



## Marking and Feedback Policy

### 1. Aims

The Department of Education (DfE, 2017) highlighted three simple words that best summed up useful marking, feedback and assessment:

- **Meaningful** – Individualised approach used depends upon the age, subject and particular piece being marked
- **Manageable** – marking should be purposeful and simple
- **Motivating** – engage with learners to make progress Marking is part of a continuous cycle:



Aim of marking and feedback: Pupils act on feedback to make progress over time. They inform future planning and teaching. Pupils learn to value hard work and the quality of the work they produce.

Marking and feedback can include 'ego' marking and progress marking or both.

### 2. Rationale

High quality subject curriculum provision and delivery is informed by how pupils learn best. Teachers need to spend a greater amount of time planning their curriculum delivery than marking as this has a greater impact on student learning.

Feedback should be regular, but not onerous, practice. We promote a professional approach to assessment and feedback – teachers should select the best feedback method available to impact positively on pupil learning and future performance.

Clear, manageable expectations are set detailing the use of feedback in lessons, the regularity of marking, the identification of mistakes and errors and the use of peer and / or self-assessment. There are many highly effective forms of assessment for learning and feedback and teachers will utilise a variety of means to assess learning and provide feedback. Feedback has many different forms and evidence bases and these should be considered in their entirety.

#### Feedback and assessment

Our Feedback and Assessment Policy focuses on meaningful marking. Subjects agree the tasks they will mark to check pupils secure understanding of the intended learning. This

makes marking both purposeful and manageable. We remove unnecessary marking and encourage all forms of teacher feedback to be closest to the point of action, preferably during the lesson.

It is important that assessment is effectively linked to planned schemes of work and sequences of lessons so that pupils are assessed on what we want them to know and understand and how secure their learning is over time.

### **3. Roles, Responsibilities and monitoring**

Responsibility for promoting the highest quality of marking lies with the whole school community. It requires the utmost professionalism from teachers and in return expects pupils to understand the part they play in the process so that they can take responsibility for their own learning.

Key roles and responsibilities include:

- The Management Committee in defining and agreeing the principles underlying the school policy and in monitoring and reviewing its application;
- The Executive Headteacher in framing the school policy and, with other members of the Senior Leadership Team, organising support for the implementation of the policy and the monitoring of teaching and learning;
- All staff in ensuring consistent application of the policy;
- Parents and carers, who will be encouraged to take an interest in their child's learning, working in partnership with the school to maintain high levels of progress;
- Pupils need to be aware of what is expected of them in order that their learning, and that of those around them, is as effective as possible. It is important that they understand the value of the learning process.

The Senior Leadership Team will review samples of work (as per the school Teaching and Learning calendar) from each class to monitor the implementation of this policy and the effectiveness of the marking throughout the school. An analysis will be made and feedback will be given to staff. A review of samples of work in work scrutiny, lesson observations and learning walks, where appropriate, should inform the following:

- Improvement in pupils' achievement and attainment;
- Consistency in teachers' marking across subjects;
- Participation of pupils through conversations in the process.

The desired outcomes for this policy are improvements in pupils learning and greater clarity amongst learners, teachers and parents concerning learner achievement and progress.

The performance indicators will be:

- An improvement in pupils' attainment and or engagement;
- Consistency in teachers marking across the key stages, phases and year groups

### **4. Principles**

We believe that the following key principles should underpin all marking and feedback:

- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and pupils that addresses errors and misconceptions at an early stage. We support live marking wherever possible.
- Marking and feedback should be linked to learning intentions, objectives, success criteria and targets; learning intentions must be shared with the learners in every lesson and recorded in pupil's books either by the pupil recording it or by their teacher providing it for them. This will be recorded on QNIC-ERS.
- Pupils should be encouraged to mark, self-evaluate and peer-assess **work as appropriate**.
- The outcomes of marking should be used to inform teachers' judgements and interventions concerning pupils' progress and to inform teacher planning, records and reports using QNICERS
- Marking and feedback practices should be manageable.
- Be selective - focus on particular qualities of work/ learning/ thinking.
- Give appropriate strategies to enable learners to make the improvements.
- Develop motivation, engage and encourage positive attitudes.
- Marking should be completed ideally green pen.

## 5. Types of marking

As a school we will promote in class marking to support student progress and outcomes. We value the impact both in progression and confidence that live marking brings to our pupils and supports their reengagement in education.

### In the lesson

Use of immediate feedback strategies. These should be common practice and their usage will be evident in pupils' books due to improved work, student conversations about their lessons and observation of teaching over time. Strategies include:

- Verbal Feedback – Meaningful feedback delivered closest to the point of action is most effective, and as such verbal feedback delivered in lessons is more effective than comments provided at a later date. Verbal feedback needs to be common practice in lessons. There are verbal feedback stamps available and staff will highlight where the improvements/progression have happened. This will be recorded on QNIC-ERS.
- Live Marking – this is a quick, immediate feedback methodology where teachers give verbal feedback and mark aspects of the work students are completing in lessons.
- Modelling and Exemplars – focus the 'how to get there' and 'support to feeling safe to learn' of the end product showing pupils the process and construction. Pupils require frequent modelling and examples to understand what is expected in the process and construction of their work and building on [Rosenshein's principles](#).
- Peer and self-assessment using a 'self-rate sheet' are effective assessment for learning tools and should be used with regularity throughout each half term as appropriate and established within the dynamic and climate within individual groups. Opportunities need to be regularly offered to enable pupils to look at and learn from each other's work and the work of older pupils and experts.

Type	What it looks like	Evidence
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Immediate	<ul style="list-style-type: none"> <li>○ Takes place during a lesson with individuals, groups or the whole class.</li> <li>○ Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers.</li> <li>○ Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task.</li> <li>○ Praises effort and contributions.</li> </ul>	Lesson observations; learning walks. QNICERS Peer observations
Responsive (catch-up)	<ul style="list-style-type: none"> <li>○ Takes place after the lesson or activity with individuals or groups.</li> <li>○ Addresses knowledge from the lesson or activity or missing prior knowledge.</li> <li>○ Often given verbally with time to rehearse knowledge immediately.</li> <li>○ Usually delivered by a teaching assistant based on guidance from the teacher.</li> <li>○ An element of the pupils responses to catchup are recorded in their workbooks to show progress over time.</li> </ul>	Learning walks; catch-up observations; feedback grids; book looks.
Summary (feedforward) Reflective discussions with pupils in advance of CPAs	<ul style="list-style-type: none"> <li>○ Involves reading/looking at the work of all pupils at the end of a lesson or unit.</li> <li>○ Identifies key strengths and misconceptions for the class or subgroups.</li> <li>○ Takes place during the following lesson.</li> <li>○ Addresses overarching strengths and misconceptions as well as specific misconceptions for the subgroups.</li> <li>○ Allocates time for editing based on feedback given or rehearsal of knowledge.</li> <li>○ May involve some peer support or support from a teaching assistant.</li> <li>○ May be delivered by the teacher or a teaching assistant.</li> </ul>	Planning looks; lesson observations; learning walks; book looks.

## 6. Frequency

A range of effective marking methodologies should be employed and there is no expectation that every piece of work will be marked. There is no expectation that one style of marking fits all purposes or all pupils – it does not.

- Teachers are encouraged to be selective, marking only that which will have a meaningful impact. Each department/faculty will have its own approach relevant to the

subject including identifying agreed tasks in schemes of work which are meaningful to mark

- There is no requirement to tick every page of a pupils book as some work in a pupils book may not require acknowledgement. Marking should be purposeful, selective and in line with the IEP targets.
- Pupil Response Time should be built into lessons – this is time within a lesson to ensure pupils proofread, edit and enhance the work that is to be marked. This promotes an ethic of excellence and ensures pupils recognise the importance and value of marking. It also enables pupils to respond to feedback/guidance provided in class or after marking. Making marking – and your time – count

Should we remove this completely?

There are times when work should be marked. These are:

- Corrections - teachers identify where pupils are making misconceptions and reshape their teaching and provide feedback to address this. Corrections fall into two distinct areas which need the teacher's professional judgement to address them appropriately.
- Mistakes - something pupils can usually do correctly but on this occasion have not done so.
- Misconceptions - something the pupil has not mastered or has misunderstood i.e. an error in understanding. When misconceptions are repeated by several pupils in a class, future planning is required to specifically re-teach this aspect to correct the shared misunderstanding. Teachers use their professional judgement to decide whether a whole class, small group or an individual approach is required to overcome the misconception.

## 7. Professional Development:

- Staff will receive regular training on the policy and how to use it effectively to ensure high standards and progress are maintained.
- Current research will be shared with staff and the policy updated to reflect this when needed.

## 8. Support Staff

All support staff are expected to mark work when they teach a group; support a group in class; withdraw a group from the classroom, or when they are 1:1 support for a pupil.

The expectation is that

- Support staff receive regular training regarding marking and should ask for support, should they require it, from any class teacher or their line manager.
- Support staff are expected to follow the marking policy.
- Support staff are expected to mark against the learning objective/success criteria so that the pupil knows when they were successful and what they need to do better next time.

