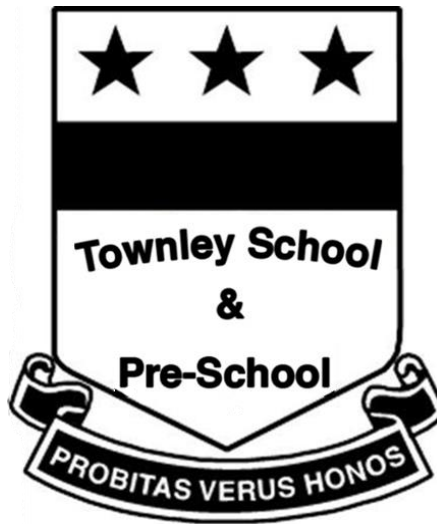


### **Townley School and Pre-School Policy Front Sheet**

<b>POLICY DOCUMENT</b>	Feedback and Marking Policy
<b>Policy Number</b>	18
<b>Type of Policy –</b>	
<b>Governor Committee</b>	Full Governing Body
<b>Approval Date</b>	May 2022
<b>Review Frequency</b>	Three Yearly
<b>Date of next review</b>	May 2023
<b>Publication Date</b>	May 2022
<b>Chair of Governing Body signature</b>	
<b>Publish on School Website</b>	
<b>Purpose of Policy</b>	Policy review
<b>Supporting documents if applicable</b>	
<b>Chair of Governing Body signature</b>	
<b>Date</b>	



# **Townley School**

## **Effective Feedback and Marking Policy**

### **2022**

## **Statement of intent:**

At Townley our Feedback and Marking Policy is established upon the research and best practice cited in *Mark Less, Mark Better: A How-To Guide to Live Marking and A Marked Improvement? A review of the evidence of written marking* (EEF, 2016). We believe that effective feedback should:

- Be provided to pupils as close as possible to the date on which it was produced
- Be transferred away from teachers to the pupils themselves, where possible and appropriate
- Be provided in the moment, wherever possible, to reduce teacher workload and increase the impact pupil progress
- Be highly valued by all, with time being allocated for pupils to respond.

In line with the DfE's report: *Eliminating Unnecessary Workload Around Marking*, three principles underpin our vision for effective marking in particular. It should be:

1. Meaningful – Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Our teachers are encouraged to adjust learning to inform next steps and planning of teaching and learning.
2. Manageable – Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the time-effectiveness of marking in relation to the overall workload of our teachers.
3. Motivating – Marking should help to motivate pupils to progress.

## **Planning for Success:**

In order to achieve highly, it is important that pupils learn and understand exactly what a great piece of work looks like in the subject in which they are working. To do so, the following should be provided as necessary:

- Clear steps to success/Success criteria
- A model example of what is expected – analysed and broken down in terms of how it meets the success criteria
- Appropriate prompts to support their thinking (e.g. Knowledge Notes, question stems, answer stems, key vocabulary, worked examples etc.)

## **Marking and Feedback: Strategies and Approaches:**

Marking and feedback varies by age, group, subject and what works best for both the pupil and teacher in terms of the type of work produced. This policy acts as a guide, but teachers are encouraged to adjust their approach and use a variety of strategies as necessary and appropriate. Whatever the strategy, marking and feedback should lead to improvements: teachers are trusted to incorporate the action steps identified through marking into subsequent planning and teaching. This should be evidenced through pupil work and planning.

## **Self and Peer Assessment:**

Self and Peer Assessment encourages independence, deeper understanding and accountability for pupils, before handing in their work. It also provides the pupils with immediate feedback and

reduces workload and frees up time for the teacher to plan next steps. When to Use: Most suitable for closed tasks which are either correct/incorrect.

### **Examples:**

- Maths
- Sentence level work
- GPS
- Spellings
- Quizzes
- Open-ended tasks (providing pupils are trained and scaffolded to provide feedback)

### **How to Use:**

- Modelling - make sure pupils know and see what a 'good one looks like'.
- Give answers to pupils towards the end of a lesson to self/peer mark (e.g. Handout/whiteboard/display)
- Give answers to pupils within a lesson – to check they are on the right lines and allow teachers to intervene where needed. If mistakes are minor, they may be corrected quickly; mostly correct answers means the pupils may be ready to move onto the challenge.
- Blue editing pens should be used by pupils to add the correct answer.
- If pupils are giving feedback to more open-ended tasks, peers should give feedback verbally, sentence stems could be given to prompt their feedback to a peer

E.g.:

- Next time I will/You should remember finger spaces
- Next time I will/You should use capital letters for names
- Next time I will/You should use a noun phrase

### **Live Marking:**

This is feedback and marking that happens within the lesson, in the moment, leading to immediate action by the pupil. There can sometimes be a tendency to mark obvious errors first (e.g. glaring spelling and punctuation errors), however, this type of marking should be focused on specific criteria. To ensure this is impactful, adults should mark specifically against the success criteria, having model answers to hand. This speeds up the marking process and ensures it is focused. Any simple errors should be addressed economically, with children using blue editing pens or staff using green pens. Referring pupils to the learning prompts in the classroom (success criteria, model example, vocabulary wall, working display etc.), to address any errors, will help them to respond to your feedback more independently.

### **Examples**

- Applicable to short or closed tasks (e.g. in maths, reading, sentence level work, quizzing etc.)
- Suitable for responding to pupils' written responses, providing you are focused on specific criteria for success.
- When you are working with a group/groups of pupils
- When you wish to focus on the responses from a key group of pupils

Live marking is an opportunity for staff to intervene with learning so that feedback and improvement is immediate and purposeful. The expectation is that all adults providing live marking will do so quickly, allowing you to gain a snapshot of learning and any misconceptions that are developing. This should be picked up quickly by the teacher, who may pause the lesson and lead a mini-input where they either: refer to the model with reminders, or use this as a


teaching point to address the misconception.

#### Delivering Meaningful Verbal Feedback for Impact:


- Where feedback is given to pupils, teachers will identify a next step for a pupil or unpick a misconception. This will build upon developing pupils' positive attitudes to errors and help to develop their Growth Mindset.
- Teachers will use stock phrases such as:  
Well done! You're learning to....  
Good it's making you think about....  
Your brain is growing....  
You are becoming a resilient learner because....  
You're good at this because you spend time doing it.  
Your skills have really improved. Do you remember how hard it was last week?


#### Marking Annotations

- Supply staff must annotate marking with 'supply teacher'.

 = work is supported by an adult. It is assumed all work is unsupported unless this is used.


 = For use in EYFS to demonstrate work is child initiated.

 = For use in EYFS to demonstrate work is adult led.

 = after an answer, to be used where a child needs to reconsider their answer as it may be incorrect or unclear.

#### **Editing Code:**

Code to be placed in the margin.


 = children to identify and decide upon the correct/missing punctuation.

^ = missing word


Sp = spelling mistake, children are expected to correct the spelling and write it out three times.

~~~~ = (wiggly line under a word) Children have had a go at a spelling, feedback must be given.

// = start a new paragraph

 VF to show verbal feedback was given mid-way through a piece of work to see immediate improvement/change

VF = at the end of work indicates verbal feedback has been given to the child.

 followed immediately by a comment offers a further challenge or closing the gap task that the child can do independently at the start of the following session.



= to indicate how far down the page a child is expected to write, this is not needed for every piece of work, nor every child, but is helpful when trying to develop writing stamina.

### **Monitoring:**

This policy is monitored through lesson observations, learning walks, drop ins, developmental work, pupil progress meetings, planning and book scrutinies, principally by the Headteacher and subject leaders, but also by the governors to ensure that the principles and processes of this policy are clearly evident in everyday practice.