

Feedback and Marking Policy

Importance of Effective Feedback

Feedback and marking are a central part of a teacher's role and are integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving pupils' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year.

Workload

The Government's 2014 Workload Challenge survey identified the frequency and extent of marking requirements as a key driver of large teacher workloads. Marking was identified as the single biggest contributor to unsustainable workload. The reform of marking policies was the highest workload-related priority for 53% of respondents. More recently, the 2016 report of the Independent Teacher Workload Review Group noted that written marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be "meaningful, manageable and motivating". It suggested that providing written feedback on pupils' work has become disproportionately valued by schools, and the quantity of feedback has too often become confused with the quality.

Written Marking and Feedback

In-depth marking should occur twice a week in English and Maths following a 'Challenge – Review' cycle. The first comment of the week should address a positive element of the child's work with reference to the LO, as well as setting a **challenge** for the child to focus on for the rest of the week. Therefore, the second comment should **review** this, determining whether the child has met their challenge, coupled with LOs. Marking must be purposeful and focus on moving the individual child forward. Comments should relate to the LO (or may be SPAG-related in English).

Within the marking, children can be set tasks or asked additional questions, which provide them with further practice or consolidation of concepts. Children should respond in green pen. Days in between will be largely highlighting of LOs and ticking. However, if children are making obvious errors, these should be commented on accordingly. It is absolutely critical that on receiving their books, children are given reflection time to read the comments and digest them as they will need to think about how they are going to execute the teacher's suggestion in subsequent lessons.

In depth marking should occur a minimum of twice a half-term for foundation subjects

Mistakes and Misunderstandings

Teachers should make a distinction between mistakes and misunderstandings.

Mistakes should be marked as incorrect. However, they need not be commented on. If a child has used capital letters in a piece of extended writing 10 times correctly and once wrong, the child understands the use of capital letters and has simply made a mistake. Before the next piece of work begins, the teacher should remind the child or the class about using capital letters.

However, if a child is consistently using capital letters wrong, this is a misunderstanding. If it is specific to the child, the child needs it explained clearly and given as a target in the teacher's coaching comments. Additionally, if children are all making the same mistake, there's no point in writing it thirty times, rather spend the time adjusting planning for the following day. It shouldn't be marking for marking's sake.

Forms of Feedback

Whilst written 'Challenge – Review' comments are preferable, this is dependent on the individual child. Children who are unable to access written feedback will spend regular time with the teacher focusing on their learning and ways to move forward. Feedback can also take the forms of peer-assessment and self-assessment. Often the most effective feedback is oral and takes the form of a professional learning dialogue between teacher and student. Whilst not easily evidenced, we strongly encourage plenty of oral feedback.

Marking Codes

Highlighted pink LO = achieved

Highlighted green LO = not achieved

Teachers mark using a purple pen. Praise should be preceded by a ■ and a correction/target should be preceded by a ■ .

sp – spelling error

p – punctuation error

D – use of dictionary