



# MARKING & FEEDBACK POLICY

## Mission Statement

Through a passion for learning rooted in mutual respect and warm, honest relationships our school community provides a platform for success for all.

Woodlands Park Primary School re-reviewed this policy: September 2021

Woodlands Park Primary Schools' Local Governing Board noted this policy on: 07 October 2021

This policy will be formally reviewed Bi-Annually.

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## RATIONALE

The marking and feedback policy at Woodlands Park Primary School has been developed in conjunction with the 2016 DfE report into teacher workload, specifically marking. In the context of this report, marking refers to both marking codes (shallow marking) and written feedback (deep marking).

### **Eliminating Unnecessary Workload Around Marking – Report of the Independent Teacher Workload Review Group (summary):**

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

Our starting point is that marking – providing written feedback on pupils' work – has become disproportionately valued by schools and has become unnecessarily burdensome for teachers. There are a number of reasons for this, including the impact of Government policy, what has been promoted by Ofsted, and decisions taken by school leaders and teachers. This is not to say that all marking should be eliminated, but that it must be proportionate.

The quantity of feedback should not be confused with the quality.

Marking is a vital element of teaching, but when it is ineffective it can be demoralising and a waste of time for teachers and pupils alike. In particular, we are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is very little evidence that this improves pupil outcomes in the long term.

In summary, we recommend that all marking should be meaningful, manageable and motivating.

### **Meaningful Marking**

- Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work.
- Marking should serve a single purpose – to advance pupil progress and outcomes.
- Consistency across a department or a school is still important, but this can come from consistent high standards, rather than unvarying practice.

### **Manageable Marking**

- Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.
- Feedback can take the form of spoken or written marking, peer marking and self-assessment.

### **Motivating Marking**

- Motivating: marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

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- An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. There are many ways to do this without extensive marking. Too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.

Based on the recommendations of this report. The school conducted a teacher led review in September 2018 to evaluate marking and feedback expectations.

The following policy had been constructed from the views of the class teachers at Woodlands Park Primary School coupled with research evidence into effective Assessment for Learning.

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### MARKING POLICY

The aim of this marking policy is to provide an efficient series of codes to shallow mark a child's piece of work. These codes will be used progressively across the school to ensure that attainment and effort is recognised, encouraged and rewarded.

- Marking will be conducted in a contrasting colour.
- Marking is neat (pupil and teacher).
- Marking is manageable – avoid the use of bland comments that do not contribute to pupil progress.

### Pupil/Teacher Codes

Code	Definition	Additional Notes
CT	Class Teacher	Pupil received significant support from their class teacher during the activity, eg 1:1 support or guided group.
TA	Teaching Assistant	Pupil received significant support from a teaching assistant during the activity, eg 1:1 support or guided group.
I	Independent	Pupil worked independently for the majority of the session.
S	Supply Teacher	Lesson taught by a supply teacher.
PS	Peer Support	Used to denote where attainment / productivity is different than when working independently due to peer support.

### Teacher Codes

Code	Definition
✓	Answer correct or indicates that a teacher has read a pupil's work.
✓✓ or highlight	Double tick used to identify highlights in a piece of work. Sometimes this relates to the learning objective.
. or _____	Indicates an incorrect answer or calculation (dot next to the answer or underlining the incorrect answer).
GD	Evidence of greater depth.
VF	Verbal feedback. No narrative required.
Finger space image / FS	To remind children to leave a finger space between words.

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## FEEDBACK POLICY

### What is Feedback?

'If I had to reduce all of the research on feedback into one simple overarching idea... it would be this; feedback should cause thinking.' – Dylan William.

Feedback is information given to the learner and/or teacher about the learner's performance relative to the learning goals which then redirects or refocuses either the teacher's or the learners' actions to achieve the goal. – Sutton Trust.

### The Value of Feedback

The impact of effective feedback is within the top three of the 150 elements of education, ordered according to John Hattie's Visible Learning research synthesis. The effect size for feedback is 0.73 or +9 months.

### Purpose

This policy acts as a guide to effective learning feedback, both oral and written to ensure a commonality of expectation and consistency of approach throughout the school. Feedback may involve the teacher feeding back to the child, children giving each other feedback but is most powerful when it is from the child to the teacher.

### Rationale

Effective feedback is an integral part of the assessment process. Quality feedback provides constructive feedback to learners, focusing on success and improvement needs against learning objectives and personal targets. This enables learners to become reflective helping them to close the gap between what they can currently do and what we would like them to be able to do.

'Feedback is most effective when students do not have proficiency or mastery – and thus it thrives when there is error or incomplete understanding. Errors invite opportunity. They should not be seen as embarrassments, signs of failure or something to be avoided. They are exciting, because they indicate a tension between what we know and what we could know: they are signs of opportunities to learn and they are to be embraced' – John Hattie.

### Oral Versus Written Feedback

The vast majority of feedback in the primary school is oral for two reasons:

1. For feedback to be effective, it needs to be immediate. Written feedback is a valuable process if the children are given time to reflect on the feedback (from the teacher or child) and move their learning forwards retrospectively, it is not as valuable as the feedback in the classroom which can instantly result in greater challenge and progress.
2. Questioning and feedback is a cornerstone of effective teaching – moving learning forwards through effective intervention, interaction or reflection. At all costs, teachers need to avoid bland comments and false praise that have no impact on learning.

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Effective written feedback is an element of effective teaching, particularly in writing and maths. Our whole school approach to effective feedback is exemplified in this policy; the following section outlines key approaches to effective feedback – oral and written.

### Effective Feedback Approaches

- Feedback needs to direct attention to what's next, rather than how well or badly the pupils did on an activity.
- Feedback shouldn't be seen as simple corrections, it is about moving learning forward.
- Allow time in class to work on using the feedback to improve.
- Develop a collaborative culture where mistakes are part of learning and children are magpieing good ideas from each other (stop, share, steal).
- Feedback should mainly relate to the learning goal (or learning to learn/presentation).
- Develop a climate of striving for excellence rather than being satisfied with their first effort.
- Ensure that children understand the feedback process and the value of making mistakes.
- Plan time for effective feedback.
- Build in opportunities for review during the lesson.
- Avoid false praise.
- Avoid bland comments that don't move learning forwards.
- Encourage reflection.
- Ensure your feedback is specific.

### Written Feedback – Our Expectations

The majority of written work will be shallow marked in line with the marking policy. Additionally, some pieces of work will be deep marked – feedback will be given.

### Expectations in Literacy

Strategy	When Used	Additional Notes
Use of a success criteria	<ul style="list-style-type: none"> <li>• To give a visual or written prompt of expectations.</li> <li>• Can be completed by teacher, pupil or peer.</li> <li>• Used when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• See appendices for exemplification.</li> </ul>
Target setting	<ul style="list-style-type: none"> <li>• Target setting used in literacy to identify a kernel that may be a limiting factor / key to rapid progress.</li> </ul>	<ul style="list-style-type: none"> <li>• SMART target.</li> <li>• Clear to pupil (eg on a book mark, front of book, within teaching sequence).</li> <li>• See appendices for exemplification.</li> </ul>
Additional written comments	<ul style="list-style-type: none"> <li>• To 'remark on the remarkable'.</li> </ul>	<ul style="list-style-type: none"> <li>• No expectation of a specific frequency.</li> <li>• Focus on verbal feedback where practicable.</li> <li>• Avoid bland comments whenever possible.</li> </ul>
Use of stamps/ drawn symbols (eg smiley faces)	<ul style="list-style-type: none"> <li>• Individual stampers may be used where appropriate to recognise attainment or learning behaviours.</li> </ul>	
Grammar and Spelling	<ul style="list-style-type: none"> <li>• Children respond to their teacher's shallow marking – frequent and age appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop approved spelling strategies, eg word banks, peer support etc ...</li> </ul>

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### Expectations in Maths

Strategy	When Used	Additional Notes
Use of a success criteria	<ul style="list-style-type: none"><li>• To give a visual or written prompt of expectations.</li><li>• Can be completed by teacher, pupil or peer.</li><li>• Used when appropriate.</li></ul>	<ul style="list-style-type: none"><li>• See appendices for exemplification.</li></ul>
Additional written comments	<ul style="list-style-type: none"><li>• To 'remark on the remarkable'.</li></ul>	<ul style="list-style-type: none"><li>• No expectation of a specific frequency.</li><li>• Focus on verbal feedback where practicable.</li><li>• Avoid bland comments whenever possible.</li></ul>
Use of stamps/ drawn symbols (eg smiley faces)	<ul style="list-style-type: none"><li>• Individual stampers may be used where appropriate to recognise attainment or learning behaviours.</li></ul>	
Spelling	<ul style="list-style-type: none"><li>• Children respond to their teacher's shallow marking where appropriate</li></ul>	

### Expectations with other written outcomes, including homework

The vast majority of written outcomes outside of literacy and maths will be shallow marked using the marking codes above. However, there may be times where the use of a success criteria, additional written comments or the use of a stamp or symbol may be appropriate.