

# THE FEDERATION OF NETTLESTONE & NEWCHURCH PRIMARY SCHOOLS



## EFFECTIVE MARKING AND FEEDBACK POLICY

Date Agreed: July 2018

Review Date: July 2019

*DMF Botlett*

Signed: \_\_\_\_\_

Chairman Board of Governors

The Federation of Nettlestone & Newchurch Primary Schools

Revision No.	Date Issued	Prepared By	Approved	Comments
1	July 2015	AJ		Revision of Policy in line with Federation with Newchurch Primary School.
2	April 2017	KJH		Revision of policy in line with report of the independent Teacher Workload Review Group ' <a href="#">Eliminating Unnecessary Workload Around Marking</a> ' March 2016
3	July 2018	KJH/ LP/ LF		Change to appendix to reflect current practice.

*All the governors and staff of The Federation of Nettlestone & Newchurch Primary Schools are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.*

### **Purpose**

This policy acts as a guide to developing the Feedback and Marking of all pupils work to ensure a shared understanding and consistency of approach throughout the whole school.

### **Rationale**

The Federation of Nettlestone and Newchurch Primary School recognises that effective marking is an essential part of the education process. At its heart effective marking should acknowledge children's work, check the outcomes and make decisions about what teachers and children need to do next, with the primary aim of driving progress. All marking should be meaningful, manageable and motivating.

### **Aims**

- Provide consistency and continuity in marking throughout the schools so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

### **Actions**

Effective marking should:

#### **1) Be meaningful**

Marking will need to be appropriate for the age group being taught, the subject being taught 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 trusted to incorporate the outcomes into subsequent planning and teaching.

Marking and feedback 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. 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.

The Federation does expect staff to adhere to the shared protocols for marking (appendix A) in order that consistency can be seen across the school. By following these protocols teachers are aware of what is required of them, but it is recognised that teachers should feel free to exercise their professionalism to create meaningful and manageable approaches.

Peer and self-assessment are recognised as valuable assessment tools and the following is offered in support of best practice;

#### Peer Assessment

Children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set and shared, such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book in a different colour pencil, which is then initialled.

#### Self-Assessment

Self-Assessment is known to make a valuable contribution to children's learning, and children throughout the school are now used to being involved in self-assessment. We believe that the more aware children are of the purpose of what they do, and the steps they need to take to achieve a target, the more responsibility they will begin to take for their own learning - a vital aspect of achieving success. From the earliest age children are encouraged to share their thoughts about their learning and whether they believe they require more help. This is a vital tool to inform future planning.

### 2) **Be manageable**

The Federation recognises that the time taken to mark does not always correlate with successful pupil outcomes and leads to wasted teacher time. Therefore it is acknowledged that if teachers are spending more time on marking than the children are on a piece of work than the proportion is wrong and should be changed.

Governors and senior leaders recognise that feedback can take the form of spoken or written feedback, peer marking and self-assessment. Governors recognise that if the hours spent on the feedback do not have the commensurate impact on pupil progress staff should 'stop it' and review their practice.

Staff have agreed the criteria as outlined in appendix A and recognise that the criteria is manageable and correlates directly with the expectations of the interim frameworks for assessment.

### 3) **Be 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 the pupil this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

An important element of marking is to acknowledge the work that the pupil has done, to value their efforts and achievement and to celebrate progress, there are many ways to do this without extensive marking.

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. When marking or giving oral feedback reference should always be made to the success criteria.

e.g. Success Criteria Checklists

These should be differentiated where appropriate. Example for older children:

	Pupil	Teacher
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Learning Objective: To practice writing a formal letter		
1. First paragraph: explain what your letter is about		
2. Use at least 2 different connectives		
3. Include no more than 2 rhetorical questions		
4. In the last paragraph, summarise your main points and demand compensation		

Work should be marked promptly after completion, to allow effective and immediate feedback to be given and to assure pupils that their work is valued.

**Review:**

Marking and Feedback will be monitored regularly by leaders at all levels as part of our half-termly monitoring cycle. During monitoring the effectiveness of the marking on pupil progress will be considered as well as the time implications of this policy. It is assumed that this policy should not make unreasonable demands on any member of staff or adversely impact their well being.

**Review and Evaluation of the Policy**

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.