



Barlston First School



Marking and Feedback Policy

“Enabling our whole school community to flourish and let their light shine whilst preparing them for their role as gentle and humble agents for change in the world we share”

At Barlston First School, our Feedback and Marking Policy is established upon research and best practice following the review of written marking (EEF, 2016).

We believe that effective feedback should:

- Be provided to pupils as close as possible to the date on which it was produced
 - Be transferred away from teachers to the pupils themselves, where possible and appropriate
 - Be provided in the moment, wherever possible, to reduce teacher workload and increase the impact pupil progress
 - Be highly valued by all, with time being allocated for pupils to respond following live feedback.
- In line with the DfE’s report: Eliminating Unnecessary Workload Around Marking, three principles underpin our vision for effective marking in particular. It should be:

1. **Meaningful** – Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Our teachers are encouraged to adjust learning to inform next steps and planning of teaching and learning.

2. **Manageable** – Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the time-effectiveness of marking in relation to the overall workload of our teachers.

3. **Motivating** – Marking should help to motivate pupils to progress.

Marking and Feedback: Strategies and Approaches

Marking and feedback varies by age, group, subject and what works best for both the pupil and teacher in terms of the type of work produced. This policy acts as a guide, but teachers are encouraged to adjust their approach and use a variety of strategies as necessary and appropriate. Whatever the strategy, marking and feedback should lead to improvements: teachers are trusted to incorporate the action steps identified through marking into subsequent planning and teaching. This should be evidenced through pupil work and planning.

Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children’s understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions, including prompting, promoting and probing questions are used. Wait or ‘thinking’ time is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of ‘talk partners’ where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more

information for the teacher about the extent to which children have understood the new learning. The responses from questioning informs the teachers' assessment of each child.

Feedback

Verbal

- Most regular and interactive form of feedback.
- Focus on being constructive and informative to help pupils take the next steps in their learning.
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said).
- Peer marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling.
- Opportunity to model the language pupils can use when responding or giving feedback to others.
- Developmental feedback-recognise pupils' efforts and achievements and offer specific details of way forward.
- Emphasise the learner's progress and achievement rather than failure.

Self-Assessment

Self-Assessment encourages independence, deeper understanding and accountability for pupils as well as being able to reflect positively on their successes. It also provides the pupils with immediate feedback and reduces workload and frees up time for the teacher to plan next steps. This form of assessment is particularly useful where there is a clearly defined correct/incorrect answer. Examples being –

- Maths
- Spellings (across all subjects where spellings have been taught, displayed or children have skills to access correct spellings)
- Grammar in Talk for Writing sentence level work
- English (where a clear success criteria and toolkit are available for children to identify further improvement)

This should be completed by children using a purple pen where the teacher has instructed the use, having identified a value to doing so.

Marking

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for children to develop their understanding. To make this as impactful as possible, the majority of marking by teachers will take place as live marking using a green pen. This marking will take place during the lesson, often alongside verbal feedback, for children to act upon further into their work. This will not be present in all exercise books for every lesson. Live marking will largely focus on the learning objective in question as well as correcting common errors in a timely manner to prevent re-occurrence. To maintain children's self-esteem confidence this live marking may not be an exhaustive list of corrections.

Some marking may occur outside of lessons, though this will be focused towards larger pieces of work where several learning objectives are being pieced together. For example, a story being written in an English lesson. This will be marked in a blue pen to indicate that it has not been marked with the child. This marking may lead to feedback during the next lesson. Alternatively, this marking may be used by the teacher to inform next steps in planning.