

Headteacher:
Mrs M. Constantinou BEd
Littlegrove, East Barnet, Herts EN4 8SR
t: 020 8449 5856
e: office@stmarysen4.barnetmail.net
www.stmarysen4-barnet.co.uk



St Mary's

Church of England Primary School

MARKING AND FEEDBACK POLICY 2022

VISION

Inspired by Christian values, at St. Mary's we are **EXCITED** about our learning, **PROUD** of our achievements, **DETERMINED** to be the best we can be and **CARING** for all of God's creation.

MISSION

- Through excellent teaching we will deliver an inspirational curriculum
- We will enable every child to make the very best progress
- We will work in partnership with children and families to further promote confidence and self esteem
- We will prepare children to confidently face the challenges of growing up in the 21st Century
- We will provide children with an understanding of local, national and global communities and faiths.
- With St Mary's Church, Brookside Methodist, and other local churches, we will further develop understanding of gospel values in action through worship and across the curriculum

Rationale

Marking and feedback is a powerful tool in assessment of learning and all children have the right to have their work acknowledged through feedback, which demonstrates respect for the work produced. Regular feedback keeps the teacher in tune with individual needs and helps move learning forward and raise standards. Feedback is an essential part of teaching and learning and is an integral component in pupil progress.

We have reviewed our marking and feedback policy in order to make marking and feedback as time-efficient and effective as possible. Research has shown us that:

- Meaningful feedback, that improves pupils' work, does not have to be written ([Department for Education's marking review group](#) and the [Education Endowment Foundation](#))
- Most pupils need a low level of scaffolding or prompts, but very few need extensive modelling and 'hand-holding' through extensive marking.

INTENT:

At St. Mary's, our intent is to:

- Provide consistency and continuity in marking and feedback throughout the school so that children have a clear understanding of teacher expectations;
- Encourage children to have a 'growth mindset' and look at mistakes in a positive way;
- Raise standards by celebrating effort and successes and encourage children to improve on their last piece of work;
- Create a dialogue which will aid progression and improve children's confidence and self-esteem;
- Help pupils to understand how well they are doing, where a piece of work can be improved and offer additional challenges that extend learning;
- Provide teachers with information about future planning;
- Develop children's ability to self and peer assess;
- Help parents and carers understand the strengths and areas for development in their children's work;
- Relate feedback to existing personal targets for individuals

Our policy is underpinned by the evidence of best practice from the **Education Endowment Foundation** and other expert organisations.

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Not overload a child – it needs to be meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong

'Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).'

Education Endowment Foundation, EEF

PRINCIPLES

Our policy on marking and feedback has a number of principles at its core:

- The sole focus of feedback and marking should be to move children's learning forward;
- Written comments should only be used where they are accessible to students according to age and ability;
- Feedback delivered closest to the point of action is most effective, and as such, feedback delivered in lessons is more effective than comments provided at a later date;
- Feedback is provided as part of assessment processes in the classroom, and takes many forms other than written comments;
- Feedback is a part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books;
- Feedback will be positive, honest, motivating and constructive;
- It will be at the child's level of comprehension;
- It will be related to a specific learning objective for that piece of work or a target the child is working on;
- It will identify what has been done well and what still needs improvement;

- It will positively impact on the child’s progress;
- It will be consistent throughout the school;
- Wherever possible, it will be discussed and completed with the child present.

IMPLEMENTATION

Feedback may be given in one of three ways:

1. Immediate – at the point of teaching
2. Summary – at the end of a lesson/task
3. Review – away from the point of teaching (including written comments)

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> □ Includes teacher/TA gathering feedback during teaching, including mini-whiteboards, book work, verbal responses to questions, peer conversations, whole-class discussion etc. □ Takes place in lessons with individuals or small groups □ Often given verbally to pupils for immediate action □ May involve use of a teaching assistant to provide extra support or further challenge □ May re-direct the focus of teaching or the task □ May include highlighting/annotations according to the marking code 	<ul style="list-style-type: none"> □ Lesson observations/learning walks □ Some evidence of annotations or use of marking code/highlighting □ Improvements evident in books, either through editing or further work
Summary	<ul style="list-style-type: none"> □ Takes place at the end of a lesson or activity and often involves whole class or groups □ Provides an opportunity for evaluation of learning in the lesson □ May take form of self – or peer – assessment against an agreed set of criteria □ In some cases, may guide a teacher’s further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> □ Lesson observations/learning walks □ Timetabled pre – and post – teaching based on assessment □ May be reflected in selected focus review feedback (marking)

<p>Review</p>	<ul style="list-style-type: none"> □ Takes place away from the point of teaching □ May involve written comments/annotations for pupils to read/respond to □ Will probably involve looking through the class set of books □ Provides teachers with opportunities for assessment of understanding □ Leads to adaptation of future lessons through planning, grouping or adaptation of tasks □ May lead to targets being set for individual or groups of pupils 	<ul style="list-style-type: none"> □ Acknowledgment of work completed □ Written comments and appropriate response/action □ Adaptations to teaching sequences or tasks □ Use of annotations to indicate future groupings of children who may need further support in an area
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WHOLE SCHOOL MARKING AND FEEDBACK PROCEDURES

All teachers' written feedback will be done in **green pen**. Any pupil response to this feedback, either to answer the teacher's written question or to edit the work prompted by the feedback should be done in red pen. Pupils should also use **red pen** when writing self-assessment comments about their learning.

Feedback will be based on the learning objectives for individual lessons across the curriculum. There will be an expectation that handwriting is neat and legible and that appropriate literacy skills will be accurately applied.

Children's work will be assessed appropriately against the lesson's objectives. In all subjects, the date and learning objective will be hand written by children in Y4, Y5 and Y6 (unless support is required). Labels with the date and learning objective will be provided for children in Y1, Y2 and Y3, and stuck into books.

Assessment against the learning objective will be fed back to the children using a tick system:

- One tick – Beginning to work towards the objective
- Two ticks – Partially achieved the objective
- Three ticks – Achieved the objective

Where a child has been supported by an adult in order to complete a task it will be clearly noted as **SW** (supported work) and will be initialed to identify who has given the support.

A particularly successful piece of work may be awarded with a house point, a mention in 'Specials Worship' or may be celebrated with another member of staff or parents.

If a common misconception or error is noticed by the teacher, when reviewing learning in books, this will be addressed in the next session. A question may be asked at the start of the next session, which encourages the children to reflect on their prior learning, e.g. What did you find challenging about the task and why? What can you do next time? Children may respond to this question by writing a reflective comment on their last piece of work, in red pen.

WRITING FEEDBACK

1. For all activities, either during or after a lesson, the teacher will look through the class's work and note down any common mistakes or misunderstandings. The teacher will look through the work in pupils' books, and will be aware of what has often been misunderstood, using this for future lessons.
2. For extended pieces of writing, in individual books, teachers will highlight areas as below:
 - A **green highlighter** pen should be used to indicate where within the piece of work the child has successfully demonstrated their learning against the learning objective.
 - A **blue highlighter** pen should be used to indicate an aspect of the work that could be improved.
3. Peer and self-editing of written work will be part of the writing process and will focus on key criteria.
4. For shorter written tasks, the teacher will tick learning objective accordingly (1, 2 or 3 ticks) at the end of a session;
5. At the start of the next lesson (if the writing is ongoing), teachers may show an example of good writing, completed by a pupil. This will be discussed as a class – what makes this an effective piece of writing and why? For example, descriptive language or accurate punctuation.
6. Run through any common misconceptions/mistakes/improvements needed with the whole class the next day.
7. The teacher may also show a teacher-prepared piece of writing that needs some improvement. They will discuss and improve with the class.
8. Pupils will have time to look over their own writing and edit, through correcting any mistakes or making additions.

For those pupils who need more support (may include children with SEND):

If a child needs more support, highlight a specific section of their writing to help them find the error e.g. punctuation errors if it is felt they would not be aware where to find them.

Sometimes:

- those who need more support may work with the teacher or a teaching assistant on the above
- for higher attaining pupils, teachers might provide an additional pointer during the editing stage, such as 'think about which other words could be used to describe X'.

This approach can be described as 'strategic minimal marking'. The teacher spends less time marking and more time scaffolding and modelling during the lesson. It works on the basis that the whole point of feedback is actually to '**feed forwards**', and ensure the pupil knows what to do next time.

As part of the children's writing journey, children will be provided with year group expectations for extended writing. Purpose, audience and text type will always be discussed at the start of learning about a new genre of writing. Criteria for what needs to be included in certain genres of writing, will be explored and modelled.

Feedback on Spelling and Punctuation

Appropriate attention will be given to errors in the spelling of high frequency words and in the incorrect use of punctuation. There will be an expectation that key topic words and any other vocabulary displayed in the learning environment will be correctly spelled.

From Year Two onwards, the following codes should be used in the margin to indicate such errors;

P – Punctuation

Sp – Spelling to be looked up and corrected

Staff will endeavour to make no more than 5 spelling corrections and 3 punctuation corrections per written task. It is to the discretion of the class teacher to decide if such codes are suitable to use with individual pupils.

MATHS FEEDBACK

In KS1

1. The teacher will tick learning objective accordingly (1, 2 or 3 ticks) at the end of a session;
2. As part of the integrated day, the teacher and TA will give verbal feedback to the children as they go;
3. The teacher/TA will make observations of learning and next steps;
4. The teacher will mark as they go with children and scaffold and support as necessary;
5. The teacher will model best methods in the books to support learning.

In KS2

1. The majority of maths work will be marked by the pupils themselves. Pupils are taught to self-check their work in lessons, as they go along. Pupils then don't have to wait until the next lesson to find out they have misunderstood a concept.
2. The teacher will tick learning objective accordingly (1, 2 or 3 ticks) at the end of a session. When a teacher marks work, correct responses will be demarcated with a tick and incorrect responses with a dot to indicate that it has been noticed. For particular tasks, errors in calculation will be highlighted in blue to direct the children to identify and correct.
3. Based on continuous assessment, teachers and TAs will often work with flexible groupings of children. Whilst working with groups, the adult will make observations of learning, support and extend as necessary and will model best methods and address errors/misconceptions to support learning.
4. In lessons, adults will facilitate opportunities for pupils to check their work throughout the lesson. At times, the teacher will use a visualiser to model ways of checking that lesson's problems. For example, show pupils how to add numbers in a different order to check their addition;
5. Use a '3 before me' system for pupils who might be struggling: first they try to fix their mistake themselves, then they ask a peer for help, then a group of their peers, and then finally they ask you;
6. As with writing, the teacher will look through the class's work after the lesson and note down any common mistakes or misunderstandings for the next lesson;
7. Teachers/TAs will often go through correct and incorrect (anonymised) examples in front of the class at the start of the next session to make teaching points;
8. Each half term – there will be a maths assessment in every class (Primary Stars for KS1 and Abacus for KS2). The learning objectives covered in the unit will be assessed in the test. This will provide further evidence for ongoing formative assessment.

FOUNDATION SUBJECTS


1. For all activities, either during or after a lesson, the teacher will look through the class's work and note down any common mistakes or misunderstandings. The teacher will look through the work in pupils' books, and is aware of what has often been misunderstood and uses this for future lessons,
2. The teacher will tick learning objectives accordingly (1, 2 or 3 ticks) at the end of a session;
3. Comments may be recorded to address misconceptions children have;
4. From Y2, a **KWL grid** activity will take place before all subjects are taught (e.g science, DT, art, history etc) to find out: What the child already **knows** about the topic and what they **want** to find out (through questions). At the end of a unit of work, the children will be asked to write down what they have learnt. This will act as an assessment and will show progress in that subject. This activity will be recorded in books.

MARKING KEYS AND EDITING

Teacher comments are written in green.



All pupil responses (self-marking, peer-marking, responding to teacher comments/feedback) should be written in red pen.

In Years 2 to Year 6



When my teacher looks at my work, I might see...

- ✓ = I am beginning to work towards my learning objective
- ✓✓ = I have achieved part of my learning objective
- ✓✓✓ = I have fully achieved my learning objective

-  = green highlighter used to show where I've shown good learning
-  = blue highlighter used to show something I need to think about in my work

SW = an adult has helped me with my work – **S**upported **W**ork

Sp = I need to look at the spelling of a specific word

P = I need to think about my use of punctuation

My teacher will always write their comments about my work in green pen.
If my teacher expects me to comment on my work, I will use a red pen.

My teacher's comments about my work are there to help me see what I've done well and what I need to do to improve. I must always take time to read this!

The information about our feedback systems will be displayed in the classroom for staff to refer to at any time. This will help to expose the children to our policy and also to embed the systems with the children.

MARKING OF WEEKLY HOME LEARNING ON GOOGLE CLASSROOM

- Home learning is marked by the class teacher.
- Feedback will be provided, where appropriate.