

MARLFIELDS PRIMARY ACADEMY

Marking and Feedback Policy

Policy Author (s)	Mrs S Isherwood
Responsible Committee	Curriculum
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Chair of Governors Signature	
Frequency of Review	Review in the light of changes to legislation or operating experiences Or within one year of approved date from Full Governors Meeting
Review Month	January
Academy Website	No

Marking and Feedback Policy

Rationale

Assessment for learning is a core component of personalised learning and is therefore an integral part of school life. Marking is a crucial form of assessment, used to motivate pupils by showing that we value their work and to help teacher make judgements on the next steps in learning. Effective marking and feedback ensures children know how to improve their learning; it develops their self-confidence, provides opportunities for self-assessment and promotes independent learning.

Principles

Marking & feedback of children's work has different roles and purposes at different times, which can involve both written and verbal feedback aimed at focusing and accelerating learning. There are four main marking strategies that we use at Marlfields (for formative marking):

- Live marking
- Quality In Depth marking
- Peer or self-assessments
- Verbal feedback

Live marking

Live marking should take place daily as part of the assessment of learning for learning process within a lesson. In order to give quality feedback, at key points in the learning process, teachers (wherever possible) mark with the child present to support discussion points and next steps, so that the child can move their learning on very quickly. In books this might look like light touch (just a few ticks or quick comment) as a dialogue supersedes the marking on paper.

Peer and self-assessment marking stands alongside whole class or teacher-led marking of more closed tasks, class notes, learning exercises etc.; it should complement detailed marking. Teachers will acknowledge such work with simple ticks or by highlighting strengths (green) and corrections (pink). A brief comment may sometimes accompany this marking.

In English, Live Marking will generally include marking correct answers and indicating in the marking pupil's key spellings, grammar and punctuation errors (in the margin), as well as stressing to children incorrect handwriting joins. Any area of work that needs editing and improving would be pointed out to the child and a possible comment made to support this (in Year 5 comments may not be specific as children are expected to take more responsibility for self-editing to improve their work independently).

In Maths, this marking involves ticking work with the child and/or indicating simple calculation corrections to be completed. Live marking may also provide a model for the child or include some sort of Guided Practice completed with the teacher.

In other subjects, light touch marking will include checking for skills transference from English and Maths, as well as marking subject knowledge and skills relevant to the subjects.

Quality In Depth marking

In Depth marking takes place at key points in the learning process; appropriate to the child's needs, or as needed for independent pieces of work that inform summative assessments and moderation work. In Depth marking should identify **Strengths**, **identify development points** (explicit development comments help to raise standards as they clarify for children the main purposes of their learning and thereby help them to grasp what they need to improve). Whole class

marking sheets are used to track the children's work and achievements following a Hot/Cold Writing Tasks. These sheets indicate next step development points which may then be shared with the class/group/individual. In books the marking response may be in the form of a modelled example or advise a pupil on actions to be taken to improve their work, suggest ways to deepen understanding or comment against a success criterion. More detailed comments to improve work are given in Lower Key stage 2. Margin Marking is used to identify punctuation, spelling and grammatical errors for self-correction; this helps pupils to recognise and correct their own mistakes. Staff are expected to plan time for children to respond to the marking during Dedicated Improvement and Reflection Time (in purple pen). For pieces of work needed for moderation (Years 2 and 6), children will be encouraged to complete editing in response to self, peer and group evaluations rather than teacher comments.

Marking criteria are shared with children. In Key stage 1 pictorial WALTs and success criteria are used to enable pupils to access their feedback. AFL addresses any next steps or misconceptions which are then taught in subsequent lessons. Written feedback is provided in line with a pupil's reading ability. Whilst children in Key stage 2 are given the success criteria for each block of work and the WALT is shared for each lesson.

Peer and self-assessments

For children to use peer and self-assessments effectively they need to be taught to do this in a positive learning environment. This should include sharing with children the learning journey and learning objectives (WALT) as well as the success criteria for the lesson. To ensure that responses are reflecting on learning and not a response to how confident a child is feeling we introduce self and peer assessments at different levels across the school. In Key Stage 1 children are encouraged to give a traffic light spot to say how well they achieved the learning objective for a lesson; this is developed in Key Stage 2 to include a comment. Peer comments may be used as part of editing process.

Verbal Feedback

Verbal Feedback is a valuable and effective form of formative feedback, facilitating more detailed and personalised responses to work- this takes considerable time which needs to be recognised and recorded. In KS1 verbal feedback may be linked to a misconception in maths. E.g. a child may have made a pattern of small errors, which need addressing. Whilst VF is given it is not necessary to record these short and often ongoing conversations.

Pupil involvement

Children are expected to check through their work to look for obvious errors and to respond to Margin Marking using the marking codes displayed below. Responses to marking are completed in purple pens. This process begins in Key stage 2 but we encourage children in Year 2 to start editing work in purple.

Marking code	Means...
Sp	Spelling error try again using a dictionary
P	Punctuation error
G	Grammatical error
//	New paragraph
✓✓	Good point of use of language
R	Review/revise this work

Monitoring & Evaluation

Marking should inform next steps in learning and therefore teachers are expected to monitor and annotate planning to show those children meeting, exceeding or underachieving against learning objectives. This then informs class tracking on Educator which in turn can be used to generate learning objectives for specific groups and support next steps in planning.

SMT regularly monitor marking via book scrutiny work, moderation meetings and pupil progress meetings to ensure quality and meaningful marking is taking place. Moderation of work is done within school as part of school assessment systems and a focus of training and development of staff. Where possible we gain the input of outside experts to advise, assist and validate the process and the school's findings.

Subject leaders undertake the work sampling of their subject in accordance with the whole school monitoring and self-evaluation cycle. The SMT oversee this process, provide opportunities for middle leaders to share and discuss practice. The findings will be fed back to staff with suggested action for improvement.

Staff are aware that marking tasks are expected as part of their professional conduct, terms and conditions of employment.

Supply teachers and Teaching Assistants are expected to mark in line with school policy and should indicate they have marked the work and not the class teacher.

Marking of Wider Curriculum: The Wider Curriculum at Marlfields takes many forms, which may not always be written. Should learning be practical the assessment will be given verbally, and feedback given to subject leaders via end of term reviews. The school blog, newsletter and website are used to celebrate learning across the curriculum.

Pupils have a topic book where written/ paper learning experiences linked to the wider curriculum are recorded. These pieces of work will be shared with a learning objective (WALT) indicating the subject specific success criteria. This can take the form of self/ peer or teacher assessment.

Parental involvement

Parents are encouraged to become aware of the school's marking procedures which is available on the school website or on demand. As part of our move up work parents are invited to meet the new class teacher - at this point teachers inform parents of class routines and expectations including marking in books.

Reporting

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievement and progress.

Marking and Assessment procedures support target setting activities for staff and children, this then underpins the school development plan and aids in our evaluating the effectiveness of Learning and Teaching in school, which then feeds into the school's self-evaluation (SEF).

The performance indicators will be

- a. an improvement area for development in children's attainment
- b. teacher, child and parent testimony concerning the usefulness of the marking
- c. consistency in teachers' marking across the key stages and between years
- d. an awareness on the part of the pupils of what is expected of them and how to improve their learning.

To ensure this is a working policy, Link Governors are assigned to classes so that they can see the Marking Policy in action within the everyday practices of the school. It is the responsibility of the

Principal to report, via a termly report, to the Board of Trustees on any changes to policy that may affect learning and teaching in the school.

Inclusion and Opportunities for All

As a fully inclusive school Marlfields Primary Academy strive to fully include all pupils in all aspects of learning. We promote the use of Mind Friendly Learning Strategies and awareness of preferred learning styles so that children can access our curriculum and marking system regardless of their academic abilities or Special Educational Needs or Disabilities. Children eligible for funding through the Disadvantage Grant may access pre or post learning support or other targeted intervention to support their learning and where possible close any gaps between their achievement and progress and that of their peers. This bespoke support monitored and evaluated by the Disadvantaged Grant Manager and SENCo.

Links with other Policies

Assessment Policy

SEND Policy

All management policies

All curriculum policies