



Walkwood
Church of England  Middle School

Feedback and Marking Policy

Governing Body Committee responsible:	Pupils and Curriculum		
Approval granted:	21 May 2018	Review date:	Spring 2021

“Teach the wise, and they will become wiser. Instruct those who live right, and they will gain more knowledge.”

Proverbs 9: 9

“Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child’s fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.”

Valuing All God’s Children, Church of England, 2014

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”

SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012



Rationale

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming independent learners. Marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, helps to embed learning swiftly and enables accelerated learning.

The principles of marking - all marking should be:

- **Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers should adjust their approach for differing pieces of work to enable pupils to make the most progress. Marking is for the pupil.
- **Manageable:** marking should take various forms from teacher comments and questions to the use of self/peer assessment. Marking needs to be manageable for both the pupil and the teacher.
- **Motivating:** marking should help to motivate pupils to progress. This does not mean always writing in-depth comments: sometimes short, challenging comments or oral feedback is more effective. Marking should enable pupils to be independent and identify how they can make further progress.

“It is reasonable to establish a consistent approach to the way in which pupils’ work is marked so that students feel valued and have a clear understanding of how well they are doing, and what the next steps are in their learning. Regular marking will enhance learning by helping pupils to improve their work and will inform teacher planning and assessment. It will also help parents to understand their child’s strengths and areas that need to be developed.

Marking does not always have to be undertaken by the teacher alone, sometimes it is appropriate for the teacher to mark alongside the pupil, for the pupil to mark their own work, or for pupils to mark each other’s work.”

Marking Guidance, NUT, March 2015

Aims

- 1) Inform the pupil what they have done well, ensure they feel valued and understand what they need to do to improve.
- 2) Recognise, encourage and reward both effort and achievement.
- 3) Support teachers’ assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- 4) Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning:
 - to show that each child’s work is valued;
 - to recognise, encourage and reward effort and achievement;
 - to offer positive guidance for future improvement, identifying target areas for improvement;
 - to give children the opportunity for reflection– enabling children to think, talk, question, evaluate and respond to feedback when needed;



- to create opportunities for peer and self-assessment, fostering a culture of independent thinking and learning;
- to encourage children to produce a high standard of work across all curriculum areas;
- To feed into the planning and assessment process and be manageable for staff.

Feeding back on pupils' work is about the teacher responding to the individual and gaining knowledge of the individual's learning.

“How do we know that active learning and feedback have the greatest effect on pupil achievement? Professor John Hattie has synthesised over half a million of the most effective research studies on teaching methods, and the other variables that affect achievement. This is the biggest and most authoritative review of classroom-based educational research ever undertaken. He concludes that the factors that make pupils learn best are pupil activity towards a challenging goal, and informative feedback on this activity.”

Geoff Petty

This mirrors the findings of Paul Black and Dylan Williams: feedback is a core component of assessment for learning; assessment for learning is a core component of personalised learning.

Organisation

Feedback is powerful and marking is a form of feedback. However, it is only one form of feedback. Often it is the ad hoc verbal feedback made in the lesson that can have the most impact.

The on-going verbal feedback to pupils is an essential part of all lessons.

The questioning of a teacher is key in drawing the pupil into their 'next steps' for learning, and the use of the Bloom's Taxonomy questions can allow these to be suitably differentiated.

Feedback should serve a single purpose - to advance pupil progress and outcomes. Marking also allows the teacher to be aware of the learning needs of the pupil.

Work should be marked on a regular basis to act as another interaction between teacher and pupil. It should act as tool of checking outcomes, acknowledging work produced and making decisions about what that pupil needs next. This should be achieved using a variety of assessment forms and ensuring focus is on the quality of feedback and not quantity.

Regularity of marking across subjects and key stages can vary, particularly in relation to the two-week timetable. This may mean that, for some subjects, there is a piece of marked work every week or within each two-week cycle. For other subjects, it can mean that work is marked every five lessons, recognising that marking can be by the teacher, a pupil or a peer.

In addition, it is recognised that there will be marking of formal assessments and a collation of data. These aspects should be part of the school or subject curriculum calendar.



- Work to be marked using the colours of **green** (for great) and **pink** (for think). Pupils to be aware of what these colours mean when reflecting on certain pieces of work.
- When a teacher begins marking a set of books, they are to start with the class members who are designated as Pupil Premium and/or RoC. This ensures that these pupils remain at the fore of the teacher's thinking, as well as ensuring that feedback is consistently applied to ensure the gap in pupil outcomes is closing.
- In written work, up to five spelling errors of common words (at a level appropriate to the individual child) should be identified. These words should be practised up to a maximum of five times either at the end in the margin or at the end of the piece of work.
- In practical activities e.g. project work and investigations, the teacher should assess through observation and discussion. Mid-project feedback can have a positive impact on pupil's focus and future learning.
- Teachers are to identify incorrect spelling and grammar where appropriate.

Presentation of work

High standards of presentation serves the following purposes:

- To enable children to take pride in their work
- To ensure legibility of work for the audience

Written work should be set out in a standard format across the school:

- The date should be written in full, beginning at the right hand side of the page on the first available line (except Mathematics where the numerical date will be used).
- The title/learning objective should be written on the next line, starting on the left hand side of the page and underlined with a ruler by all pupils in Key Stages 2 and 3.
- All children to write in **blue handwriting pen** across all subjects apart from Mathematics, in which pencil can be used if needed. Drawings and diagrams should be completed in pencil in all subjects.
- Indenting the first line of each paragraph will also be used.
- Erasers are not to be used except in drawing. Mistakes will be shown by the use of one line drawn diagonally through the word, number or symbol, and the correction written next to, or above, the mistake i.e. ~~color~~ colour. No tippex or pen erasers to be used within work.

Written Feedback

Within children's work there should be a mixture of type of marking to ensure that it is meaningful for the pupil. Teachers are encouraged to use a range of feedback forms and adjust their approach when needed to enable marking to be manageable.



Next step marking: A **green** highlighter or pen (for great) will be used to highlight examples in the work where objectives/outcomes have been achieved. A **pink** highlighter or pen will be used where specific objectives/outcomes could have been met within the piece of work. A ‘next step’ or question comment should be included to aid further progress or clarify any misconceptions.

Acknowledgment marking: This will reference how well the learning objective/outcomes has been achieved (i.e. LO? LOV LOV). A brief written comment to be used if necessary.

Praise comments to be used in appropriate balance with the other marking techniques to motivate and boost children’s self-esteem.

Superhero skills & Fruits of faith to be identified and referred to in marking where necessary.

Reflection time to be provided when marking requires a response from the pupil. Time to be provided in lessons either as a starter or plenary for them to reflect and respond. Helpful reflection tools for staff are provided within the ‘teaching & learning folder’.

When writing comments for the pupil to read ensure that they are legible, correctly spelt, correctly punctuated and meaningful for both the pupil and the teacher. There is no need to write large quantities. Challenge pupils through effective questions about their work, where Bloom’s Taxonomy can help differentiate. Teachers need to give pupils ‘next steps’ using imperatives.

Use of **peer and self-assessment** is important to encourage independent learning and self-manager superhero skills. Assessment for Learning can take many forms from two stars and wish to being given a criteria and make a judgement. A range of Assessment for Learning activities to be used within lessons and there are examples within the ‘teaching and learning folder’.

Mark during lessons

Feedback can be most effective if the pupils are present when it is given, and said that time during lessons can be used to mark pupils’ work and give feedback.

- Use peer marking: share the success criteria with pupils, and make sure they fully understand it, so that they can peer-mark each other’s work in the lesson
- Structure in time to respond to marking: allocate five minutes during the lesson for pupils to respond to their marking, and to share the results with a partner
- Give feedback to pupils in groups: if a number of pupils are making the same mistake, address the misconception to them together in class
- Predict the type of misconceptions pupils often make in a particular topic or subject, and type up statements to address these. Print and cut out the statements, sticking them in books when they occur.

Monitoring

The monitoring of the above will take place in a variety of ways. Heads of department will conduct books trawls throughout the year (using appendix 1) and provide feedback to their departmental staff. As part of whole school monitoring, SLT will conduct book trawls from all subjects and a variety of teachers to assess the progress and standard of marking/feedback within the school.

Effective marking and feedback will be part of the following whole school monitoring procedures also:

Performance Appraisal – setting appropriate targets in which marking and feedback is one of the main priorities.

Line Management Meetings – assessing progress towards DAP and reviewing HODs monitoring and improvements that need to be made.

Pupil voice - each department to conduct at least one pupil voice per year in marking is a focus of some of the questions. A whole school pupil voice conducted by SLT will also take place in which marking and feedback will be discussed.

Governors' reports - review of the standard of marking to be made available to governors when needed throughout the year.

Whole school monitoring is collated throughout the year to provide SLT and staff with a comprehensive picture of how they school is performing.







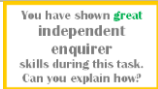
Appendix 1

Book Look

Member of staff _____ Date: _____ Number of books and subjects: _____

Focus				
1. Each piece of work marked.	Little evidence	Some evidence	Lots of evidence	Additional Comments and suggestions for CPD.
2. Teacher comments support and enhance the progress of pupils.	Little evidence	Some evidence	Lots of evidence	
3. Spelling, punctuation and grammar corrected.	Little evidence	Some evidence	Lots of evidence	
4. Presentation highlighted if needed.	Little evidence	Some evidence	Lots of evidence	
5. Evidence of Literacy/Numeracy links	Little evidence	Some evidence	Lots of evidence	
6. Evidence that learning outcomes/objectives have been met.	Little evidence	Some evidence	Lots of evidence	
7. Evidence of self/peer assessment	Little evidence	Some evidence	Lots of evidence	
8. Marking policy being adhered to.	Little evidence	Some evidence	Lots of evidence	
9. Reference and use of superheroes.	Little evidence	Some evidence	Lots of evidence	
10. Evidence of reflection in books.	Little evidence	Some evidence	Lots of evidence	

Appendix 2

Marking & Feedback Symbols	
Correct answers/parts of work meeting the learning objective/outcome.	Work to be highlighted in green .
Incorrect answers/ part of work not meeting the learning objective/outcome.	Work to be highlighted in pink .
Learning objective/outcome not achieved	LO? + any 'next step' or question comments to support.
Learning objective/outcome partly achieved	LO 
Learning objective/outcome achieved	LO  
<p>'Next step' comments or question to be used wherever appropriate to guide children's learning further.</p> <p>The following symbols indicate whether children have completed work alone, with peer partners, with support and other types of AFL. These will be placed at the end of their work on the left hand side.</p>	
Self-marking	SM (written either by pupil or teacher)
Peer-marking	PM (written either by pupil or teacher)
Two stars and a wish	 (Pupil or teacher to make comments. Stamp used or drawn symbols).
Superhero skills/Fruits of faith	 (Pupil or teacher to identify either using stickers or writing).
Teacher or TA supported	S

Appendix 3

“Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop”

Foreword from Chair, Dawn Copping
- Marking report

“Teachers should not be spending their time on bureaucracy that does not add value. Teachers’ time should be protected and used to make a difference.”

Foreword from Chair, Kathryn Greenhalgh
- Planning and teaching resources report

“Protect what we hold dear about our profession, improving the life chances of our children because we are trusted to do what is best, not to collect meaningless data to prove it.”

Foreword from Chair, Lauren Costello
- Data management report

Here’s a quick look at what three independent teacher-led workload review groups said in short reports on **marking, planning and resources** and **data management**.

Do	Don't	Remember Ofsted says
<ul style="list-style-type: none"> ✓ Remember all marking should be meaningful, manageable and motivating and should serve a single purpose – to advance pupil progress and outcomes 	<ul style="list-style-type: none"> ✗ Spend time on marking that doesn't have a commensurate impact on pupil progress. Simple message: stop it! 	Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy.
<ul style="list-style-type: none"> ✓ Remember quantity of feedback should not be confused with the quality. 	<ul style="list-style-type: none"> ✗ Give marking a disproportionate value in relation to other types of feedback. There is no theoretical underpinning to support 'deep marking' 	Ofsted does not expect to see any written record of oral feedback provided to pupils but will consider how written and oral feedback is used to promote learning.
<ul style="list-style-type: none"> ✓ Give lesson plans the proportionate status they merit, and no more, to lessen teacher workload. 	<ul style="list-style-type: none"> ✗ Do more work than pupils. This can become a disincentive for pupils to accept challenges and take responsibility for improving their work. 	If it is necessary for inspectors to identify marking as an area for improvement for a school, inspectors will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.
<ul style="list-style-type: none"> ✓ Look to identify blocks of time to allow for proper collaborative planning. 	<ul style="list-style-type: none"> ✗ Create detailed plans that become a 'box-ticking' exercise creating unnecessary workload for teachers and taking time away from the real business of planning. 	Ofsted does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain.
<ul style="list-style-type: none"> ✓ Remember planning together needs to be accompanied by regular and professional discussion which focuses on the outcomes for pupils. 	<ul style="list-style-type: none"> ✗ Make excessively detailed daily or weekly plans a routine expectation at the expense of collaboratively produced schemes of work. 	Ofsted does not require schools to provide individual or previous lesson plans to inspectors.
<ul style="list-style-type: none"> ✓ Have high quality resources and schemes of work already in place and easily accessible. 	<ul style="list-style-type: none"> ✗ Plan to please external organisations. 	Ofsted does not expect performance and pupil-tracking information to be presented in a particular format.
<ul style="list-style-type: none"> ✓ Be clear on the purpose. Why is this data being collected, and how will it help improve the quality of provision? 	<ul style="list-style-type: none"> ✗ Collect data just because you can or the system allows it – have an appropriate sense of its validity and purpose. 	Ofsted will usually expect to see routine evidence of the monitoring of teaching and learning and its link to teachers' performance management and the teachers' standards, but this should be the information that the school uses routinely and not additional evidence generated for inspection.
<ul style="list-style-type: none"> ✓ Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks. 	<ul style="list-style-type: none"> ✗ Duplicate data for different audiences – 'collect once, use many times'. 	

For more recommendations and to read the reports in full, search 'reducing teachers' workload' on GOV.UK
For clarification of what Ofsted expects, search the Ofsted Inspection framework on GOV.UK

To read about practical ways to reduce your workload from other schools, visit the Department for Education's teaching blog: teaching.blog.gov.uk
The reports are endorsed by the following:



Appendix 4

Feedback: Dos and don't for teachers . . . and why it is better for pupils

Do	Don't	Why this is better for pupils
diagnostically mark selected key pieces of work which demonstrate the key skills and/or knowledge for that section of work.	diagnostically mark every piece of work.	They have a manageable set of targets or pointers to work on for a specified timescale: "This half term I am working on improving my"
choose which you are going to do – annotations or final comment.	write diagnostic annotations <i>and</i> a final comment.	Annotations are often more powerful as they show pupils precisely where they might have gone wrong.
guide pupils to correct their own mistakes ("go back through and put in all your capital letters", "check that every unit is the right one").	mark silly mistakes for pupils (missing off capital letters, forgetting to use the correct units).	They will not have teachers with them to correct mistakes in an exam or assessment, so they need to be encouraged to develop conscientious attitudes to work now.
provide feedback on misconceptions. Address general misconceptions with the whole class at the next lesson by providing an activity which requires the correct conceptualisation.	give excessive detail – this can wait for the lesson and the task you will set to demonstrate the correct concept.	The error can be noted and a general comment made, and an activity set which needs the pupil to apply correctly. If there is a general misconception within the class, the activity can be a whole-class exercise, or peer experts can coach specific peers.
check pupils are making effective notes, if such is appropriate, using a 'check sheet'.	tick and flick notes.	They may not know what specific ticks mean. A check list reinforces exactly what your expectations are for note-taking, and can be peer-marked.
think what the most effective feedback strategy is, preferably before pupils complete the work in the first place. Plan HOW you are going to mark the activity.	keep marking in the same way (e.g., two stars and a wish) just because you have always done so.	The feedback that is given is in the most meaningful, useful and concise way(s).
identify <u>why</u> you think the piece of work deserves praise – "This is a big improvement – you've crack the idea about angles", "Excellent use of key terms as sentences make sense".	write generic comments such as "good work" or "excellent".	This builds self-esteem even more because they know their efforts in particular areas have paid off and are more likely to apply the skill correctly again.
use the codes for marking.	write in a sentence when there is a known code.	This will require pupils to consider the feedback more closely, and reinforces the whole-school expectations.
mark for the pupil not for any other audience. Observers in a class will work out if pupils are receiving effective feedback by asking pupils: "What are you doing well in this subject" "What do you need to do to improve your work?"	mark for the parent, lesson observer or the colleague who will be monitoring.	The benefit to the learner is from 100% of what you write as it is pertinent to them as an individual.