

# Mereside Primary Academy Marking and Feedback Policy 2022 - 2023



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Electronic copies of this plan are available from	Mereside Primary Academy, Blackpool
Hard copies of this plan are available from	Mereside Primary Academy, Blackpool
Date of next review	September 2022 (or as required)
Person Responsible for Review	Samantha Upton (Headteacher)



## **Marking and Feedback Policy:**

### **Our Principles:**

At Mereside Primary School, we have carefully considered the latest research, discussed the needs of our children and been mindful on the impact marking and feedback has on teacher workload to produce our marking and feedback policy.

As the Independent Teacher Workload Review Group noted all marking should be driven by professional judgement and be 'meaningful, manageable and motivating'. It has been suggested that 'providing written feedback on pupils' work has become disproportionately valued by schools. The quantity of feedback has too often become confused with the quality.'

It is our strong belief that marking needs to be designed for self-regulation: asking children questions and making them do the thinking.

### **Marking to Assess:**

At Mereside we adopt a daily assessment system based upon the use of symbols which are used at the top of our novice/developing/expert lesson headers to show each child's individual understanding and progress. Children are aware of the 'take-aways' from each lesson and what success looks like around the knowledge they obtain. This ensures marking is more specific and is as actionable as possible to increase pupil progress.

An additional Mereside Challenge is available in all lessons.

### **Corrections:**

If a child is judged to have made a mistake, research has shown that it should be marked as incorrect, but that the correct answer should not be given. Therefore, at Mereside Primary we encourage children to find their own spelling errors / punctuation errors etc whether this be as verbal feedback in class or as a next step for 'fix-it time'.

However, if mistakes were seen not as errors but as a misunderstanding same-day interventions or a clearer prompt would be used.

### **Giving Feedback:**

Simple acknowledgement marking is unlikely to support learning. Research is also clear that offering information on how pupils should improve their work is substantially more effective than simply marking an answer as right or wrong.

Feedback is no different. We should always start by asking ourselves, 'Why are we giving this feedback?' There are two main reasons:

- To motivate the child
- We can see an opportunity to move learning on by:
  - Addressing a misunderstanding
  - Reinforcing a skill or key piece of information
  - Extending a child's understanding or ability to do something

### **Types of feedback:**

If we follow this logic therefore, sometimes many children would benefit from a next step comment; other times, no one will. As a school, we encourage you to use your professional judgment to decide when it is the right time to provide verbal feedback or when a 'fix it' comment is the right approach. It goes without saying that this judgment needs to be based on what will most positively impact that child's progress.

Children must be given time to reflect upon verbal feedback or written marking. This is vital for marking and feedback to have the maximum impact.

Some studies have shown that engaging in dialogue led pupils to become more reflective about their work and found that children did not often understand the terms used in written feedback and recommends that dialogue through feedback could be used to resolve this issue. As we know, knowledge of vocabulary, speech and language skills and an understanding of what is read can be an issue for many of our children.

### **Support for staff:**

Whilst having a level of professional decision-making as to the type of feedback is our ultimate goal, we understand that these judgments are sometimes difficult and it can take time to develop a real understanding of when to use most effectively a particular type of feedback. If you are ever unsure, please speak to another member of staff or member of SLT, any of whom will be more than happy to offer you advice and support.

### **Appendix:** (Notes for staff)

- All pieces of work, must be marked with the correct symbols for each lesson (and Mereside Challenge). This is vital for assessment.
- Mereside Challenges are designed to develop thinking skills through further investigations, problems with more than one answer, developing opinions and explaining why. Where possible children should be able to plan and record this work as they wish.
- Feedback must be given, either verbal or written, and responded to by the child.
- It is the teachers' responsibility to ensure enough time is given to children to reflect and respond to feedback.
- A different coloured pen will be used by the children in KS2, a highlighter by staff to respond to feedback.
- All coloured pen work must be checked by the teacher and the correct symbol used below.
- In KS1 children will not use a coloured pen, instead the teacher/TA will highlight where feedback has been acted upon.
- Where appropriate, peer marking can be used.
- Where appropriate, child marking can take place but this must be checked over by staff.

### **Symbols:**

<b>A</b>	Well done – you have achieved your objective
<b>WT</b>	You need a bit more practice at this – you are Working Towards the objective
<b>I</b>	You did this on your own
<b>WS</b>	An adult helped you
	Right answer
.	Wrong answer
<b>C</b>	Your reflection / fix-it is correct
. <b>C</b>	Your reflection / fix-it is not correct

