Marking, Feedback and Assessment Policy
Feedback Policy 2018-20

'The most powerful single moderator that enhances achievement is feedback'

John Hattie - EEF

Introduction

We spent 4 months reviewing our approach to live feedback, ‘now’ tasks, pupil response to marking and codes/written marking in response to Teacher Workload Review Group ‘Eliminating unnecessary workload around marking’ (March 2016) and ‘Case study: reducing marking workload without compromising on pupil outcomes’ (Sept 2017)

At Sandford St Martin’s Primary School, we take a professional approach to the tasks of assessing children’s learning and giving feedback on it. All children are entitled to regular constructive feedback on their learning, mainly from their teacher. Therefore, all teachers/TAs will give feedback and mark work as an essential part of the assessment process and to boost children’s self-esteem, confidence, self-worth and to value their contributions.

As a staff, we agree that feedback and praise is most effective when it is immediate, involves the child and allows a dialogue to take place between adult/child or child/child. We believe it should draw attention to positive aspects which demonstrate the child’s understanding of the learning objective/question, but it should challenge children to move their learning on through making improvements. We use these beliefs to underpin our approach to ‘marking’ work and effective feedback.

Aims and Objectives

We give feedback and mark children’s learning in order to achieve the following outcomes in different contexts:

- show that we value the children’s learning, and encourage them to value it too;
- boost the children’s self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children’s learning is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give the children a clear general picture of how far they have come in their learning, and how they can improve their learning in the future;
- offer the children specific information on the extent to which they have met the lesson objective and success criteria, and/or the individual targets set for them;
- promote self and peer assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- gauge the children’s understanding, and identify and address misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning
• ensure consistency across year groups/classes and that progression is age/stage appropriate throughout the school

Principles of feedback and marking
We acknowledge that ‘marking’ has evolved into an unhelpful burden for teachers, when the time it takes is not repaid in positive impact on pupils’ progress. This is frequently because it is serving a different purpose such as demonstrating teacher performance or to satisfy the requirements of other, mainly adult, audiences. We believe that the following principles should underpin all marking and feedback:

• The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
• Teachers will note errors that are made by many children and use them to inform future planning.
• Formative feedback should be differentiated, based on the needs of the learner. Therefore comments made will vary according to children’s age and stage.
• Comments will generally focus on only one or two key areas for improvement at any one time.
• Teachers should aim to promote children’s self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives, success criteria and the key expectations for the learning right from the outset. This does not replace teacher presence in a child’s learning and books, but complements and balances it.
• Whenever possible, marking and feedback should involve the child directly.
• Feedback may also be given by a teaching assistant, or through peer review. This must not be overused so as to reduce teacher presence.
• Group feedback is provided through plenaries too, and in Guided Group sessions. This must not be overused so as to reduce teacher presence.
• Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.
• Marking and feedback is the dialogue that takes place between adult and child, ideally while the learning is still being completed.
• The child must be able to read and respond to the comments made, and be given time to do so. Therefore this is best achieved orally as learning unfolds in the lessons.
• We will endeavour to use the same symbols throughout the year groups to ensure continuity.
• Light touch marking will always be carried out promptly, and will normally be completed before the next lesson in that area of learning. Where longer assessment tasks/writing is produced, it is not always possible to turn the marking around in time for the next day. The school is realistic about this.
• It is unrealistic to expect every piece of work, in every subject, across every lesson/home learning activity to be marked by the teacher. It is
also unfair to expect parents and children to accept feedback only from children and TAs without regular guidance from their teacher. As a minimum the objective/title/learning question is highlighted as an indication of learning achievement.

The Teachers’ Standards state that teachers should ‘give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback’. This does not express a requirement for pupils to provide a written response to feedback: at Sandford St Martin’s we expect that pupils should act on and demonstrate the impact of the feedback in tasks, activities, improvements and/or editing to improve previous or subsequent work.

The expectation of deep marking is that it is carried out, on average, at least fortnightly in writing and maths. Reading comprehension and other written responses in the reading curriculum should be marked in line with this policy so children know how they have achieved and what they need to do to improve, on average fortnightly. Verbal feedback, peer and self-assessment must not be used as sole feedback strategies to the detriment of teacher’s written feedback and professional, qualified adults setting next steps.

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 apply new skills and make progress in their learning.

Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Marking

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

We believe that three principles underpin effective marking: it should be meaningful, manageable and motivating.

**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 are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.

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. We accept that teacher’s play a vital role in ensuring feedback is meaningful and children need their teacher’s regular input.

**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.

Feedback can take the form of spoken or written marking, peer marking and self-assessment. Children need support, scaffolding and training to respond to each other’s work using success criteria, otherwise they will tend to focus on presentation and spelling rather than learning content.

Senior leaders and governors are responsible for the effective deployment of all resources in the school. They should take into account the hours teachers spend on marking and have regard to the work-life balance of their staff.

**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 and may discourage ownership and resilience.

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. But there are many ways to do this without extensive written marking, which invariably children may not be able to read and respond to independently. We accept that teachers play a vital role in motivating children and children want to hear what their teacher thinks.

**FEEDBACK**

**See-saw effect**

Where written feedback is reduced it is vital that ‘verbal/live feedback’ increases in direct correlation. Therefore seemingly unmarked pages of work will still evidence self/peer/adult led improvements and opportunities to progress. Adult circulation in the class is a key strategy.

<table>
<thead>
<tr>
<th>Extensive written feedback/markung</th>
<th>Verbal feedback and ‘live’ editing/corrections, eg increased ‘Now’ tasks address needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrections are manageable</td>
<td>(generally focused on a basic skill or/and one element of success criteria)</td>
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</table>
Quality feedback includes:
• Verbal feedback
• Teacher/teaching assistant assessments
• Self-Assessment
• Peer Assessment

Self, Peer and Adults’ Assessment may be interchangeable across the course of a week dependent on the sessions taught/age and stage of the children.

Verbal Feedback
Verbal feedback and dialogue should be embedded within the vast majority of sessions. It should identify both positives and next steps so that the child has a clear understanding of how to move learning forward. Every pupil should receive verbal feedback on a regular basis. When this is given, a ‘VF’ will be recorded next to the piece of learning as far as is practicable possible (see marking code). Pupils will be expected to discuss such feedback and how they are improving their work.

Self-Assessment
In Key Stage 1 pupils should be taught to self-assess in a meaningful way, against the success criteria. By the end of Year 2, the pupils should be able to self-assess regularly. To self-assess the pupils should tick the success criteria which they feel they have achieved. All self-assessment should be moderated by the adults, using a light touch mark to either agree or alter the self-assessment. The pupils could then identify their own next step or circle the success criteria that they have not met in pink.

Peer Assessment
In Key Stage 1 pupils should be taught to peer-assess in a meaningful way, against the success criteria. By the end of Key Stage 2 pupils will peer-assess regularly in English and Maths. Again, all peer assessment should be moderated by the Class Adults, using a light touch mark to either agree or alter the assessment. The pupil should initial their peer assessment to identify who has assessed the work.

Implementing ‘deep’ marking
The expectation of deep marking is that it is carried out, on average, at least fortnightly in writing and maths. Reading comprehension and other written responses in the reading curriculum should be marked in line with this policy so children know how well they have achieved and what they need to do to improve; again on average fortnightly. Verbal feedback, peer and self-assessment must not be used as sole feedback strategies to the detriment of teacher’s written feedback or a lack of professional, qualified adults setting next steps for our children.

• The Early Years Foundation Stage follow many of the procedures detailed below where age appropriate and applicable. The school code for finger space is a visual image of a finger tip (rather than ‘fs’). The vast majority of feedback in Early Years is immediate and verbal.
• During the lesson input, children will be made aware/help create the success criteria for that lesson. This Success Criteria will be displayed so that the children can refer to it when completing their learning.

• Throughout the week, the teacher will work with Guided Groups and, where appropriate, will give effective oral feedback. In addition, effective written feedback may be given to groups working independently.

• Highlighters will be used throughout the school to identify successes (areas where the success criteria has been met) and area(s) for improvement. A green highlighter will be used to identify successes and a pink highlighter will be used to identify the area that could be improved. Priority will be given to basic skills whilst NOT over burdening the child with multiple corrections. Adult knowledge and professional judgement is key when providing feedback, feed forward, next steps and targets.

• It is helpful to know whether a child has completed their learning with support or independently. On some key pieces of learning, stampers may be used to indicate ‘independent, with T support, with TA support’.

• In order to encourage a positive response, any negative comments must be framed as constructive statements as to how to improve. The children will then be given time to read their ‘improvement comment’ and make the necessary changes. Children will use a purple pen or pencil during improvement time to ensure these additions are easily identified.

• Ticks are used when learning is correct, and a dot or circle where errors have been made. Some (usually 3-5, but may be more or less dependent on the child) incorrect spellings are underlined or noted with ‘sp’ written in the margin. According to a child’s ability, the correct spelling may be given or the child will be asked to find the correct spelling during ‘improvement time’. From Year 2 upwards spellings are generally transferred into a spelling book and practised as much as possible.

• A green biro/pen will be used by the adult when writing comments.

• Adults should establish direct links between oral or written praise and the class or school rewards systems: giving SOARING points or VALUES points directly related to learning and achievements.
The following symbols will be used throughout the school and displayed in classrooms for children, staff and visitors to refer to;

- **CL**: capital letter needed
- **FS**: full stop needed
- **VF**: the teacher has given the child verbal feedback about
- **P**: check punctuation
  
<table>
<thead>
<tr>
<th>Successful</th>
<th>Open</th>
<th>Aspirational</th>
<th>Reflective</th>
<th>Inquisitive</th>
<th>never giving up</th>
<th>Growing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I try my best</td>
<td>I support</td>
<td>I meet my</td>
<td>I am brave as I reach for the stars</td>
<td></td>
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<tr>
<td>I am honest</td>
<td>others</td>
<td>goals and</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I recognise my</td>
<td>I am friendly and welcoming</td>
<td>next steps</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I edit and improve</td>
<td>I encourage</td>
<td>I use my</td>
<td>I listen and respond very well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>my learning</td>
<td>those around</td>
<td>manners</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I take questions</td>
<td>I take on</td>
<td>I have self-</td>
<td>I follow my</td>
<td></td>
<td></td>
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<tr>
<td>and take interest</td>
<td>advice and</td>
<td>belief</td>
<td>dreams and</td>
<td></td>
<td></td>
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<tr>
<td>I work hard</td>
<td>listen to</td>
<td></td>
<td>help others to</td>
<td></td>
<td></td>
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<tr>
<td>on things that</td>
<td>others</td>
<td></td>
<td>follow theirs</td>
<td></td>
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</tr>
<tr>
<td>are tricky</td>
<td>I don’t give up</td>
<td></td>
<td></td>
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<tr>
<td>I take responsibility for my learning</td>
<td>but try try try</td>
<td></td>
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<tr>
<td>I am reliable and prepared for school</td>
<td>I find new ways of</td>
<td></td>
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<tr>
<td>I am maturing in character and I uphold values</td>
<td>getting it right</td>
<td></td>
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<td></td>
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<tr>
<td>I make good choices and inspire others</td>
<td>I find ways to rely to myself</td>
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Our Root Values:
- Friendship
- Respect
- Love
- Honesty
- Thankfulness
A green highlighter will be used to identify successes and a pink highlighter will be used to identify the area that could be improved.

**Monitoring and Review**

We monitor and update this policy and practice regularly so that we can take account of new ideas, pedagogy and improve our practice. This policy will be reviewed at least every 2 years, but has been reviewed annually over the past few years, in view of the current educational climate.

**May 2018**

**APPENDIX A**

**Marking writing, reading and maths tasks for effective feedback… one possible approach at Sandford St Martin’s**

- Look at the children's work from the lesson and highlight the LO/LQ accordingly.

- Group the children's books into:
  - children with specific misconceptions that may need a personal next step or further verbal feedback live in class,
  - children who need to consolidate the learning and require a next step that will require them to add something to their work/improve their work/create another example of the learning that was intended
children that have achieved the LO and therefore have a next step that builds on this learning.

- Create a slide, sheet or screen that has at least three different numbered next steps relevant to the work produced

- In the children's books write 'next step' and a number relating to the next step that they are to work on (or if appropriate: a personal 'next step' comment or NOW task)

- The next lesson or during start of the day the screen/sheet or slide is displayed and all the children respond to their next step in purple pen/pencil

- The screens, slides or sheets with next steps on are kept so they are available if anyone needs to refer to them in the future.

It is recognised at this school that this sort of approach allows for more frequent detailed, feedback which is targeted and of better quality than wasting time hand writing full comments/feedback into each child's book.

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<td><strong>Date adopted:</strong> 17 May 2018</td>
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<td><strong>Last Reviewed:</strong> Jan - May 2018</td>
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<td><strong>Revision Ref:</strong></td>
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