

Meadowside CP & Nursery School



Marking & Feedback Policy

Policy written by	Staff
Agreed by Governors	September 2019
Next Review	September 2021
Head teacher	Mr S Wright
Chair of Governors	Mr G Harris

This policy was devised by the school workload committee and SLT in response to:

- *DfE Online Workload Challenge 2014*
- *Independent Teacher Workload Review Group Report 2016*

Marking and Feedback Policy for Staff & Pupils

The school policy for Marking and Feedback was developed and agreed by the staff and has the full agreement of the Governing Body. This policy aims to give guidance to staff and provide a clear outline of the expectations in regards to marking and feedback.

The UN Convention on the Rights of the Child encompasses our school ethos and our policies and actions relate to these Articles in all that we do. Article 28 'Children have a right to an education' and Article 29 'Education should develop each child's personality and talents to the full' are particularly relevant in this policy.

As a member of The Challenge Academy Trust (TCAT), our curriculum is based upon the principles set out in the OECD Learning Framework 2030. (See Teaching, Learning & Curriculum Policy). Our marking and feedback policy provides guidance so that we can help every young person develop as a whole person, fulfil his/her potential and contribute towards a future built upon the social and economic well-being of the individual, the local community and the wider world.

At Meadowside CP & Nursery School we recognise that marking and feedback are an essential part of planning, assessment and progress. Providing high-quality feedback to pupils is integral to effective teaching and we ensure a consistent approach throughout the school. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. Feedback studies show very high effects on learning and our daily pedagogy consists of oral formative feedback, within lessons, to raise high academic standards.

Oral feedback has the unassailable strength of being instantaneous in comparison to the delay of written feedback. Regardless of what teaching and learning activities are being undertaken, oral feedback is integral to learning and progression as we recognise that pupils often struggle with written feedback. Therefore finding time to discuss their progress is typically more effective, as well as being more effective in terms of teacher workload.

Teachers take opportunities during the lesson to monitor and formatively guide the learning with individual conferencing, group and whole class feedback, actively engaging pupils in the process. Pupils also undertake the standard proof reading exercises after feedback, of their own work and of their peers, self correcting, in a systematic and highly consistent way. We are building good habits for pupils, whilst maximising lesson time.

This policy was written considering Barak Rosenshine's Principles of Instruction published in 2012. There are four very clear strands that run through the 10 sections – reviewing material, questioning, explaining and modelling, practice. These principles of instruction are foundations for our classroom practice.

This policy has been written with an understanding of the Governments 2014 Workload Challenge survey and the 2016 report of the Independent Teacher Workload Review Group. At the forefront of our marking and feedback policy is that it must be meaningful, manageable and motivating.

Oral feedback

Meadowside CP & Nursery School places huge importance on the value of daily high quality oral feedback and it should remind the child of the learning and purpose of the lesson and, where appropriate their own personal targets. It must also be:

- Specific, accurate and clear (e.g. "It was good because you..." rather than just "correct");
- Provides specific guidance on how to improve and not just tell students when they are wrong, allowing opportunities to improve with self and peer marking;
- Compares what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...");
- Encourages and supports further effort and perseverance, fostering a culture and ethos of 'Meadowside Mindset whereby it is acceptable to make mistakes and good to learn from them;
- Be given sparingly so that it is meaningful;
- Can come from peers as well as adults.

Protocol for feedback and marking

At Meadowside CP & Nursery Primary School we believe 'marking' should endeavour to 'live mark' work where possible during the lesson with the children. Children will be sufficiently challenged/supported based on this feedback. It will also:

- Be primarily based on oral feedback as it is crucial that all children understand how they doing as they are working;
- Involve all adults in the classroom – although the class teacher will have an overview of all the books for every child;
- Enable children to 'edit' their work by asking them to look again after whole class feedback sessions, thinking about spelling of keys words or a grammar focus, which the teacher has identified whilst working the room as the children are working;
- Happen immediately and within the lesson wherever possible. This will have greatest impact on children's progress;
- Be constructive, commenting on how to improve so that the child is clear on what they need to do to improve further and make improvements with a black pen whilst the teacher is with the child, so that edits can be clearly evident when they have occurred with working with the teacher.
- Children self edit their work with a purple pen after whole class feedback sessions, when editing with a peer the owner of the work makes any edits on their own work based on oral suggestions from their peer. Children edit with a teacher/ teaching assistant using a black pen. Year 1 children will edit their work in pencil;
- Support the child's learning and not overwhelm or demoralise them with too many corrections. For this reason not all spelling, punctuation and grammar errors are marked in every piece of work but they will be noted as a future teaching point.
- Extended writing (cold task) will be marked with 2 targets: one with a focus on SPAG and one with a focus on composition.;
- Extended writing (hot task) will be marked more in depth with reference to the targets set on the cold task.

After and during a lesson

After a lesson, a teacher should look through the pupils' books for common misconceptions and errors in basic skills. They should identify groups of pupils who didn't grasp the concepts taught, those who showed good understanding and those who did particularly well. Groups work with the teacher or another adult on skills and concepts during the day. This is central to school's approach to ensure maximum progress and greater depth.

Teachers tick every piece of work and initial to show it has been checked and give a 'star sticker' to work that will be shared with the class as a good example. Whilst looking through books, teachers will make notes (Appendix 1 & 2 - feedback sheets) on the key messages to feedback to pupils at the start or during a lesson.

In every classroom, there is a whole class feedback sheet for maths and writing on the wall. The teacher uses this to note feedback that will be shared with the class so that they can go back and correct/ improve work. It will also state misconceptions that will be taught and addressed in future lesson planning. Pre teach / post teach groups will also be identified with the focus for learning. (Appendix 3)

In the afternoon, there is a whole class feedback sheet for afternoon subjects. This is used in the same way as the morning sheets and there is a note to make any comments to subject leaders, so that they can be informed on developments for their subject area. This might identify resources or staff training required.

Marking Codes / highlighters

We use the agreed highlighters and codes/symbols for marking and display these prominently in the classrooms to ensure children are familiar with them. Highlighting work is completed with the pupils in line with our 'live marking' philosophy.

- A green highlighter, 'Green for Growth', This indicates what the child needs to remember next time - ie spelling, punctuation or grammar errors.
- A pink highlighter, 'Tickled Pink', will be used to indicate what is good / great against the learning objective & / or the child's personal targets;
- A blue highlighter will be used to indicate spelling errors. Teachers should use their professional judgement when deciding how to highlight spelling errors, this may be the whole word, a phoneme or in the margin for the child to find the correction;
- Ticks are used when learning is correct, and a dot or circle where errors have been made;
- Work that has been marked away from the child will be initialed by the teacher and will be marked with a light touch. No written marking is expected;

Codes

- S - Supported
- I - Independent
- G - Guided
- C - Corrected
- VF - Verbal Feedback

The teacher will award golden star stickers to pupils who have produced 'star' work. It is also encouraged that pupils are sent to the Head teacher / Deputy Head teacher to receive bronze, silver and gold stickers/ wristbands as a form of positive reinforcement. We value the importance of praise and raising pupils self esteem and our children love receiving them.

Presentation Expectations

Children should be reminded about our high expectations for presentation in every lesson appropriate for their phase of learning, adhering to our acronym '**CARE**':

C- Carefully
A- Always
R- Remember
E- Every

Our books have guided lines to support the development of cursive handwriting and children adopt a cursive style as they become ready from Reception.

Expectations of Middle and Senior Leaders

- To ensure staff mark in line with the school policy
- Ensure that marking and feedback is purposeful and manageable for teachers
- Ensure consistency in marking throughout the school
- Ensure progress is evident
- Provide supportive guidance for parents
- Make effective use of relevant research and information to improve this policy
- Provide guidance, support and training to all staff
- Listen to 'pupil voice' and adapt accordingly

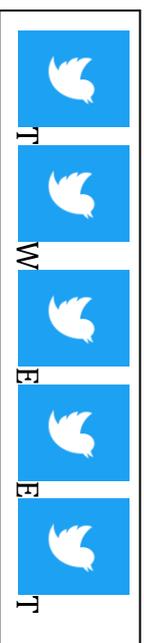
Expectations of Governors

- To agree to the school's Marking Policy and listen to feedback on the implementation of the new policy.
- On monitoring visits to the school and during Curriculum Team meetings, the Governors are able to observe 'live marking' and talk to children to discuss the impact of marking on their progress.
- Responsibility for ensuring this policy and all policies are maintained and updated regularly.

Appendix 1



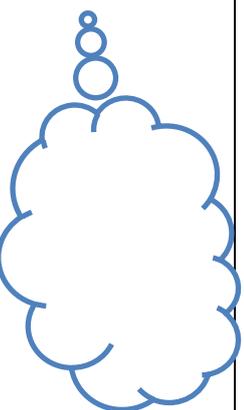
<p>Key Learning:</p>	<p>Star of the Day</p>
<p>Monday</p>	
<p>Tuesday</p>	
<p>Wednesday</p>	
<p>Thursday</p>	
<p>Friday</p>	



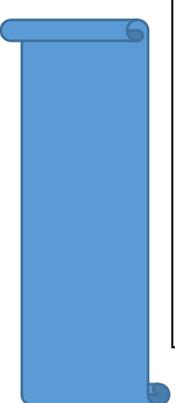
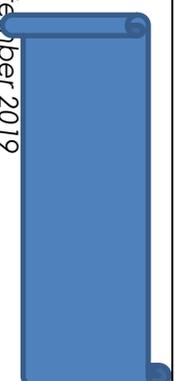
Basic Skills Errors

Misconceptions

Incomplete work / concerns



Role Model of the Week



Learner of the Week

Appendix 2



Whole Class Feedback Sheet Year Group: Date:

Key Learning:		Star of the Day	
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

S P A G



Incomplete work / concerns



Misconceptions

Role Model of the Week



Learner of the Week



Appendix 3



Pre / Post Teach Sessions Date _____
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	Mon	Tues	Wed	Thurs	Fri
Focus Gr. 1					
Focus Gr. 2					
Focus Gr. 3					

Appendix 4



Whole Class Feedback Sheet Year Group: Date:

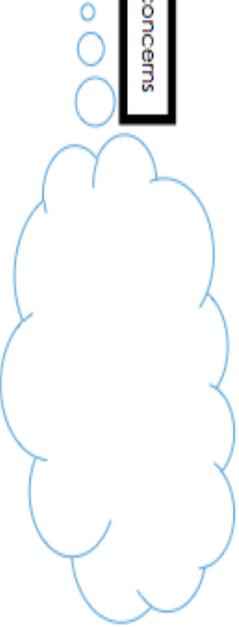
Key Learning:	Star of the afternoon
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

S P A G



Misconceptions

Incomplete work / concerns



Notes to subject leaders



