



Sandhills Community Primary School
Marking and Feedback Policy
Meaningful, Manageable and Motivating

Rationale

At Sandhills Community Primary School we recognise the considerable range of purposes that giving feedback and marking offers us. We believe that it is an effective assessment tool that enables us to highlight what a child has learnt and how they can make improvements not only to a piece of work but to their overall understanding of any learning. It provides us with information to inform subsequent planning and enables us to promote high standards. We also believe that constructive feedback has a positive impact on a pupil's attitude, motivation and self-esteem. Feedback and marking carried out by the teacher also serves as a model for children to use when they carry out their own self and peer assessment.

We understand that marking is one of several forms of feedback and that verbal feedback from staff and peers alongside written peer and self-assessment are also highly valuable sources of information to help children make improvements. Marking should be **meaningful, manageable** and **motivating** and support teachers in planning and delivering high quality lessons to children.

The EEF 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
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell learners when they are wrong.
- The sole focus of feedback and marking should be to further children's learning
- Written comments should only be used where they are accessible to learners according to age and ability.
- Feedback delivered closest to the point of learning is most effective and as such, feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is 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.

Types of feedback

Below are the different methods of feedback and marking that we use in our school

- Live feedback and marking
- Whole class feedback
- Self assessment
- Peer assessment
- Marking work in books during or after a lesson



Live feedback and marking

This is where feedback is given to children during the lesson. It has the advantage of being immediate which we know from research is most effective.

Live marking includes children marking their own maths work led by the teacher or teaching assistant.

Live marking may be particularly useful in maths lessons and English grammar lessons where there is an easily identifiable right or wrong answer.

Whole Class feedback

This is where information is collected and recorded either during or after the lesson (or both).

Whole class feedback is a recent addition to the methods we use to deliver feedback and has been introduced following a trial in the summer term. Below is our rationale for introducing this method:

- We want to increase the effectiveness / impact of feedback given in order to improve outcomes for all children
- Research shows high quality feedback to be one of the most effective ways of improving attainment / outcomes for children
- There is a difference between marking and feedback and we want to be sure we have the right balance of these two things
- Marking books has a significant impact on teacher workload - is this time well spent?
- We want to make sure that children take responsibility for their improvement and aren't over reliant on the teacher
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How do we do it?

- Identify before the start of lesson if whole class feedback is to be used.
- During and after lesson, use 'whole class feedback' sheet (see example below) to collect and record feedback on:
 - next steps for learning inc any common misconceptions / errors to be addressed
 - great examples - could be shared with others
 - children who need further support
 - presentation notes
 - spellings
 - additional notes
 - unfinished work / reasons
- At the end of the lesson, children to write WCF neatly at the bottom of their work to indicate this form of feedback is being used and that any relevant information will have been recorded on a whole class feedback sheet.



- Feedback time / sessions in class for children must be given as soon as possible to deliver feedback and for children to respond appropriately. This time may include one, several or all of the following:
 - children are given additional input / small group intervention separate to the feedback session itself
 - examples of high quality work are shared with others (visualiser is useful for this)
 - children make improvements as directed to a specific part of their work
 - correct spellings are shared and practised
 - presentation is improved / corrected
- Whole class feedback sheet will be filed in class folder and be available for monitoring
- Where children achieve the lesson objective (walt), the adult looking at the work will highlight the walt in green.

It is important that a whole-class feedback approach does not replace the high-quality, rich discussions that should happen around misconceptions as and when they arise during lessons.

Whole class feedback may be particularly useful in lessons where children have completed a piece of writing (English and Foundation subjects). It may be relevant to work in other subjects from time to time.



Whole Class Feedback

Class _____ Date _____ Lesson _____

Next steps for learning inc any common misconceptions / errors to be addressed

Great examples - could be shared with others

Needs further support

Presentation notes

Spellings

Additional notes

Unfinished work / reasons



Self assessment

Self assessment involves the child assessing their own learning against set criteria - often the success criteria of the lesson

It is also where children mark their own work when the activity results in 'right and wrong' answers eg in maths, spelling and grammar activities.

- Before any child hands in any piece of work for marking they should spend an appropriate amount of time checking they have considered the key expectations. This time will need to be planned in as part of the self-assessment time.
- Teachers need to acknowledge self assessment when reviewing pupils' work and use this to consider further support.

Peer assessment

- Children will be expected to evaluate the work of their peers positively and provide suggestions for improvement.
- Teachers need to acknowledge peer assessment when reviewing pupils' work and use this to consider further support.

Marking work in books

As part of this review teachers will do some or all of the following:

- o Highlight in orange errors in key expectations (presentation, spelling, grammar, punctuation, calculation layout). Expectations of presentation will be taught and reinforced regularly; this includes any work on a prepared sheet.
- o Assess progress to inform planning and tracking records
- o Note aspects of learning which require feedback to groups or the whole class
- o If teachers feel it will have an impact on the child's learning based on their age and ability to respond to written feedback they will:
 - Highlight in orange areas for the child to edit based on the lesson objective
 - Highlight in green areas where the child has met the lesson objective
 - Provide a positive or motivational comment specifically related to learning
 - Record a pupil's next steps in learning
 - Provide an additional challenge for the child to complete to assess the depth of their learning
- o Some written work requires in depth marking e.g. pre-unit writing assessment both to inform planning and to provide next steps in learning for the pupils.



Feedback and Marking for each subject:

In order to achieve consistency across the school there are guidelines for different subjects. These are as follows:

English

- Spelling
 - Marking spelling in whole class feedback - mistakes to correct are recorded on wcf sheet. These are addressed with the whole class / group / individuals as relevant at the earliest opportunity. Children write the correct spelling at the bottom of the piece of work.
 - Marking spelling in other forms of feedback and marking - mistakes will be underlined with an orange wiggly line by the teacher or teaching assistant and the correct spelling written at the bottom of the page with "SP" to highlight the action required. It is reasonable to expect two or three spellings to be chosen to practise, although this judgement should be made by the teacher based on the knowledge of the children.
- In years 2-6, before any teaching at the beginning of a new unit of writing, it will often be appropriate for all children write a 'cold' piece to show what they already know. This is marked in order to find areas to be improved and writing targets are set for that unit. At the end of the unit, the children write a 'hot' piece which is marked to see where children have (or haven't) achieved those targets. If units are closely linked, the writing targets may be set from the previous 'hot' piece. (EYFS and Year 1 use Read, Write Inc writing program.)
- Teach re-drafting, editing and improving individually or in pairs. Teachers need to model how to do this and narrate their thinking process
- T or TA will teach redrafting and editing, focussing on error spotting and editing to improve a piece of written work

Mathematics

- A page of completely correct calculations suggests that there has been little or no challenge for the pupil. Assessment tracking and subsequent lessons should take account of this.
- When appropriate, children can quickly self-mark their maths. Children should be trained to mark their own or other's work, quickly, neatly and unobtrusively using a green and orange pens/pencils.
- Where a child needs a specific step explaining, the teacher may illustrate it in the child's book or verbally feedback to an individual or group. This intervention will be done in blue pen.
- Teachers may provide an answer sheet that pupils can check against after completing a task. Children's work will need to be checked afterwards as written explanations/reasoning will be difficult to self-mark.
- Teachers will encourage/teach confident pupils to mark their peers' calculations (without the answer sheet)



Foundation Subjects and Homework

- Children should receive feedback on all pieces of work. This feedback will take the form of one of the methods as detailed earlier in this policy:
 - o Live feedback and marking
 - o Whole class feedback
 - o Self assessment
 - o Peer assessment
 - o Marking work in books during or after a lesson
- Cross curricular writing is vital for developing pupils' writing ability and should be used as frequently as possible. Expectations of presentation, spelling, grammar and punctuation should be the same in geography, history, RE etc as they are for English.

Monitoring and Review

Members of SLT will be responsible for monitoring the marking that takes place throughout the school. This will be done by carrying out work samples in a variety of subjects each term. Phase leaders will also hold regular reviews of feedback and marking as part of their regular team meetings.

This policy will be reviewed every two years.

Reviewed September 2021

Symbol	Meaning
P	Insert punctuation
//	Start a new paragraph
C	Capital letter needed
↓	finger space needed
?	Does not make sense
VF	Verbal feedback given
T	Worked with teacher
TA	Worked with TA
SA	Self-assessed



PA	peer-assessed
GG	Guided group work