



Banks St. Stephen's Church of England Primary School
"Belonging, Serving, Succeeding"

Vision for Banks St. Stephen's Church of England Primary School

"We actively promote a sense of pride in belonging to this community. Leading by example, we seek opportunities to serve God by serving others. We are ambitious for each individual and determined to enable every member of the school community to flourish and succeed."

Feedback and Marking Policy

This policy has been written with regard to the following documents:

"Eliminating unnecessary workload around marking" (Report of the Independent Teacher Workload Review Group March 2016)

"A marked improvement?" (EEF: A review of the evidence on written marking April 2016)

Ofsted Inspection Handbook

Research (Black et al 2003) shows that the most effective and beneficial forms of assessment are ones which support learning (i.e. are formative) and are built-in to lesson design. In primary mathematics they require:

- well-structured classroom activities (involving conceptual and procedural variation and intelligent practice);
- regular opportunities for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding;
- interaction and dialogue (between teacher and pupils, and between pupils themselves), focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working mathematically.

Research also shows that pupils benefit from undertaking appropriate written work outside of lessons. Teachers' marking of this work can provide extra feedback to support pupils' learning. However, the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

- For slips, it is often enough to simply indicate where each slip occurs, particularly when the teacher's/school's approach is to encourage pupils to correct them;
- If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange

same-day intervention while for a large number of pupils, the errors will be addressed in the next lesson.

- Evidence shows (Black and William 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.

Principles

- Feedback (both oral and written) is an essential part of the learning process.
- It may be immediate or reflective (i.e. working with the pupil or marked away from the pupil).
- Pupils are given opportunities, usually oral, to respond to feedback.
- Feedback identifies where pupils have been successful in their learning and can be an opportunity to highlight areas for improvement or extra challenge.
- Feedback and marking should focus on the learning objective and success criteria.
- Spelling, grammar and presentation may also be commented on, according to the pupils' age related expectations.

To maximise the impact of feedback and marking, it must be embedded in effective assessment for learning:

Marking Strategies

- Verbal feedback
- On the spot feedback
- Distance marking
- Self-assessment and evaluation
- Peer assessment and evaluation

Expectations:

- Feedback (oral or written) will be given during the lesson or as soon as possible afterwards.
- Detailed feedback (oral or written) will be given when appropriate to ensure continued progress.
- Grammar and punctuation should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils. Pupils may be asked to correct some misspelt words in each piece of work as appropriate.
- There will be an expectation that key vocabulary is spelt correctly
- Grammar, punctuation and spelling expectations are the same as for work in English books.

Marking Codes

(used by both teachers and TA's)

I	Independent work
LO✓	Learning objective achieved
Circled/Underlined and Sp	Spelling error
Circled/Underlined and P	Missing or incorrect punctuation
Circled/Underlined and Gr	Incorrect grammar
/	New line
//	New paragraph

Review:

This policy was written in consultation with all teaching staff on 23rd March 2022, reviewed October 2022 and will be reviewed again by October 2024.

SEE ALSO:

Assessment Policy

EYFS Policy

Teaching & Learning Policy

SEND Policy

