The most important part of the marking follows when the work has been marked. Pupils with misconceptions should then be identified and catch-up sessions should be arranged to ensure that the pupil is secure in a concept before moving on. This may involve revisiting learning as a whole class, or the teacher or TA delivering individual catch-up sessions focusing on the specific area of weakness.

**R.E & Science:**

All work to be acknowledged and at least 2 pieces fully marked using highlighters every term, at least 1 per topic.

**Big Picture:**

All work to be acknowledged with any written work marked using highlighters.

**Home learning:**

All home learning should be acknowledged and where possible shared with the class. Stickers and praise notes can be used to support this.