

Duffield Meadows Primary School



Marking and Feedback Policy

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Headteacher's signature: 

Chair of Governors' signature: 

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Statement of intent

Duffield Meadows Primary School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils - marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is **appropriate** to provide it.

1. Roles and responsibilities

The **Headteacher** is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across EYFS/KS1 and KS2 within the school.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is **appropriate** to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making expected progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

2. Expectations

Teaching staff are expected to:

- Provide marking that indicates whether or not the Learning Objective has been achieved.
- With extended pieces of writing, a more detailed form of marking would be Two Stars and a Wish, which creates a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given.
- Provide pupils with opportunities to reflect on and respond to feedback given.
- Remind pupils of their previous wish (target) and how these can be achieved.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions (verbal or written) and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets.
- Provide positive and pupil-friendly marking and feedback.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Read and respond to marking comments.
- Make a conscious effort to achieve their wishes.
- Take responsibility for their learning.

3. Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves ‘why am I providing this feedback?’, ‘how will this feedback be useful to the pupil?’. If the answers to these questions do not reflect a positive impact on pupils’ learning, teachers will use their professional judgement and decide whether the feedback is necessary.

If a teacher has a query, their **headteacher** will be available to offer guidance and support.

4. Marking

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil’s abilities and goals
- Giving clear guidelines for improvement
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils by celebrating their success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school

Pupils will be given ample time to reflect on and respond to their feedback.

Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils’ minds when they begin the lesson.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards will be given to pupils in the following ways Stickers and stamps placed on work

- Praise in front of whole class
- Displaying excellent work around the classroom e.g. WAGOLL
- Awarding Acorn Points
- Verbal praise in a one-to-one setting
- Celebration assembly - Squirrel of the Week award

Teachers will encourage pupils to mark each other’s or their own work, when appropriate.

- Peer assessment (PA) will only be done at the teacher’s discretion and only with pupils who are expected to learn from the exercise.

- Self-marking (SM) will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

Teachers/TAs/LTAs/Supply Teachers will mark in red pen. Supply Teachers to also add their initials. Pupils from Year 2 upwards, should use green pen for editing, self-marking and peer assessment. Handwriting pens or pencils should be used to respond to feedback/marking.

Teachers/TAs/HLTAs/Supply Teachers will indicate if the pupil has been assisted/supported in the task.

Marking in Maths

Teachers will use the following techniques when marking in Maths:

- Ticking correct answers and leaving a dot on incorrect answers
- When possible, providing immediate feedback to pupils to show them how to reach correct answers
- Adding a © for corrections to be completed
- If the pupil has shown correct working and a wrong answer, indicate the correct part and encourage them to try again
- Refer to Appendix 1 (Magic Marks for EYFS/KS1/KS2)

Marking in the Creative Curriculum

Marking in the Creative Curriculum can differ from other subjects as often answers are subjective and have to be supported by evidence. When marking in the Creative Curriculum, teachers will use the following techniques:

- Give feedback on whether the learning objective has been achieved and the success criteria followed
- If appropriate, highlight how improvements can be made
- Correct spellings (maximum of 3 per piece of work), particularly those appropriate for the year group
- Correct all other errors as per Appendix 1 (Magic Marks for EYFS/KS1/KS2)
- Allow specific time for pupils to read, reflect and respond to marking

5. Feedback

Feedback should be given to:

- Motivate pupils.
- Establish an opportunity to make learning progress, by:
 - Rectifying a misunderstanding.
 - Reinforcing a skill or piece of information.
 - Improving on a pupil's understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.

Verbal feedback can act as a way to give immediate and effective feedback to pupils.

Teachers will mark on pupils' work when verbal feedback was given.

Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider one-to-one feedback.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

6. Improvement plans

The school regularly takes feedback from all stakeholders on all aspects of school which feeds back into all policy reviews.

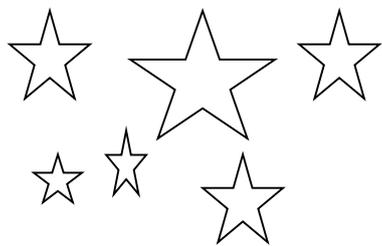
7. Monitoring and review

This policy is reviewed every 3 years by the school.

Any changes or amendments to this policy will be communicated to all staff members and the school community.

 **Magic Marks**
EYFS/KS1

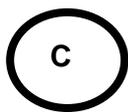
	missing letters/words
	back to front
	finger space needed
	capital letter
	full stop
	not quite! (maths)
	verbal feedback
	two stars and a wish



Magic Marks

KS2



^	missing letters/words
○	Missing punctuation
*	see note at bottom of work/in margin
//	new paragraph
sp	spelling
x3	spelling corrections
v/f	verbal feedback
** 	two stars and a wish
	self marking
	correction (maths)
.	not quite! (maths)