

Marking and Feedback Policy

DUKE OF NORFOLK CE PRIMARY SCHOOL



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1. Introduction

At the Duke of Norfolk School, we believe that effective feedback is essential for enabling children to enjoy their success, make good progress and become effective learners.

Quality feedback is integral to quality-first teaching, and done well, can embed concepts, tackle misconceptions and rapidly accelerate learning.

Whilst feedback can be given in a number of ways, the key factor in all methods is that children understand:

- what they can do well
- what they need to do to improve
- how they improve

We believe that effective feedback is evidenced most clearly through progress in children's work. It is with this in mind that we focus on the quality of the feedback we give and not the quantity. We recognise that feedback procedures must be manageable and meaningful and should help teachers to focus their time and energy into closing the gaps for specific children.

2. Aims of this Policy

The aim of this policy is to give teachers an effective and consistent approach to high-quality marking and feedback in order to maximise progress and support children in becoming empowered learners.

3. Types of Feedback

Feedback is given in four ways:

3.1 Verbal Feedback

This is perhaps the **most widely used form of feedback** and is employed throughout a lesson. Teachers will offer verbal feedback as part of their AfL. Best practice sees teachers using skilled questioning to get to the root of children's misconceptions. Verbal feedback may also be used when working in groups or with individuals. **If verbal feedback is being employed effectively, progress in work should be clear over time.** There is no requirement to record feedback given verbally.

3.2 'Light' Marking

'Light' marking enables teachers to quickly check understanding. It will mainly comprise of ticks, followed by a traffic light 'dot' placed next to the Learning Challenge (see marking code). If a learning objective has been achieved, a green dot is sufficient. A full developmental comment is not required for every piece of work, particularly for those that have met the outcomes for the lesson. In these instances, it is more effective for the teacher to 'light' mark the majority of the children's work, but give more focused, **developmental feedback** to individuals that need it.

Teachers must be mindful when marking answers as incorrect. They should be clear on whether the wrong answer was an error (miscalculation etc.) or a deeper misconception (e.g., a lack of understanding of the concept taught). Where children have a correction to make, teachers will mark with a 'c'. Where misconceptions occur, work should either be marked in more detail, or have a sticky note attached as a reminder to go through the work with an adult/seek verbal feedback.

Even with light marking, **teachers should take the opportunity to tackle basic errors** (reversals/ miscopied titles etc.) **or poor standards of presentation** (e.g., scribbling should be circled).

3.3 Developmental Marking

Children should have their work in maths and English developmentally marked at least once per week (although additional developmental marking may also be used as a strategy to support specific pupils whose learning is in need of acceleration). Work should be marked against success criteria that has been shared (either verbally or on a checklist) with children.

How to do Developmental Marking

This feedback will usually comprise of a smiley face with a positive comment about the progress the child has made/skills they have acquired that day or over a succession of days e.g., at the end of several days' work on conjunctions etc. This should be specific to the work completed and may even refer to the child's individual targets. **Shallow praise is as ineffective as non-constructive criticism**, so children must be told, specifically, what they are doing well.

This must then be followed by a * comment/task. This should be a follow-up task for children to complete that further develops their understanding towards the learning objective. This should be written at a level for the children to be able access and complete. Irrelevant, unrelated tasks are not appropriate as this is feedback for feedback's sake. Examples of the types of high-quality feedback prompts can be found in the appendix. Sometimes a personal differentiated success criteria checklist is glued into the child's work book. After completing the task, children will self-assess and then the teacher assessment column will be filled in and referred to in the marking.

Children should be given time to reflect and respond to this type of feedback as soon as possible after the lesson. In younger classes, it may need to be completed with the aid of an adult. In the Foundation Stage, the developmental marking process is exemplified through observational assessment made by adults, both in the learning environment and when working in books. Feedback is given through verbal discussion. When appropriate, a comment may be written on the children's work for the purpose of AfL, for example when a target has been met.

Developmental marking should occur at least once per topic in science and foundation subjects.

Children should respond to their developmental feedback, where appropriate, in purple pen.

3.4. Peer Feedback/Self-Assessment

This is an effective strategy to give children instant feedback on their own work, or to develop their evaluative skills in giving feedback to others. As with developmental marking, children **should be taught to give feedback** based on an agreed set of criteria. This will need modelling thoroughly for the teacher, and will develop over time. In peer feedback, children will give a smiley face comment and a * point for improvement/ development (which some children may need help with).

In self-marking, the children should simply evaluate how they feel about the concepts they have learnt. Simple verbal prompts by the teacher help children to structure this. For example, 'What can you do today that you couldn't before? / What new skills or strategies have you found? / What helped you overcome difficulties today?'

Where appropriate, children might also write a comment about any difficulties they have encountered or tell the teacher what they need help with. As the children get older and become more evaluative, they will be able to comment upon where they went wrong (errors vs misconceptions) and can identify this in their self-marking.

3.5 Overview of Feedback Expectations

Maths: <ul style="list-style-type: none"> > Tick and 'dot' <u>all</u> work in maths books (peer, self or teacher) > Mark errors with 'c' > Give developmental feedback at least once per week (possible more often for target individuals) 	English: <ul style="list-style-type: none"> > Use the marking code in the margin of <u>all</u> written work in English books (peer, self or teacher) > Children correct in marking response time in purple pen and teacher ticks to say it is complete > Give developmental feedback at least once per week (possible more often for target individuals)
Other subjects: <ul style="list-style-type: none"> > Tick and 'dot' <u>all</u> work (peer, self or teacher) > Cross-curricular writing must follow marking code > Marking code used for all other written work along with dots > Developmental marking at least once per unit/topic 	

3.6 Non-Negotiables for Feedback

- > Children receive feedback for all of their work, whether written or verbal.
- > Written marking is done in green pen.
- > The marking code should be consistently used (see appendices).
- > Pupils' peer marking, self-assessment and responses to written feedback should be in purple pen.
- > Developmental marking should happen at least once per week in maths and English.
- > Peer marking should contain one positive point (smiley face), a point for improvement (star) and should be initialled by the marker.
- > Marking should be age-appropriate level for the children to access.
- > Children should be given time to respond to their marking/make improvements to their work.
- > Even with light marking, poor standards and/or misconceptions should be challenged.
- > We can recognise good work with house points/stickers but specific (verbal or written) praise is preferred whenever possible to make clear to the child exactly what they have done well and self-esteem of our learners.
- > Teachers should employ praise, but should have an awareness that over-praising for little effort or success can act as a demotivator, so praise and guidance will be employed appropriately.

4. Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy. Children with SEN are entitled to have appropriate adaptations made to their feedback to enable them to access it.

5. Responsibilities

Teaching Staff

It is the responsibility of the class teacher to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks. It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school, including enabling supply teachers and student teachers to follow the same procedure.

Subject Leaders/SENDCo

Each subject leader (working collaboratively with the teaching staff) has the responsibility for monitoring that the policy is being consistently applied in their particular subject area. Likewise, the SENDCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils.

SLT

It is the responsibility of the SLT to ensure that effective marking and feedback is monitored and evaluated (collaboratively) as part of the quality assurance of teaching and learning across the school.

6. Monitoring

Monitoring of the policy will be done through collaborative work scrutiny led by the Headteacher and SLT as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher and Deputy Headteacher will also monitor the impact of developmental marking through work scrutiny in both maths and literacy as part of lesson observations to monitor the quality of teaching and learning in the school. This will be triangulated with pupil interviews to ascertain how feedback supports children in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. Teachers will decide on their own developmental targets which can be used as evidence towards their professional development.




7. Review

This policy has been agreed by the staff and governors in the Autumn Term of 2022, with a view to reducing teacher workload. It will be reviewed every two years or sooner if practice changes significantly in the meantime.




Written by: Kellie Wilson (DHT)

Date: September 2022




Appendix 1: Marking Code: KS1 (to be displayed in classrooms and inside the front of children's books)

	Learning challenge achieved.
	Learning challenge nearly achieved.
	Extra help needed.
C.L	Check capital letters.
.	Check full stops.
?	Check question marks.
!	Check exclamation marks.
sp	Correct a spelling on this line.
hw	Write this line again in your best handwriting.
_____	Underline the date and title.
c	Please correct this.
r	There is a number or letter reversal here. Please correct it.
T	Talk to a grown-up about this.

Appendix 2: Marking Code: LKS2 (to be displayed in classrooms and inside the front of children's books)

	Learning challenge achieved.
	Learning challenge nearly achieved.
	Extra help needed.
C.L	Check capital letters.
.	Check full stops.
?	Check question marks.
!	Check exclamation marks.
P	Check other punctuation here. , ' " "
sp	Correct a spelling on this line.
hw	Write this line again in your best handwriting.
_____	Underline the date and title.
c	Please correct this.
r	There is a number or letter reversal here. Please correct it.
g	There is a grammatical error here (e.g. verb tenses). Please correct it.
//	Add // where a new paragraph should begin.

Appendix 3: Marking Code: UKS2 (to be displayed in classrooms and inside the front of children's books)

	Learning challenge achieved.
	Learning challenge nearly achieved.
	Extra help needed.
C.L	Check capital letters.
.	Check full stops.
P	Check other punctuation here. !? , ' " " ; :-
sp	Correct a spelling on this line.
hw	Write this line again in your best handwriting.
_____	Underline the date and title.
c	Please correct this.
r	There is a number or letter reversal here. Please correct it.
g	There is a grammatical error here (e.g. verb tenses). Please correct it.
//	Add // where a new paragraph should begin.

Appendix 4: Examples of effective developmental feedback prompts

English	Maths
<p>☺ You have used the adjectives 'big', 'greedy' and 'happy'.</p> <p>★ Can you think of three other adjectives that mean 'big'?</p>	<p>☺ You have added numbers carefully.</p> <p>★ If $20 + 6 = 26$, what else do you know?</p>
<p>☺ I like how you described your character, Bill.</p> <p>★ What word could we use instead of repeating 'Bill'? Can you change some of them in your work?</p>	<p>☺ You worked this problem out successfully.</p> <p>★ Is there another way you could have worked it out? Show me.</p>
<p>☺ The start of your work was really great quality.</p> <p>★ Re-write the last paragraph making sure your punctuation and spelling is correct.</p>	<p>☺ You accurately multiplied numbers by 10.</p> <p>★ When multiplying a number by 10, you just put a zero on the end. Am I correct? Prove it.</p>
<p>☺ You wrote some super sentences with capital letters and full stops.</p> <p>★ Can you think of 3 words to describe the boots? Put them into your sentence.</p>	<p>☺ You correctly calculated that 6×50 is 300.</p> <p>★ How could I use that fact to help me work out 60×500?</p>
<p>☺ You spelt past tense verbs with -ed endings by doubling the consonant.</p> <p>★ What happens to these verbs when they become past tense? happen, button, listen</p>	<p>☺ Excellent grasp of formal multiplication.</p> <p>★ Explain why you used a zero on the second row.</p>
<p>☺ You have spelt words with the -ful suffix.</p> <p>★ If you add -ful to these nouns, what word class do they become? beauty, plenty, wonder</p>	<p>☺ You have multiplied single digits by two digits accurately.</p> <p>★ Can you think of a word problem that goes with the following multiplication? 5×36</p>
<p>☺ Great, you can identify nouns.</p> <p>★ Can you use the word 'cut' as a verb and as a noun in two different sentences?</p>	<p>☺ You can identify factors of numbers.</p> <p>★ Is it true that the larger the number, the more factors it has? Prove it.</p>
<p>☺ You have used some great subordinate clauses linked with subordinate conjunctions 'if' 'so' and 'while'.</p> <p>★ Does a conjunction always have to go in the middle of a sentence? Prove it.</p>	<p>☺ Excellent problem solving using a bar model.</p> <p>★ What word problem might this bar (complete bar given) represent? Can you write it?</p>
<p>☺ You opened your story well. I especially like the variety of sentence types.</p> <p>★ Could you add a sentence to describe the trees using personification?</p>	<p>☺ You have calculated the angles in a triangle.</p> <p>★ If an isosceles triangle has an angle of 62 degrees, what could the other possible angles be? Draw a diagram.</p>
<p>☺ Your explanation is well-organised and formal.</p> <p>★ Can you change the two sentences underlined into passive voice? What impact does this have?</p>	<p>OR: a printed word/mastery problem that allows the children to apply the maths they have learnt.</p>

