St. Clement's C. of E. Academy

 # Learning for Life, Anchored in Christ

Marking and Feedback Policy

Inspiring happy, courageous, independent, curious and creative, life-long learners. We aim for all to achieve their full potential, striving both academically and socially with humility and dignity. Believing being anchored in Jesus Christ will guide us all with hope, compassion and wisdom in becoming successful members of a global community.

Introduction

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit pupils; celebrate the **progress** they are making in their learning and help then to achieve further success.

There is a clear **difference between marking and feedback.** Marking highlights errors, spelling mistakes, grammatical errors, carelessness through lack of effort, or not proof reading. **Feedback** should clear up misunderstanding and move student learning on.

Effective feedback given to pupils through marking and reviewing work should cause 'thinking' to take place and will provide constructive steps for every pupil to ensure **progress**. It will focus on success and improvement needs against Learning Objectives and Success Criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Aim of this policy

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 effective 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. Be Meaningful
  Is it moving children's learning on? If so, then it's meaningful. How you make marking meaningful will depend on the age of your class and what works best for them. Inform the pupil what they have done well and what they need to do to improve, clearly showing them the **progress** they have made and how further **progress** may be achieved; Support pupil confidence and self-esteem in learning, and contribute to accelerated learning; 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;
- 2. Be Manageable
  This means that the time needed for marking is manageable and feedback can be delivered in a range of ways. Time taken for marking has been taken into account when planning timetable and workload. By developing consistent processes across the school we will be able to teach pupils to respond to feedback, self-assess and evaluate their own learning.
- 3. Be Motivating
  The purpose of marking should be to help to motivate pupils to progress. This can be delivered in a range of ways including short, challenging comments or oral feedback or self-marking with support/ SC.

Principles of marking and feedback

In order for marking to be effective, it is important that both the teacher and child participate in the marking process. Whenever possible or appropriate, work should be marked in the presence of the child to allow for individualised verbal feedback. When it is not possible to mark when the child is present, children should be given appropriate time to review, reflect and respond to marking and feedback. If a child is not able to read and respond to marking independently, other arrangements for verbal communication and feedback should be made i.e. stampers in Reception/KS1. This is to ensure that the time that teachers spend marking has a significant impact on children's learning and future work.

The process of marking and offering feedback should be a positive one, with the focus being on identifying strengths and recognising effort made by a child before identifying improvements when marking work. The marking should always be in accordance with the lesson outcome, success criteria. The marking system should be constructive and formative. Evidence of where the learning outcome/success criteria have been met, and where they have not teachers must make clear why this is the case. In both cases, teachers should identify what the child needs to do next in order to improve future work.

Five core principles established from research conducted: Marking should;

- Be timely
- Enable progress
- Occur at all levels (child-child, teacher-child, child-teacher)
- Be well-informed (subject knowledge and pupil assessment)
- Be proportionate (the input must match the output)

Marking should be sensitive to the abilities of the child and his/her capacity to benefit from it. Marking should balance the desire to improve with the need to encourage. Comments to children should be appropriate to the age and ability of the child. In addition, children should have access to the marking codes used to ensure they understand the meaning of marking and feedback they receive. These are displayed in the classrooms and children should be made aware of this. As far as possible, marking and comments should be made in a style that can be understood by the child. Teachers writing should always be neat and legible.

Children should be encouraged to mark, self-evaluate and peer assess (as appropriate for level of maturity and ability). Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning outcomes and key expectations for the task right from the outset. Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Marking procedures and standards should be applied consistently across the school. Marking and feedback should also be given by teaching assistants following the guidance in this policy.

The outcomes of marking and AFL should be used to inform teachers' judgements concerning children's progress and to inform future planning.

General strategies

- A marking code system is in place and teachers should use this when marking work.
- All work should be marked by teachers and teaching assistants in green pen
- Peer or self-assessment completed in 'perfect purple' pen/pencil.
- Work should be marked as soon as possible after completion and where possible in the presence of the child.
- Ticks are used where work is correct, and dots of pink highlighter when errors have been made. Wherever possible, teachers should establish direct links between oral or written praise and the class or school reward systems.
- The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- In instances where children have confidently achieved or exceeded learning outcomes, challenges or extension activities should be provided and these will be identifiable to children by the * symbol as outlined in the school's marking code. Once again, if the work is well matched to their abilities, they should not be breezing through every piece of work without finding some challenge.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- When appropriate, children may mark their own work or another child's work, but the teacher must always review this marking.

General outline of basic marking expectations

- All marking is to be carried out in a correctly coloured green pen (supplied by the Academy) and, when appropriate, with correctly coloured green and pink highlighters (supplied by the Academy).
- All marking is to be done in a **clear legible** hand aligned to the **school handwriting script**. (joined)
- All written comments are to be both **grammatically correct and demonstrate the highest standard of spelling**, punctuation and written English.
- General written comments should relate directly to the LO/SC or make reference to the learning behaviours expectations.
- The marking code is to be followed in **all** cases. (see Appendix 1)
- Verbal feedback should always be noted with VF in books
- The marking code should be accessible to all pupils in the learning environment.
- **All pupils' work is to be at least 'light marked' by Teacher or Support Staff by the start of the next day. No child should begin a lesson without their previous work being marked.**

Children should be encouraged to assess their work ahead of final marking. This allows children to review work in relation to their learning targets, to perform common checks, or edit and redraft their work, an integral aspect of the English curriculum. This helps the children to self-reflect on each step of the learning process.

Marking Strategies

Summative marking (light mark)– usually consists of ticks and dots and is appropriate for closed tasks or exercises. This can be done through **'live marking'**. Learning objectives should be highlighted with green (Great!) or pink (Think) *Paragraphs or sentences should be ticked to show they have been read. A child should be able to tell that you have read their work. A simple highlighted LO does not recognise the effort the child has put into their work. Green highlighting-against Success Criteria when used correctly. There is no need to also write well done you have used…etc.* **All** *books should be at least light marked daily- Lit, maths, topic, RE, science, PHSE etc*

Live marking as a form of AFL/Light marking- reduces teacher workload with regards to marking outside of lessons. Emphasis is on ensuring that teachers are proficient at identifying errors, misconceptions and providing in-the-moment feedback within a lesson. With this in mind, live marking, with the use of editing codes and verbal feedback is key to ensuring children do not sit through a whole lesson with misconceptions and completing whole tasks incorrectly.

Live marking is effective in supporting pupil progress because it makes the feedback loop shorter – pupil gets feedback, acts on it, practises using it – and within the context of the learning at hand. During a lesson teachers are always engaged in feedback that is 'in the moment'. We're always on the move, often with pen in hand, offering advice, identifying and clearing up misconceptions or errors as we go. This sort of over-the-shoulder 'live' feedback is part and parcel of the formative assessment woven into our daily teaching practice.

It's a great opportunity to deploy some 'seek and destroy' dots/ marking symbols and get the pupils reviewing and correcting while they are working. As we know from countless studies, feedback is more effective when it is given at the time since it can be acted on and implemented immediately. Sometimes it can be more effective to use the pink dot when what they have produced is not quite there yet as well as incorrect. This means the child sees it as an improvement to be made rather than just it's incorrect I don't have to try again. Obviously the teacher has to tell them this is what it means. If this is done during live marking, it gives the child chance to correct their error and see where they went wrong. They can also tell you if they don't know how to fix it and you can help. This means they will not do the rest of whatever the activity is with the same errors.

Verbal feedback-Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This occurs through effective questioning to clarify or refocus tasks and enquiry, mini-plenaries and mid or next lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this should be noted down to record the feedback and response process. It should be obvious to see the impact of the verbal feedback in the next part of the work or the next lesson. Teachers should **not push forward** with planning that is not meeting the pupil's needs.

Make it part of the lesson-For a whole-class 'in the moment' feedback opportunity, you can't really beat a stop-gap/mini-break mid-lesson: stop pupils after they've been working for a bit and ask them to check what they've done so far against the SC or a particular focus (full stops or spelling of key words and so on).Children will mark or amend own work in purple pen.

They can do this independently or with their talk partner, making edits/corrections, before you get them to carry on. This is great for picking up secretarial errors or refocusing on the SC. And, if the next time you stop them you ask them to see whether they have managed to avoid the error from earlier, it can allow for some hugely motivating satisfaction. As a development of this, the stop-gap can incorporate use of the visualizer and the opportunity to collectively offer feedback (on randomly selected work), compare back with the model and so on.

Focused marking (deep mark mainly in writing)- should concentrate entirely on the learning outcome of the task. The emphasis should be on success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved. *What this looks like: highlighting LO to show achieved/not achieved, highlighting clear examples of SC used appropriately in green, **highlighting common mistakes**/spellings or **basic skills improvements** needed in pink, and **giving written feedback/comments** **throughout** the piece of writing, eg adding missing letters in words, or missing words throughout the sentence, **making comments about sense in the margin next to certain sentences.** This marking does not always need a lengthy teacher comment at the end of it if little points have been pointed out throughout.*

Clarification of Focused Marking-

In the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils' learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate.

KS1- marking in writing books prior to an editing or publishing lesson

Use basic skills ladders to mark against. Eg those working at a very early year 1 writing letter may have any errors around finger spacing and letter formation 'pinked' and other SC elements-'greened' as the writing develops this may move onto full stops- all errors will be 'pinked' and so on

KS2- marking in literacy books- deep mark follows an editing lesson so children have used toolkits to find their own errors and then the teacher will 'pink' errors linked to the skills ladder and elements from the appropriate toolkit as well as 'green' against SC.

Self-marking – when possible, children should self-mark closed tasks, individually, as a group, or as a class. They should also be trained to self-evaluate, identifying their own successes against learning outcomes and looking for points for improvement. They do this in purple pen or yellow highlighter.

- Type 1 Self-marking; **Self/Peer Mark**: Teachers have answers to problems available. This means that, 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 has diligently worked through reams of calculations, as the class teacher works with a group, but has done entirely the wrong thing. This is worse still if it happens with a whole group. Self-checking means that mistakes are realised ten minutes into the lesson, rather than at the end. It's so much better for the pupils.

  This approach also has the benefit of improving pupils' confidence. This approach lets these pupils see when they get the first few calculations correct. Inevitably this helps them feel more confident and more willing to move on to the next level. It also helps improve peer marking. For example, when more confident pupils finish their work with time to spare, they can consolidate their learning by 'marking' other children's books. Crucially, those pupils actually have to do the calculations again – faster and possibly mentally – rather than just 'checking' against their own answers.
  All this places the onus on the learner to check their work and identify their own errors which is fantastic for their learning. But like anything, pupils must be taught how to do this.
  Prompt sheets can be provided to help pupils who are struggling to identify their mistakes. These are shared at the start of a lesson and are easy to make on word. In effect, these are just a process success criterion, but recasting them as an error-spotting checklist means pupils properly use it

Find my mistake (column addition)	Find my mistake (identifying fractions of shapes)
• Did I put each numeral in the right place value column? Check each one. • Did I forget to regroup? • Did I forget to add the regrouped ten (or hundred)? • Did I make a silly error with my adding? • If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help • If you are still stuck, is there another child who looks like they are confident with this you could ask? • If none of this works, ask an adult for help.	• Did I check all the parts were equal? • Did I count how many parts the shape had been divided into? • Did I write that number underneath the vinculum (remember denominator→down) • Did I count how many parts were shaded in? • Did I write that number on top of the vinculum (remember numerator →oN top) • If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help • If you are still stuck, is there another child who looks like they are confident with this you could ask? • If none of this works, ask an adult for help.

You can even use these for teaching at the start of the lesson. The lesson might, for example, feature the teacher deliberately getting a calculation wrong, before using the checklist to find their mistake. If there's a TA in the room who can ham up playing the helpful partner, so much the better. However, you use them, it is key pupils internalise what they are doing (over the course of several lessons) so that they no longer need a written checklist. The aim is to get the checklist stored in their long-term memory. Giving pupils work to 'mark' from fictitious peers (with all the common mistakes) is a really good way of developing this.

- Type 2 Self-marking/ self-assessment; **Pupil as Teacher:** When checking their work, pupils use yellow highlighters (Golden Pens) to highlight against the Success criteria and show where they have completed the steps. Using a variant on the 'what went well/things to improve' in relation to success criteria (SC) with pink/green highlighting, the pupils do the process first, as part of or following, their edit/improve stage. They can highlight the best examples of successes from the SC (instead of just ticking off next to the SC). This will help them to ensure they are meeting all the criteria as they can see which ones they can't find in their work. (Emphasis here will be on good modelling so chn know how to spot the criteria in their own work) They can also draw the attention of the teacher to the areas they felt stuck on or think they didn't achieve quite as well.

  They could, for example, draw a yellow box around particular areas or indicate on the SC that they would like extra input/feedback on this. It's more empowering than waiting for a teacher to offer validation.
  The teacher then can agree with the self-validation of successes or add to them, and deal with the areas where the pupil has suggested they need support or feedback, adding other next steps if necessary (but all of this could be done verbally and need not be written as long as evidence of improvement can be seen in next lesson). This is different from pupils improving their work with perfect purple pens.

Redrafting: With writing, use a redrafting approach. When looking at the books after a lesson, make notes on one piece of paper for the whole class about what went well and what still needs work.
This might include things to do with the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps, as well as any content improvements.
Where individual children have done particularly well or poorly, the teacher will make a note and use these in the lesson as a teaching point (where it is an error, they might use the mistake anonymously or write a similar sentence with the same error).

In the next lesson the teacher will share extracts from pupils' work, using either the visualizer or just a few typed lines to show examples of good work. For example, they might showcase someone whose letter heights have the ascenders and descenders just right. They can then ask pupils to look at their work and rewrite one sentence from it, making sure they pay attention to letter heights. Then they can move on to character description and show examples of work where this has been done well, pointing out what made the description so vivid.
For mistakes, a teacher might share an example which an anonymous or fictional piece where the child has confused describing a character with listing their clothing, piling up adjective after adjective. The children would then suggest how this might be improved. They might spend time with a partner – using mixed ability pairs for this – seeing if they included good description in their writing. Together the pupils reflect if the text would be improved by adding any additional description.

Finally, in pairs they read each other's work together and suggest improvements, alterations and refinements which the author of the piece then adds – in purple pen.

Spending whole writing lessons editing their work means they get through less than if the teacher had marked it for them, however, they learn more by forensically inspecting their own work and improving it, rather than simply writing more.

It's quality over quantity. Plus, repetitive writing can lead to pupils simply recreating the same mistakes over and over again, no matter how many times the teacher's marking tells them about full stops and capital letters. The whole point of this approach is that the next step is the next lesson. You don't need to write down the next step for each pupil either; you can either give them the opportunity to put it into action or teach them whatever the next step is for them.

Differentiating between proofreading and editing

Other pupils who might not get the most out of this writing approach are those to whom writing so far has come more easily. They are great at helping their partner spot errors and improve content, but fail to adopt the same rigour with their own work. In the worst cases, you might see two omitted full stops inserted and that's pretty much it. The perception perhaps being that their work is pretty much perfect bar minor 'slips of the pen'. This is very much a fixed mind-set rather than the growth mind-set we are trying to develop in school. With this in mind, it may be time to make the difference between proofreading (error spotting) and editing properly (improving content) more obvious. With the expectation that everybody, including those who think their work is beyond improvement, work hard on redrafting their content just like would have the structure of recap, model proofreading/error spotting against a toolkit/criteria, independent editing- then teacher model improvements- independent editing/improving. Some pupils will need a gentle prompt to narrow down their focus when hunting for mistakes. So if it isn't enough for some pupils, you can provide scaffolding through a quick comment alerting them of errors. Or even a simple pointer; 'description', 'ambiguous pronouns' or 'figurative language'.

Peer marking/assessment; Pupils learn in an environment where learning is addressed together and rich opportunities for purposeful talk are carefully crafted by the practitioner. In order to give constructive feedback to each other and themselves, pupils need to be taught what good feedback looked like.

The process has to be explicitly modelled, in order to enhance the quality of pupil talk. Coaching stems are a fantastic tool for children to use when supporting a peer through the learning, in order to still maintain a level of independence on both parts.

This isn't standard peer assessment/feedback or swapping books. Instead, it's about building a 'collaborative improvement' approach. Here the pupils retain control and ownership of their work at all times. They read their work to their talk partner (or have it read to them) and verbally receive advice/feedback in relation to the SC that they then can choose to implement (or not… it is their work after all!).

Once they have this method perfected, it is very effective and reduces teacher workload enormously. Pupils who have been coaching expressed that they were able to strengthen their own learning and understanding of a concept by coaching their peers.

Research from the Education Endowment fund revealed that '*the use of metacognitive strategies – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months.*' Scaffolding and modelling the thinking process is vital in allowing pupils to develop these strategies, without placing too many demands on their working memory. Having the ability to reflect on the learning process using these strategies ensures pupils have the appropriate tools to evaluate their successes and next steps.

*Giving effective feedback tasks to pupils –*Next steps tasks* This is most effect when done during live marking so the child can see what and why they need the next step. This can also be done verbally- teachers identify where mistakes or misconceptions lie and how work can be improved. This will prove to be impactful when response to comment is evident in the child's next piece of work. – clearly showing understanding and **progress**. If it is obvious they have not achieved outcomes they should be shown and asked to demonstrate improvement. Well-constructed feedback tasks prompt effective response from pupils so to reinforce learning and to allow them to demonstrate clear **progress**. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving.

When constructing feedback, the marker need to consider:

- Does feedback inform the pupil what they have done well and what they need to do to improve?
- Relate to planned learning objectives and success criteria?
- Can feedback be read clearly and understood?
- Does feedback demonstrate expected improvement in learning?

Consistency in Marking
It is important that the Marking and Feedback Policy is consistent, making clear the information to pupils, staff and parents in a unifying way. Agreement of our Feedback and Marking Policy was reached in consultation with the whole staff. Consistency in marking promotes a clear understanding of the expectations and quality of standards to all concerned.

Role of other supporting adults

Support staff should mark work, in line with this policy, for groups of pupils and/or individuals with whom they have been working. Supply teachers should also be given a copy of the policy to mark against. Students should use the policy and be supported by a teacher when peer marking.

Monitoring and review
The Head Teacher and Senior Leadership Team will monitor the quality and impact of marking as part of the school's continuing self-evaluation programme. This will include the implementation of the principles outlined in this policy by all staff. Judgements will be made as to the impact of the marking on pupil progress and attainment using monitoring procedures. These procedures will include gathering samples of children's work and observing the policy being implemented in the classroom.
The performance indicators will be:
 improvement in children's achievement and attainment;
 consistency in teacher's marking across phases;
 participation of children in the marking process.

The school's marking and feedback policy will be reviewed on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy every two years, or earlier if necessary.

Informing Parents/Governors
To strengthen the partnership between the home and school in the education of our pupils, we encourage families to have an understanding of our Marking and Feedback Policy. An overview of our Marking and Feedback Policy will be incorporated on the school website. Governors are also kept abreast of our practice.

Code	St. Clement's Marking Codes
SP	Spelling to be corrected
VF	Verbal feedback given (remember to write a word/phrase to show content of discussion)
WS	Work done with adult support
T	Work done with teacher/ teacher intervention or support given
GW PW	Group work Paired work
• Next Step	improvement task
//	Start new paragraph
⌒	Should be one word e.g. out ⌒side → outside
O	Circle around missing punctuation or put a P in the margin during live mark.
_	Should be a capital letter e.g. november
Pink	Pink for think – area for development
Green	Green for great

Marking and feedback summary	
Subject	**Marking**
Literacy Daily light marked Weekly deep marked	Live marking during lesson with green pen & highlighters Self mark/ editing- purple pen/ golden highlight Pink highlight- think (basic skills errors) Green highlight- great work- against SC Highlight against LO Deep mark pupil edited work prior to improve & publish Next steps tasks if needed
Published writing Light marked	Live marking during lesson with green pen & highlighters Self mark- purple pen Pink highlight- think (basic skills errors) Green highlight- great work- against SC
Maths Daily light marked	Live marking during lesson with green pen & highlighters Self mark- purple pen Pink highlight- think (basic calculation/ skill errors) Green highlight- great work- against SC Next steps tasks if needed
RE/Science/History/Geography/MFL/Personal Development/PHSE Light marked	Live marking during lesson with green pen & highlighters Self mark- purple pen Pink highlight- think (basic skills errors) Green highlight- great work- against SC All title pages and unit entry & exit quizzes MUST be marked with ticks or dots
Art/Music/DT/Computing	Live marking during lesson – verbal feedback & next steps Green highlight- great work- against SC for work in learning logs
We use highlights and dots- we do not put crosses next to children's work. We use the marking codes which children will be taught and recognise. These are also on display in classrooms.	

Reviewed: June 2023

Next review: July 2025