



Marking & Feedback Policy

Pikemere School

The Marking and Feedback Policy in respect of Pikemere School has been discussed and adopted by the Governing Board.

Chair of Governing Board:

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Head Teacher:

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Agreed and ratified by the Governing Board on: 4th March 2020

Policy Review Date: March 2023

Marking and Feedback Policy.

'Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative.'

John Hattie

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

The **quantity** of feedback should not be confused with the **quality**. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'.

We believe that three principles underpin effective marking: it should be meaningful, manageable and motivating.

Embedding the principles of effective marking

Meaningful: *Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*

Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class and reading their work all help teachers understand what pupils can do and understand.

Consistency across school is still important, but this can come from consistent high standards, rather than unvarying practice. Shared expectations of marking will help everybody to be clear about what is required of them, but each subject and phase should be adapted appropriately.

Manageable: *Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.*

The time taken to mark does not always correlate with successful pupil outcomes and leads to wasted teacher time. Examples of disproportionate marking practice include: extensive comments which children in an early years' class are unable to read, or a written dialogue instead of a conversation.

Feedback can take the form of spoken or written marking, peer marking and self-assessment.

Motivating: *Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.*

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. But there are many ways to do this without extensive marking. And too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.

Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils are taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Monitoring and Evaluation

All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school.

MARKING GUIDELINES

MUST

- Improve learning outcomes
- Be age appropriate
- Written feedback needs to be legible
- Must be specific to next steps in learning
- Encourage and motivate children
- 'Tickled Pink' and 'Green for Growth' used consistently throughout school
- Pink ticks/comments for correct positive responses
- Green dots/ comments to move learning on. This should then be acknowledged in pink when it is correct.

SHOULD

- Be a variety of verbal, written, self and peer assessment
- Work should be reviewed by pupils beforehand to encourage independence and ownership
- Time to respond to the marking and feedback is given on a regular / daily basis
- Response to marking is acknowledged by the teacher

Maths

- Evidence of coding - Revisit It, Fix It, Push It (R/F/P)
- Pink tick for correct responses, green dot for corrections

Literacy

- Spelling errors are shown in different ways based on ARE spellings and individual needs. This may be green highlighting /dots in the margin or on the next page to encourage the child to find the mistake and then self-correct. This is then checked by the class teacher (pink tick)
- Yellow box shows a child that a redraft is needed based on feedback

COULD

- Be a simple tick to let the child know the work has been seen
- Be verbal for younger children.