

Curriculum Policy for Marking and Feedback of Learning



DATE OF REVIEW: Autumn 2024

DATE OF NEXT REVIEW: Autumn 2026

TO BE REVIEWED BY: Teaching & Learning Committee

Introduction

This policy outlines the purpose, nature and management of marking and feedback in our school. The implementation of this policy is the responsibility of all teaching staff. The marking and feedback policy was drawn up following staff discussion about this key area of the school's work and as a result reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Board.

Rationale

Recent research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the need for consolidation and over learning, has led to this policy review. The Education Endowment Foundation research states 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 pupils 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.

Alongside this, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have adapted our marking and feedback policy so that it is 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.**

Principles

Shared Principles

- The sole focus of feedback should be to further pupils' learning.
- Feedback should empower pupils to take responsibility for improving their own work.
- Written comments should only be used for a few pupils when required.
- Pupils should receive feedback either within the lesson itself or in the next appropriate lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- New learning is fragile and often forgotten, unless explicit steps are taken over time to revisit and refresh learning.
- Teachers should be wary of assuming that pupils have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Teacher-Centred Principles

- Where possible, teaching staff give immediate feedback throughout the lesson (at the point of teaching).
- Whole class feedback addresses general misconceptions/ errors at the end of a lesson.
- Feedback will determine the direction of the next lesson.
- Teachers train pupils to be reflective and independent learners by encouraging them to identify their own mistakes before correcting them.
- Teachers use Green pen to mark work.

Pupil Centred Principles

- Pupils are encouraged to review their own work before handing it in or discussing it with the teacher.
- Pupils are encouraged to evaluate others' work through peer assessment, looking at areas of success or sharing suggestions for improvement.
- Pupils are regularly given time to act on and apply feedback (either verbal or written).
- Staff share the marking policy with pupils to ensure that they understand the marking system that is in place within the school.

School Centred Principles

- There is a **consistently high standard** of marking and feedback across all curriculum subjects.
- The marking and feedback policy is reviewed at regular intervals to ensure that it is understood by all new members of staff; that practice continues to reflect school policy, and that everyone has the chance to share and develop practice further.

Equal Opportunities and Inclusion

- This policy aims to ensure that all pupils irrespective of ethnicity, attainment, gender, special educational needs or background can access appropriate marking and feedback to ensure progress is made and learning takes place.

Guidelines for Marking and Feedback

At Hatherleigh Community Primary School we recognise that feedback can take many different forms. We believe that the appropriateness of the type of feedback depends very much on the needs of the child:

Self Assessment

- Reviewing work against teacher modelling.
- Reviewing work against the Learning Objective, Success Criteria or the Final Outcome.
- Reviewing work against a quality text.
- Editing and redrafting as appropriate.

Peer Assessment

- Reviewing with a learning partner against teacher modelling.
- Reviewing with a learning partner against the Learning Objective, Success Criteria or the Final Outcome Success Criteria.
- Reviewing work with a learning partner against a quality text.

Verbal feedback from a teacher within a lesson

Receiving feedback from an adult at the point of learning which is:

- **Immediate**- at the point of teaching.
- **Plenary**- at the end of the lesson/ task .
- **Next lesson**- whereby further teaching enables pupils to identify and improve themselves.

Marking

Written feedback must adhere to the principles of this policy. See specific guidance below for Writing and Maths.

Writing

Pupils use purple pens to improve work and respond to corrections. It is the expectation that teachers respond to spelling, punctuation and grammar in ALL pieces of writing.

Final Outcome Success Criteria

Pupils are guided through Final Outcome Success Criteria, so that they know what they need to include. Picture clues are used, as appropriate. Pupils are expected to self-assess their work after completing an initial draft by marking the 'pupil' column of the Final Outcome Success Criteria. There is also a teacher tick box enabling staff to cross check this assessment.

Most writing lessons will be followed up with an editing lesson where pupils receive whole class feedback about strengths and areas for development. Direct teaching will enable them to identify and address their own weaknesses.

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, considering both the technical accuracy of the writing; spelling errors, presentation, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual pupils have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point.

The editing lesson will be divided into two sections:

Proofreading- Changing punctuation, spelling, handwriting and grammar mistakes

The proofreading section will usually be short, whereas the editing element may take the rest of the lesson. The teacher will share extracts from pupils' work, using either photographs, photo copies, or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work. For example, within the proof reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. Then s/he might share a section of text where there is a need to develop punctuation (usually anonymously) and reteach the class the various punctuation rules. They might then point out some spelling errors that several pupils are making, and remind pupils of the correct spelling and how to remember it. Pupils will then have a short period of time to proofread their work, checking for similar errors and putting them right.

Editing- Improving their work to improve the composition

For example, the teacher might show a different couple of pieces of work where pupils have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a weaker example, which might be from an anonymous or fictional piece. Pupils would then suggest together how this might be improved. Then individually or in pairs they read the work, and suggest improvements, alterations and refinements which the author of the piece then adds, to help the teacher see what changes the pupil has made.

Intervening when pupils find editing hard

A few pupils will need more support than this in order to be successful at improving their own work. Younger pupils in particular, may need more support as they learn to become more independent, although many young pupils are quite able to edit and proofread independently after teacher modelling.

Minimal marking

We recognise that our approach to written feedback needs to be flexible, reflecting the needs of the learner. By adopting the minimal marking approach, we aim to ensure that marking is **Meaningful and Manageable**. Our whole school coding system is aligned closely to this model.

Marking to the learning objective - Green for growth & Pink for think

- All marking is completed using green pen
- Evidence of the learning objective being achieved is highlighted in green - Green for growth
- Errors and mistakes/misconceptions are highlighted in pink - Pink for think
- Pupils will be given opportunities to respond to Pink marking with appropriate modelling and support being put in place

1:1 conferencing

- Through conferencing, specific errors can be addressed via 1:1 teaching.
- Evidence of purple pen shows improvement in both proofreading and editing.

Whole class / group feedback

- Next lesson- whole class feedback/ targeted group using shared typed or ascribed examples
- Evidence of purple pen shows improvement in both proofreading and editing

Correct letter formation/cursive joining

- This is shown at the end of a piece of work, pupils are then expected to correct or practice correct the formation as appropriate

Spelling

- Relevant spellings to the learning objective or pupils stage of development are identified for correction. These may be practiced after a piece of work or corrected through editing using purple pen

Marking codes

Marking codes are used by the teacher, to indicate **in the margin** where an improvement is needed It may be appropriate for some pupils to be given an additional clue in the margin – e.g. a comma, to be placed alongside the code (P ,)

Marking Codes

P- Punctuation For some pupils it will also be necessary to write in the margin what type of punctuation is needed. E.g. (C. !, ? ; : () "" '). Pupils are then expected to scan the relevant line in order to independently find and correct the punctuation neatly in purple pen

Sp- Spelling Pupils are expected to scan the relevant line in order to independently find and correct the spelling neatly in purple pen or practice as appropriate.

? **Something not making sense** Pupils to read the relevant line, independently identify where the problem is and then correct this neatly in purple pen

G Grammar Pupils to scan the relevant line in order to independently find and correct the grammar error neatly in purple pen

^ **A word is missing** Pupils to scan the relevant line in order to independently find the missing word, writing this neatly in purple pen in the relevant place

// **Paragraph** Pupils to scan the line in order to identify where a new paragraph should have been started. They will write this symbol neatly in purple pen in the relevant place

~~~~~ **Word Choice** Underline only the word that has been used where a better word choice could have been made. Pupils must then improve their word choice neatly in purple pen above the word

## Marking code

The marking codes above, indicate **in the margin** where an area is missing in that line. Where appropriate depending on the age and developmental stage additional feedback and modeling will be provided to support marking and the correction of work.

## Maths

All work has to be read in order to gain accurate feedback. We endorse self-marking wherever appropriate, from a young age, in order to train pupils to do this purposefully. Or as an alternative, the teacher should model ways of checking, and expect the pupils to do the same. In effect, proofreading maths.

Pupils should have the answers to the problems available and after doing four or five calculations, pupils should check their answers themselves. The expectation is that if they have misunderstood something, they alert the teacher/TA immediately. If a concept has been understood, they can then move on

If a question has a clear right or wrong answer we will use:

✓ for correct using Green pen.

If the answer is incorrect this will be marked using a Pink pen - pink for think. Pupils will be expected to revisit incorrect answers and edit appropriately. There is no need to write the words 'next step' or 'write your corrections' \_\_\_\_ Number reversals will be highlighted by underlining

### **Other curriculum areas**

All work in other Curriculum subjects will be marked using the same principles and procedures described for English and Maths.

### **Independence**

We recognise the importance of contextualising ALL work when assessing progress and improving levels of independence. This will be shown by using the following codes:

- I Work is entirely independent.
- 1:1 Supported 1 to 1.
- TA Teacher assistant supported work - this may be 1:1 or in a small group.
- T Teacher supported work - this may be 1:1 or in a small group.
- VF Verbal Feedback.

### **Marking in the EYFS**

All marking is to be done in Green pen with pink pen used for corrections.

Corrections will be written out 3 times at the end of their work eg reversal and spellings.

In the EYFS all work receives verbal feedback (VF) as distance marking is not relevant for this stage of development. Therefore, the initials VF are not used in the EYFS books.