



Feedback and Marking Policy

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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Revision History:

Version	Date	Author	Summary of Changes:
2.0	September 23	AU	Revised to bring in line with latest in Ofsted requirement and to reduce teacher workload whilst impacting on pupil progress.

Purpose of feedback and marking

To establish a broadly consistent approach to the way work is marked so that pupils value, and have a clear understanding of, the way their work is assessed. They will know how to respond to the marking system as a result of its consistent application throughout the school.

OFSTED RECOMMENDATIONS:

- Teachers should provide pupils with incisive feedback, in line with the school's Policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils should use this feedback effectively.
- Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.
- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the Academy to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.
- If it is necessary for inspectors to identify marking as an area for improvement for the Academy/school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

WORKLOAD-MARKING CONSIDERATIONS:

- The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.
- We recommend that all marking should be meaningful, manageable and motivating. This should be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DfE)
- Marking should serve a single purpose - to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is

the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

English/ whole class reading:

- All books should adhere to the presentation guides provided. Where books do not meet this standard, marking and feedback should be evident.
- Meaningful feedback to be given in skills based/reading lessons as appropriate, aiming for each child to have at least one piece of **deep** feedback ('bubbles') given to them within the writing cycle. Teachers must use feedback as appropriate within a cycle.
- When identifying pupils' errors, teachers to identify one/some errors to highlight yellow. If there a few misconceptions that need addressing, verbal feedback or 'bubbles' should be used.
- Where adults or pupils use 'bubble' marking, ensure comments are visible and space is given for feedback to be acted on. 'Bubbles' should be used during deep marks, to move learning on/set a challenge/correct multiple misconceptions.
- Feedback is based on what will have the **most** impact on the children's writing. E.g. one feature taken from the success criteria of the task (See Appendix 1).
- Towards the end of Foundation Stage 2 and in Year 1 and 2 (Year 3) (for an appropriate amount of time until children show readiness) immediate verbal feedback is given when children are completing **extended pieces of writing**.
- In Foundation stage, Year 1 and 2 errors will be corrected with teacher support.
- To celebrate children's successes, when they have met the success criteria/ learning challenge, verbal feedback should be used. (Using technology to share WAGOLLS)
- In Foundation Stage, the children will correct one sight word or phonetically plausible spelling with more able children correcting two words in an extended piece of writing, when children show readiness. These words will be highlighted in yellow by the teacher and children will attempt to write these again. Teachers may give corrections based around letter formation.
- In Year 1, the children will correct two sight words or phonetically plausible spellings with more able children correcting up to three words in an extended piece of writing. These words will be highlighted in yellow by the teacher and children will write these out 3 times for sight words.
- From Year 2, within extended pieces of writing, children will be correcting a maximum of 3 spellings based on the year group spelling list. These words will be highlighted in yellow by the teacher and children will write these out 3 times.
- From Year 2, when children show readiness, children will be expected to use a purple pen for corrections.
- In KS2, children will be encouraged to self-edit their own written work using a purple pen and peer-edit using a pink pen.

- Peer feedback to be used within lessons as appropriate, children to use pink pens for peer marking.
- If additional support has been given, teacher intervention is indicated by 'TI'. TA support is indicated by 'support.'
- Blue dots (stickers) may be used to reward house points for exceptional pieces of work.

The following is a standard notation for the marking of English:

- P: Punctuation,
- SP: Spelling-pick out a maximum of 3 mistakes and correct them,
- CL: Capital letter,
- NP or //: New paragraph,
- ?: Confused meaning,
- Grammatically incorrect, ?
- ^: Missing word,
- WT: Wrong tense,
- WW: Wrong word.
- R- Repetition

Maths:

- All books should adhere to the presentation guides provided. Where books do not meet this standard, marking and feedback should be evident.
- Pre-unit assessments and end of unit assessments are to be marked and used to assess pupils' next steps. Where you have addressed misconceptions through the pre-unit assessment, this can be addressed using a multiple of ways (VF, dating, addressed through starters). **See appendix 1.**
- Pupils should be provided the opportunity to challenge themselves through next steps and 'bubble marking.'
- Reasoning stickers/prove-it/explain stickers are to be used for pupils to deepen their understanding and as a form of next step (UKS2)
- All errors should be corrected before the next lesson.
- From Year 2 (when children show readiness), children will be expected to use a purple pen for corrections.
- Misconceptions or incorrect calculations are identified in pieces of work using a yellow highlighter by teachers.
- Teachers to use a black pen to tick correct calculations.

- Peer marking takes place in KS2 using pink pens - established in Year 2 by the summer term.
- If additional support has been given, teacher intervention is indicated by 'TI'; 'support' for TA.
- Daily calculations are peer or self-marked during the session and misconceptions are addressed during this time.
- In the Foundation Stage, teachers will provide children with verbal feedback or tick for correct answers.
- Blue dots (stickers) may be used to reward house points for exceptional pieces of work.

Wider Curriculum:

- In KS1 and KS2 learning challenges and adaptive success criteria must be stuck at the top of the page in the connected curriculum books.
- In KS1 and KS2 teachers to highlight the learning challenge and 'TI' will be used to show if support has been provided to achieve it. In KS1, verbal feedback will also be provided.
- Meaningful feedback to be given in lessons as appropriate, aiming for each child to have feedback given to them for at least one piece of work within the unit or two if the unit of work last more than six weeks.
- For Science, RE and PSHE meaningful feedback to be given in lessons as appropriate, aiming for each child to have feedback given to them for at least one piece of work within the unit.
- To celebrate children's successes, when they have met the success criteria, verbal feedback should be used. Teachers also highlight successes/LC using a green highlighter.
- When marking, teachers should address GPS errors as appropriate.
- Blue dots (stickers) may be used to reward house points for exceptional pieces of work.