**Expectations for Marking**

**This is what we do**

The sole focus of marking at The Manor is to further children’s learning. We believe that the marking should empower children to take responsibility for improving their work and that the children should be doing the hard thinking to self-evaluate their own learning. We believe the teacher’s role is not to write lengthy written comments in books, but rather to facilitate children’s improvements through identifying common misconceptions and areas for development. Immediate feedback or guided modelling in the next lesson helps the children identify their areas for development in their own learning.

Written comments in the books will be minimal and extensive written comments will only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher. More time should be spent by the teacher planning and preparing for the next lesson than providing written feedback.

Whole class feedback takes the place of traditional written comments at the end of work which took an enormous amount of time and were often not that useful. Our approach is focused on developing the pupil and the curriculum and not just the piece of work. Dylan Wiliam says: **‘**The secret of effective feedback is that saying what’s wrong isn’t enough; to be effective, feedback must provide a recipe for future action’.

**This is why we do it**

At The Manor, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are however mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF), National Centre for Excellence in Teaching Mathematics (NCETM) the Department for Education (DfE).

Our approach to written marking aims to provide effective feedback in line with the EEF’s recommendations, and those of the DfE’s expert group which emphasises that marking should be: **meaningful, manageable** and **motivating**.

We also support the advice provided by the NCETM that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. It is not extensive marking after the lesson.

**This is what it looks like**

* Children’s work is always marked/ acknowledged by the teacher. If a child achieves the learning objective, a ‘well done’ stamp is used
* If a child does not achieve the learning objective the teacher indicates an action to help the child progress.
* Foundation subjects should be marked in the same way as core subjects.
* Any written comments encourage and support further effort.
* Teachers write in green, and children edit in purple.
* Teachers to check all work even if it is marked by a child or TA
* A correct answer is marked as a tick, an incorrect one as a dot (which can later be changed into a tick). Incorrect answers are not rubbed out but rewritten.
* Immediate feedback is given to the children wherever possible. This will usually be in the actual lesson or at the start of the next one. This is recorded as VF (Verbal Feedback)
* Minimal written marking will take place however when the teacher is looking back at the books after the lesson, common development points are identified using the whole class feedback form.
* These development points are shared with the children (e.g., using the visualiser to illustrate). From this, children will improve their own work using the purple pen.
* The focus of development points is on improving the child’s learning rather than just the completed piece of work.
* Non-negotiables for writing are displayed prominently in each classroom, in the children’s books in KS1 and where appropriate in KS2.
* In KS1 and the end of YR, immediate feedback is explicitly given to each child by highlighting the non-negotiables stuck in the child’s English books.
* In reading lessons, most marking is completed during the lesson except for longer answers which are checked by the teacher.
* In mathematics, most work is marked by the teachers in the lessons.
* In writing, spellings that need correcting are underlined; missing words or punctuation are shown with an arrow; and capital letters that need correcting are circled.