Deanery C.E. Primary School
Academy Status

Feedback and Marking Policy
January 2024

The Deanery School Christian Ethos

Vision

We believe that everything we do is a faithful response to God's faithfulness, shown to us through Jesus Christ. Our vision is to reflect God's Glory in every season of life, in all aspects, from the little things, to the big.

Beliefs and Values

We believe that God's heart is for his children to thrive in a happy, secure, and caring environment at the Deanery. It is an essential part of our Christian ethos that we thank God for how he has demonstrated peace, love, faith, joy, grace and hope to us. We seek to reflect these core values throughout all areas of life in the school.

We believe that education, strengthened by our faith, is the vehicle with which children can achieve their full potential.

School Culture

At the Deanery we aim to provide opportunities and experiences for everyone to learn and develop their social, creative and academic skills within a motivating and stimulating environment.

We aim to:
- Foster an environment that is enriched spiritually, morally, ethically and socially through the Christian faith.
- Value each child as unique, regardless of faith, ability, gender or ethnicity.
- Nurture children to be polite, respectful and considerate towards one another.
  Offer a range of opportunities and experiences to develop their confidence, self-esteem and independence.
- Encourage each child to fulfil their potential within all areas of the curriculum.
- Promote knowledge and understanding through a secure, stimulating and enriched environment.
- Create a broad educational experience that is enriched both morally and spiritually through partnership with staff, governors, parents, the local community, parishes of the Deanery and Birmingham Diocese.
- To enable each child to value themselves and have aspirations for the future.
- To recognise everyone's place in the wider community.

https://www.gov.uk/government/groups/teacher-workload-marking-policy-review-group

Agreed principles:

- The sole purpose of marking and feedback is to advance pupil progress and outcomes.
- There should be a consistent approach across school and children, staff and parents know what to expect from marking and feedback.
- Teachers and parents understand where children are with their learning and what they need to do to improve further.
- Marking and feedback informs interventions to make sure that children's progress is on track.
- Feedback can be given verbally or in writing and both types can be equally valid.
- Children should be given opportunities to respond to feedback.
- Feedback should support children's evaluations of their own learning

Effective feedback should be:

- clear and specific (e.g. rather than just saying 'good', effective feedback explains why it is good);
- understandable and worded in a way that the pupil can comprehend;
- positive and encouraging, even when suggestions for improvement are being made;
- comparative (e.g. explaining what the pupil is doing now compared to what they have done before);
- constructive by making it clear to pupils how to improve further in the future.

Feedback can take the form of spoken and written responses, peer marking and self-assessments. Pupils need to be given time to process and reflect on feedback as well as opportunities to act upon this.

Agreed approaches to marking and feedback:

At Deanery we have expectations and systems in place to ensure that marking and feedback is both valuable to pupils and feasible for staff. Marking and feedback should be meaningful, manageable and motivating.

MEANINGFUL –

- Varies by age, subject.
- Single purpose is to advance pupil progress and outcomes.
- Consistency is important.
- Effective feedback focuses on task, subject and self regulation strategies ; provides specific information on how to improve.
- The impact of quality marking can be up to 6 months progress.
- Peer, group and self feedback is a valuable tool for learning that should occur regularly but it needs to be well structured by the teacher.
- Live feedback is conducted throughout the lesson to challenge misconceptions and provide challenge and support.
- Where appropriate, students should be encouraged to assess their own work against the learning objective or success criteria.
- Feedback should be timely (ie within the lesson or before the next lesson)and respond to the needs of individuals so that they can actively engage with the feedback.

MANAGEABLE –

- Feedback should be proportionate ie no point to comments if children can't read them.
- Work life balance of staff should be considered.
- Feedback can take many forms e.g. peer marking, self assessment.
- Mark during the lesson – more effective and saves staff time. Allows staff to discuss errors and reteach if necessary.
- Feedback can be effective during, immediately after and some time after learning.

MOTIVATING-

- It should help to motivate pupils.
- It needs to acknowledge the work a pupil has done, value efforts and achievements and celebrate success.
- Pupils should be taught and encouraged to check own work by understanding the success criteria.
- It is important to feedback on what is correct, not just use it to identify errors.
- Pupils require clear, actionable feedback to employ metacognitive strategies as they learn, this info informs their understanding of specific strengths and areas for improvement
- Quality of feedback is seen in how pupils tackle subsequent work
- When marked work is returned to pupils it is essential to allow time for improvements and reflection time so they can read comments and engage with feedback

Procedure

A review of feedback and marking on the impact on children's progress, has been undertaken through an action research project conducted within a number of year groups over a term.
Children's views have been collected which are reflected in this policy.
Children's comments….

- We like green for seen/good elements, pink for think – it's easy to see what we've done well and what we need to improve.
- Objective stamp - children instantly know if they have achieved the learning for the lesson. If it is working towards or not met, they expect a comment so they know why.
- Questions put in the book by teacher – helps me remember what we've been learning, challenges me with a further question
- Sometimes we like a simple: well done, super, excellent – it builds our self esteem and makes us feel good about ourselves. It doesn't tell us specifically about our learning, but it makes us feel proud
- TTM – helps us know exactly what we've done wrong, or for the teacher to explain in more detail
- ✓ spellings in the margin so we can try and improve. We struggle though if we're just given the first 2 letters, as if we don't know how to spell it, we don't know how to spell it!!
- When using the 'P' and 'S' in a circle for extended writing pieces – it would be helpful to have them on the same line where the error is, as opposed to trying to find the errors in the whole piece of writing.

The agreed systems and expectations in place for marking and feedback are as follows:

EYFS

- Staff will highlight green for seen and pink for think.
- Live feedback to be used for correction of letter/number formation.
- Letter/number formation will be modelled using yellow writing.

KS1

- Staff will highlight green for seen and pink for think.
- Live feedback to be used for correction of letter/number formation.
- Letter/number formation will be modelled using yellow writing.
- High frequency spellings to be corrected.
- Incorrect copying of words within the date and objective to be addressed.
- Most pieces of work to have objective stamp with clarification if appropriate.
- Marking of written work should refer to children's individual targets (T1 and T2)

Verbal Feedback and Live marking

Studies have shown verbal feedback is extremely valuable and should be used regularly with all children. Live marking and verbal feedback takes place in the moment - There should then be clear evidence that the child has taken on board this feedback and it is reflected in the rest of the piece of work.

Marking in the moment in the forms of ticks to indicate correct answers across the school curriculum and areas for improvement, or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation.

Self assessment (SA) / Peer assessment (PA)

Children can assess their own and each other's work.

In EYFS & Y1 children will be asked to colour in circles in order to show their own self assessment (red, amber, green)

From Y2 upwards, for every piece of work children should tick their obj once, twice or three times to indicate how they feel about their work.

Peer assessment comments will be introduced in the Summer term of Year 2.

KS2

Non negotiables

- All pieces of work to have spellings, letter formations, grammar and punctuation corrections made using the codes outlined in Appendix 1
- Incorrect copying of words within the date and objective to be addressed

Highlighting

Staff will highlight green for seen and pink for think

Objective stamp.

Teaching staff will use the objective stamp in most marking with clarification if appropriate.

This stamp can be used in isolation or if appropriate with a positive comment and next steps or a closing the gap question. A variety of these is best as appropriate.

Spellings

Spelling corrections to be appropriate to the ability of the child e.g

- Whole word to be given
- Highlighting up to the point where it's spelt wrong, and they finish the rest,
- Hangman style where they are given some letters, but not all e.g. be_ a_se
- First 2 letters of the word given,

Live Marking

The 'In the Moment' marking approach is adopted to enable all children to receive effective and instant feedback to feed forward.

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of misconceptions, consolidating learning or moving the

learning forward. This should be quick and remain positive encouraging a Growth Mind-set, resilience, striving for accuracy and children's learning efforts. Teachers and additional adults will effectively intervene with groups across the class giving immediate feedback on the children's work.

Marking in the moment in the forms of ticks to indicate correct answers across the school curriculum and areas for improvement, or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation.

- Marking of written work should refer to children's individual targets (T1 and T2) by both the child (in a green pen) and teacher
- Extended writing: evidence of live marking should be seen
- Once a half term, children to complete an assessed piece of extended writing. This may be peer assessed, but must be well modelled – linked to success criteria. Teacher to mark against the "writing checklist" for their specific year group, by highlighting the features seen in the piece of work, followed by an overall positive comment.

Self assessment (SA) / Peer assessment (PA)

Children can assess their own and each other's work.

For every piece of work children should tick their obj once, twice or three times to indicate how they feel about their work.

This can be developed upon with written SA/PA comments occasionally. The children should make comments based on the learning objective for the lesson. This should be guided/modelled by the teacher for it to be effective.

Children should be given the opportunity to respond to this feedback at the start of every lesson. Children should write their SA/PA in green pen.

If the SA/PA comments are not specifically related to the objective, teachers must discuss this with the pupil or add a comment to the work.
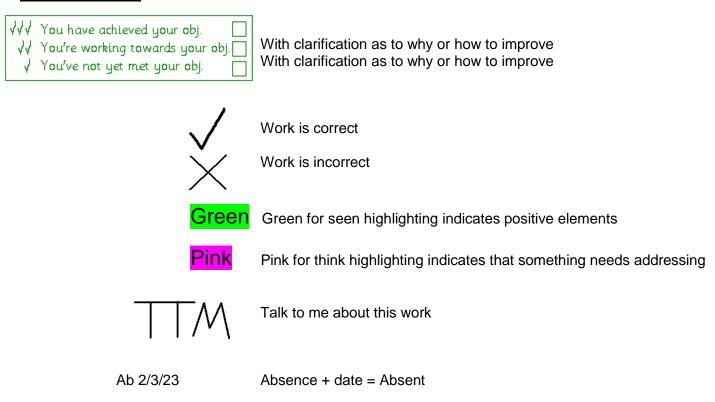
All teachers at the Deanery will use the following code.
Members of staff will also use the code with an addition:
TA (+ initials) for the Teaching Assistant.
ST (+ initials) for the Student Teacher.
SU (+ initials) for the Supply Teacher.

Code for Marking

√√√ You have achieved your obj. ☐
√√ You're working towards your obj. ☐
√ You've not yet met your obj. ☐

With clarification as to why or how to improve
With clarification as to why or how to improve

✓ Work is correct

✗ Work is incorrect

Green — Green for seen highlighting indicates positive elements

Pink — Pink for think highlighting indicates that something needs addressing

TTM — Talk to me about this work

Ab 2/3/23 — Absence + date = Absent

Codes for marking writing:

Year 2 & KS2

Ⓢ — Indicates a spelling needs to be corrected on that line

Ⓟ — Indicates missing punctuation on that line

Use the S and P in a circle, starting off with putting it on the line where the error is, moving on to putting it at the end of the paragraph and then building to putting the S and P at the end of the piece of work for the children to be fully independent in finding their own errors.

Additional editing symbols

// — New paragraph needed here

+ — Means add more words/phrases or detail

* * — Means rewrite as this doesn't make sense

▲ — Means insert a missing word

Roles and responsibilities

Everyone within our school community has a responsibility for maintaining high educational standards. Ensuring that pupils receive timely feedback about their work and how to improve on it is part of this.

The governing body is responsible for:

- reviewing and approving the marking and feedback policy;
- ensuring that the policy is reviewed regularly and that staff workload is taken into consideration;
- monitoring the effectiveness of the policy and suggesting changes, where appropriate;
- holding senior leaders to account for the effective implementation of the policy.

The headteacher and senior leaders are responsible for:

- ensuring that approaches to marking and feedback justify the time and effort put in by staff;
- ensuring that staff receive adequate training to ensure that marking and feedback is useful and effective;
- monitoring how effectively staff are implementing this policy;
- ensuring that individual staff receive the support that they need to deliver effective marking and feedback;
- being aware of staff workload and ensuring that expectations around marking and feedback take other pressures and time commitments into consideration.

Staff are responsible for:

- implementing this marking and feedback policy consistently;
- ensuring that marking and feedback is completed in a timely manner so that pupils can respond to this quickly;
- ensuring that marking and feedback is delivered sensitively and in a manner that is appropriate to the pupil's age, level of understanding and ability;
- ensuring that pupils feel that they can ask for additional advice and guidance if they need this;
- checking that pupils have understood any feedback that has been given and supporting them to act upon this;
- being aware of their own areas for professional development and seeking additional support if this is needed.

Pupils are responsible for:

- reflecting on any feedback given and acting upon this;
- taking responsibility for their own development and progress;
- communicating concerns or issues that they have regarding their work or any feedback given to a member of staff.

The school recognises its duties relating to the Equality Act 2010; we understand and will ensure that our policies and practices relating to marking and feedback are fair, non-discriminatory and do not put individuals or groups of people at a disadvantage.

Reviewed by:	Anita Morris	**Date: December 2023**
Approved by:	Jayne Luckett	**Date: December 2023**
Last reviewed on:	December 2023	
Next review due by:	December 2025	