

Marking and Feedback Policy

Reviewed March 2023

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Policy for feedback

“Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.”

Education Endowment Foundation

Thorough reading of students’ work on a regular basis, ensures that all teachers are assessing students’ understanding. This a central part of a teacher’s role and can be integral to progress and attainment. Precise regular feedback is a way of providing clear assessment and an appraisal of findings to students and this also helps teachers to assess their students’ understanding. The feedback model assesses the curriculum aspects and core skills against the whole class and each student’s piece of work. Feedback provides a thorough review of spelling and grammar, in addition to subject-specific content.

The purpose of feedback:

- Regularly provide thorough and precise feedback that resonates with every student.
- Ensure that each student’s work is regularly and thoroughly read by the teacher.
- Students receive accurate and precise feedback based on frequent formative comments.
- A framework that delivers feedback within the next lesson so it is relevant and beneficial.
- Provide consistent quality of feedback throughout school.
- Makes an explicit difference between misconceptions and mistakes and addresses these differently.
- Recognises individual achievements and shares them as examples for the student to learn from.
- Engages and motivates every student.
- Captivates every student as a tool to improve their learning.
- Provides dedicated and prompt time for students to revisit their work and the tools to improve or edit.
- Identifies the students that need additional support or intervention and in which specific skills area.

Whole Class Feedback Sheet (Appendix A)

The Feedback Framework ensures that teachers read and assess work and provide broad feedback to each student which includes: organisation, composition, construction and subject specific content so it does not focus solely on spelling and grammar.

The feedback sheet provides a format for each teacher to assess the students’ work against the learning intentions and provide thorough and precise responses.

Frequency and Pace of marking

English

- Teachers will read all students’ work.
- Teachers complete the feedback sheet, writing comments as they assess a sample of students’ work.
- Examples from the students’ work will be included on the feedback sheet.
- Feedback will be shared within the next lesson.
- Students’ names will not be written but will be shared verbally.
- As the same format is used weekly, some skills, mistakes and misconceptions will be consistently and frequently revisited with the students.

Foundation and Science

Every half term, teachers will thoroughly read all students’ work from either a foundation subject or science (ideally from an extended piece of writing).

Misconceptions and Next Lesson Notes

The teachers understand and can make the distinction between a ‘mistake’ –something a student can do, and does normally do correctly, but has not on that occasion – and a misconception which occurs when attempting to include a language feature or skill (or answering a question about something) that a student has not mastered or has misunderstood. There will be a minimum of three examples of misconceptions.



- Misconceptions will be written using the phrasing from the curriculum checklists, to reinforce this language.
- Examples of misconceptions (as written by a student) will be included on the sheet, to be discussed and analysed by the class.
- Teachers will effectively remind students of a related rule, then model and discuss it with them.
- Visualisers will be used during lessons to globally share examples of exemplary work and address misconceptions, as part of formative assessment.

Mistakes and Skills Errors

Mistakes are identified as different to errors resulting from misunderstanding (misconceptions). The following areas are included:

- Spelling
- Punctuation
- Grammar
- Tense

The teacher will include examples of common misconceptions from the students' work and a correct version. Frequent mistakes will continue to be revisited.

Wall of Fame

The teacher will select exemplary examples of students' applying language or curriculum skills.

- Examples will precisely acknowledge key skills that a student has used accurately and applied to their work.
- The teacher will use the students' written phrasing to share how to edit.
- A minimum of six examples will be chosen.
- Students' names will be verbally shared.
- Students' will be encouraged to include key features as they review and edit their work.

Directed Improvement and Reflection Time

To ensure the students can reflect on the feedback, they are provided with a response time.

- The students are regularly provided with designated time to reflect on feedback in the lesson.
- The students make additions, revisions and proof-reading corrections to their own writing using green pen.
- Groups of students or individuals may be directed for interventions.

Feedback for Maths Work

Maths is not always about the right answers but sometimes more about the strategies used (the 'how' of an answer).

"The most valued marking in Maths enables pupils to overcome errors or difficulties and deepen that understanding."

Ofsted: Made to Measure

There are several types of marking and feedback that might be used for maths.

- Acknowledgement marking: Marking which indicates if the work is right or wrong. Marking which indicates what the student needs to do to improve, example, a question.
- Quality comments: These may be used by drawing a model or image (giving a visual picture e.g. a number line, 100 square, place value chart, array etc), asking a closed or multiple-choice question, asking an open question, writing a sentence and asking the student to complete it or asking them for an explanation or generalisation.

Codes

Work that is not quality marked should be marked using the marking codes by either teacher, HLTA, LSA or learning mentor. This may be completed, with the student, during the lesson.

Secretarial features

Spelling, punctuation, grammar, presentation and handwriting does not need to be marked in every piece of writing because many students cannot effectively focus on too many things at once. Students should be made aware of these. When work is finished, ask the student to proofread and check for secretarial features as necessary.



Only give student feedback about those things you have asked them to pay attention to. This will mean some things are unmarked, but over time will be covered.

Paired/peer assessment

During lessons, students will sometimes be asked to mark written work in pairs, *following explicit guidance*.

The following points will have been considered:

- Comments should be constructive and specific to support learning.
- Students need to be trained for this, through modelling with the whole class, watching paired assessment in action.
- Students should only comment on the criteria indicated by the teacher.
- Pairings need to be based on trust and should be carefully selected by the teacher.
- Students will be encouraged to discuss each other's work.
- Assessment can be modelled to students, for example using the visualiser.

Guidelines for Presentation

All Classes:

- The date and learning intention should be written or typed (legible and underlined with a ruler in pencil) in line with the handwriting WTD.
- The date will be written numerically (e.g. 28.03.23) in maths and in words for other subjects.
- All exercise books and jotters should be clear of graffiti.
- Unsatisfactory work will not be accepted and must be repeated in the student's own time.
- Students should be encouraged to check their work and, as appropriate, read aloud to help them self-correct.
- Student's work must form an important part of displays in the classroom and around school.
- The teacher should aim for a piece of every students' work to be on display at least once a year.
- Students' writing and work should be shared to reinforce good quality presentation i.e. WAGOLLS (What a Good One Looks Like)
- All students use a pencil until they are in UKS2, where they will use a black pen in all other lessons.
- Some students will have access to coloured overlays and differentiated resources to support their presentation
- All staff in school should model the appropriate standard of written word and presentation following the handwriting WTD.

Marking symbols (to be used as appropriate to the phase)

Symbol	Table Column Header
✓	This is correct
c	A mistake that needs correction
sp	Spelling mistake
//	New paragraph
pr	Presentation needs improving
∧	Something is missing
V	Verbal feedback given
S	Supported on task
I	Independent work
U	Heading, dates and sub-headings need to be underlined with a ruler
T	Teacher has marked the piece and no action required



Focused marking (group)

LSA	Where work is marked by someone other than the class teacher, this should be initialled by the marker.
HLTA	
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Appendix A

Example of the Whole Class Feedback Sheet

Date:		Lesson:	
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Misconceptions and next lesson notes

Wall of fame: work to share	Mistakes and skills errors
	Punctuation
	Spelling
	Grammar
	Verb tense
Further support	Directed improvement and reflection time
	1.
	2.
	My next steps
	<ul style="list-style-type: none">•