



Stanford in the Vale CE Primary School Marking and Feedback Policy



Our policy is underpinned by the evidence of best practice from the Education Endowment Fund, the Independent Teacher Workload Review Group, the Independent Marking Policy Review Group, Ofsted and well known practices indicated by Paul Black and Shirley Clarke.

Introduction

We recognise that effective marking and feedback to pupils is an essential aspect of assessment. At its heart, it is an interaction between teacher and pupil.

Intent

We mark children's work and offer feedback for two main reasons:

- Advance pupil progress and outcomes by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something
- Motivate pupils

Implementation

Our feedback policy is underpinned by three key principles: 'it should be meaningful, manageable and motivating' (*Eliminating unnecessary workload around marking, March 2016*).

Meaningful

Feedback should be specific, accurate and clear. The type of feedback will vary by age group, subject, and what works best for the pupil in relation to any particular piece of work. Our teachers are encouraged to use their professional judgement to decide what type of feedback is appropriate and will most positively impact on that child's progress. Teachers are expected to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable

We do not expect to see any specific frequency, type or volume of marking and feedback. Not all pieces of work will be formally marked. We also do not expect to see any written record of oral feedback provided to pupils, unless it is useful for the teacher, teaching assistant or child to do so.

Motivating

Marking should help to motivate pupils to progress, encouraging and supporting further effort. This does not mean always writing in-depth comments or being universally positive: short, challenging comments or oral feedback are more effective.

Types of marking and feedback

- Pupil self-assessment, response to teacher comment
- Peer feedback
- Whole class analysis
- Feedback sessions
- Self-Checking
- Marking prompt sheets



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- Redrafting

Whole-Class Analysis

We traffic light the level of understanding, record support given (I-independent, GW-group work, R-resources, A-adult support) and tick/stamp/sticker. Instead of writing in each child's book, we analyse the work for common errors, misunderstandings, and strengths.

We note down:

- Work to praise and share
- Further support needed
- Basic skills and presentation
- Significant misconceptions

Feedback Session

Teachers use this whole class analysis to plan 1 or 2 specific slides at the beginning of the next lesson to address misconceptions, do some retrieval and help children improve their understanding.

This approach is intended to be flexible and responsive to the needs of the class.

Self-Checking

In lessons such as maths and grammar, self-checking is embedded into the lesson structure. Teachers simply make answers to problems available to children and children check their own work after they have completed 4 or 5 questions. This introduces an ethos of addressing mistakes quickly and ensuring children don't waste entire lessons misunderstanding the topic.

Self-checking helps to increase pupils' confidence too as they quickly see that they are getting questions right and move on to a greater level of challenge or they have a chance to address difficulties straight away and make progress in every lesson.

For writing tasks and analysis activities, children can use a marking prompt sheet to check their own and their peers' work. This could include prompts such as:

- Did I use the place value columns correctly?
- Did I use speech marks for direct speech?
- Did I use varied adjectives and adverbs?

These prompts and suggestions can also be used by their peers to peer assess work.

Work which is self or peer checked is completed in a purple pen.

Redrafting

For writing tasks, we use examples found in the analysis of particularly good work for children to check their own work and redraft where appropriate.



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Redrafting is also used to correct common errors. Children read a piece of work and suggest how it could be improved, discussing and highlighting this in pairs or small groups.

This approach is effective in quickly addressing misconceptions and improving writing immediately. Following a redrafting lesson, the next step involves a writing task which builds on the work covered.

Pupil Self-Assessment

At the end of each lesson pupils (from Year 3 onwards) are required to traffic light their work and highlight any support accessed. This supports the teacher to gain a quick understanding of where support may be required in keep up interventions and also allows the pupils to become more reflective of their learning.

The Next Step is The Next Lesson

The guiding principle of our feedback policy is that the next step is the next lesson. It addresses next steps in the context of the whole class.

It empowers learners and uses teacher time more effectively so that children make progress and have misconceptions dealt with quickly.

Monitoring the impact of feedback

Evidence of feedback can be found by talking to the teacher and pupils and by looking at their work. This will be done during lesson observations, learning walks, informal/formal meetings with teachers, pupil interviews and book scrutinies

Compiled by Amanda Willis
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Marking Codes

- When marking these secretarial errors the following codes will be used across the school to ensure consistency and manageability of marking

| The Target | Symbol (written in the margin or by the target) | Action |
|--|--|---|
| Indicate a good point or correctness. | A tick | Possible improvements could still be suggested. |
| Indicate an incorrect point. | . or x | Discuss or write down / model correct answer. |
| Indicate a spelling mistake. | an <u>underlining</u> + 'sp' in the margin or above the word | Write the correct word, first three letters or just underline. Child edits or practises spelling 3 times, if it is a common word. |
| A word, or phrase is missing. | ^ | If possible put a few words in so the pupil can see where he/she has gone wrong. |
| Clarification | ? | |
| Indicates missing punctuation | O | Help the pupil and put a few in so that he/she can see where he/she has gone wrong. |
| Indicate that a new paragraph is required. | // | |
| Team Point awarded | TP | |
| Codes next to WALT to indicate support | | |
| Resources use | R | |
| Independent | I | |
| Adult support given | A | |
| Group Work | GW | |