

	<h2>South Bersted CE Primary Marking & Feedback Policy</h2>
Web and/or Internal	Web & Internal
This policy should be reviewed every	Every three years
Policy approved by Governors	Autumn 2023
Date of Review	Autumn 2026
Member of staff responsible	Headteacher
Policy created by	SBS
Signed by Chair of Governors and/or Headteacher	

Introduction

At South Bersted C of E Primary School, we aim to provide a whole school framework for effective marking and feedback that directly contributes to raising the achievement of all pupils. The aims of this policy are to ensure both staff and pupils know what aspects of learning a pupil has understood and/ or successfully applied and what their next steps are to ensure further progress. Pupils' response to feedback given is an essential part of the process. Through effective feedback, misconceptions, barriers to learning and next steps need to be identified to ensure that the school is achieving its vision of *'enabling all pupils to recognise and achieve high standards.'*

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal,
- Be specific, accurate and clear,
- Encourage and support further effort,
- Be given sparingly so that it is meaningful,
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them,
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.
- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer. The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress

- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking
- Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress.

Consideration has also been taken from the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Adaptations have also considered accounting for risk factors associated with Covid19. As such we have investigated alternatives to written marking which can 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.**

Feedback:

'Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils (Black and Wiliam, 1998).

Findings from Shirley Clarke (*p132 2014*), and research from EEF (*2016*) suggests that effective marking is done with the child and 'after the event marking' written feedback is neither efficient nor effective. At South Bersted CE Primary School, we believe that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning. Therefore, at South Bersted we believe that feedback can be given in a variety of ways to support pupil progress:

- Verbal,
- Marking/ written feedback
- Peer and Self-assessment.

Effective feedback tends to: be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct"); adults should compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y..."); they should encourage and support further effort; feedback be given sparingly so that it is meaningful and should provide specific guidance on how to improve and not just tell students when they are wrong.

During a lesson, the class teacher and teaching assistants (TA) will use their time to give immediate feedback to individuals or groups of children. Rapid and responsive interventions may also be used and could be delivered by teachers or TAs. Marking, including conferencing, may take place at this time too – showing the children the successes they have achieved and giving extra direction to support or extend learners.

Teachers will use a range of strategies within their class e.g. learning partners, no hands up, lollipop sticks, diagnostic questioning to ensure that all pupils are involved in the feedback process.

At South Bersted CE Primary School, we promote the importance of a Growth Mindset approach to learning. In promoting this approach, adults are encouraged to not provide the correct answer following a mistake or error, as this has proved to be just as ineffective as not responding to pupils'

work at all (EEF 2016). Providing the correct answer means that pupils are not required to think about the mistakes they have made, or recall their existing knowledge, and as a result are no less likely to repeat the mistakes in the future. It is important that the mistakes are identified and pupils are supported to develop the skills, knowledge and understanding to make progress.

Verbal:

This means the discussion of work with the pupil. It is particularly appropriate with younger, less able, or less confident children. At South Bersted CE Primary School, we recognise the significant impact that pupil conferencing can have on pupil progress. A discussion should be accompanied by the appropriate marking code symbol in the pupil's book, or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done.

- A 'VF' symbol should be used to acknowledge verbal feedback has been given with a brief word or sentence to explain the feedback.
- V* visualiser feedback given
- Pink and Green highlighter is used during discussions with the child to identify where the learning objective has been achieved and where further improvement is needed
- Following verbal feedback and conferencing, the child will respond to the feedback in green pen

When conferencing and immediate feedback has taken place and there is evidence of this in the child's book, no formal marking of the book is necessary.

Marking:

To reduce workload and increase immediacy of feedback and rapid intervention, work will be class or group marked where possible. Children will use a green pen to mark their work.

Self marking allows children to evaluate their own success, increasing their meta-cognition. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes. Teachers should support pupils to plan, monitor, and evaluate their learning.

Teachers' marking will be in blue pen and TA marking in purple pen.

Spellings will be identified in books and children will correct spellings. This is the case in all books, not just English books. Teachers may underline spellings in pink pen or identify that a review of spelling needs to take place, this will be based on the age and ability of the child. In addition to this, to support pupils in correcting their spellings, key sounds, patterns may also be highlighted in a word to support the child in identifying their mistakes or misconceptions.

To reduce teacher workload and cognitive overload for children, two stars and a wish, will no longer be used, instead targets will be incorporated into verbal feedback and next step questions where appropriate. Children know to look for green highlighter as evidence of their success.

English

- Self marking will be evident in children's books – amendments and corrections will be evident based on feedback
- Extended writing:
 - extended writing will be marked with the child through conferencing or by the teacher. Pink and Green highlighter will be used to identify areas of strength and improvement
 - Feedback will be meaningful and direct, giving children specific improvements that need to be made or specific feedback on what has been done well e.g. review word choice, check punctuation or good use of vocabulary, good range of punctuation.
 - Children will self mark work and evaluate their success according to the Success Criteria which will be stuck in books.

Maths

- Self-marking will be the dominant marking strategy for maths, feedback will be given throughout the lesson and not simply at the end of the lesson to allow for children to have in-lesson intervention and for teaching to be reactive and proactive based on the children's understanding
- Children will self evaluate their understanding based on marking to allow for further post teaching intervention to take place.
- Verbal feedback and extension challenges may be set as a response to learning
- At least once a week, teacher's should evaluate the learning of the child and set them next step challenges and targets in the form of reflective questions or challenges. E.g. by giving them an addition question to answer.
- When the Learning Objective has been achieved, the LO will be highlighted in green.

PSHE:

- All pupils' books must be marked following a lesson. This will ensure teachers identify any safeguarding concerns including disclosures.

Foundation

- Foundation marking should be specific to subject and learning objective and not English driven.
- Verbal feedback should be evidenced when necessary
- Self marking to be used when appropriate
- Children's knowledge should be evaluated by next step questions and challenges at least once a week. E.g. in RE, Why are the Five Pillars of Islam important to Muslims? Or in History, why is it significant for us today that Henry VIII divorced his wife?

Teachers need to ensure:

- There are clear and well established routines for marking books. (Which piece of work would have the most impact of a formative comment: a skills based lesson on conjunctions, or an extended piece of writing?),
- Written feedback provides clear next steps for **all** pupils,
- They provide opportunities for pupils to read and respond to next steps (RAR), creating a continuous dialogue that supports pupils in making progress,
- They use assessment information accurately to identify pupils' next steps in learning and to plan (or adapt planning) to support the needs of the pupils,
- They praise effort as well as attainment,
- They allow time for conferencing with pupils.

Pupils must have

Research from the EEF, (2016, page 5) states ‘*Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking,*’ therefore at South Bersted CE Primary School, pupils must have:

- Frequent and planned opportunities to respond to a teacher’s next step comments (Read and Respond - RAR),
- Frequent and planned opportunities to self and peer assess against the success criteria and ‘Can I’,
- A clear understanding of their targets and next steps.

Success Criteria

Success criteria are well established as a useful breakdown of the learning. Once the learner has identified or shared a success-criteria they have a framework for formative dialogue. Success criteria are most effective when they are differentiated, class generated based on high quality examples (use of a text in English, a video or demonstration in PE or the use of an artist in art) or pupil generated.

All teachers and pupils must be clear on the success criteria. In English books, success criteria must be age appropriate and provide opportunities for self, adult and peer assessment.

During editing and improving lessons, children should be encouraged to find evidence of the success criteria in their work. In the best cases, pupils will reference the key skills in their success criteria.

Peer and Self-Assessment:

Peer and self-assessment have a key role to play in marking and feedback, as they empower children to take control of their learning.

In line with AfL strategies, within most lessons, children should have opportunities to assess their progress (or that of others) against the agreed success criteria. Therefore, ‘Learning Objectives’ and ‘Success Criteria’ **must** be clear and measurable. Pupils **must** be able to measure their success against them so they know what they have achieved within the lesson.

Self-Assessment:

From Early Years, all children should be encouraged to assess their learning based on the ‘can I.’ Children will self-assess their learning through the use of a green pen.

Years 1 – 2:

- Pupils use faces to assess their understanding.

Lower Key Stage 2 (Years 3 – 4):

The use of a 1 – 3 scale.

- 1) I can do this confidently.
- 2) I can do this with some support.
- 3) I need some extra help with my learning.

Upper Key Stage 2 (Years 5 – 6):

- 1) I can teach someone else.
- 2) I can do this confidently.
- 3) I can do this with the support of my learning partner.
- 4) I can do this with the support of an adult.
- 5) I need to revisit the learning objective.

Posters should be displayed in each classroom reminding pupils of the vocabulary related to each of the numbers.

The use of class and pupil (for older and more able pupils) generated success criteria will provide the pupils with the opportunity to identify key features in their work. This will also provide them with clear next steps in their learning. Pupils can highlight the evidence in their work.

Peer assessment

Through the use of 'learning partners,' pupils will be given the opportunity to collaborate and problem solve. The use of 'learning partners' will also be used for pupils to assess each other's work. Through the use of agreed 'success criteria' pupils will have the opportunity to assess a peer's work. Peer assessment, when used effectively, has a range of benefits to the learner:

- creates independent learners,
- increases pupil's self-esteem,
- develops resilience,
- develops pupils' ability to recognise quality,
- improves pupils' understanding,
- strengthens the pupil voice in the classroom,
- provides valuable feedback in a language that pupils understand.

The skill of critiquing must be developed and modelled by the class teacher and can be used in any area of the curriculum. Modelling verbally in PE, art and DT lessons.

Posters may be displayed in the classroom to support the self and peer assessment process.

What will this look like in children's work?

- Teachers' marking in blue pen.
- Pink and green highlighting should be evident in pupil's work.
- Marking should be linked to the specific 'can I' with vocabulary relevant to the age and ability of the child.
- Next step targets given based on misconceptions, barriers to learning, or extending a pupil's learning.

- Pupils responding to formative comments by initialling or answering the 'next step' question during read and respond time (RAR).
- Clear dialogue develop/ing with the class teacher.
- All pieces of work to be valued by ticking/initialling as soon as practical following the lesson.
- Pupils regularly assessing their learning in green pen, through the use of the agreed numbers.
- Clear use of pupil generated success criteria.
- All number reversals will be corrected (or redirected to the pupil).
- An appropriate number of spellings will be corrected relevant to the pupil's ability and level of independence.
- The teacher's handwriting reflects the handwriting policy.
- VF signifies when verbal feedback has been given to the child
- There may also be evidence of the green line as a point for where pupils are expected to write to in the set time given.
- Evidence of TAs making comments related to a pupil's learning in purple pen.

Marking Codes

The following symbols will be used in written feedback:

These codes will be used by all staff

VF verbal feedback given (plus a brief summary of key points)

V* visualiser feedback given

These codes are used mainly with pupils in Reception but may be relevant to other years

I completed independently

S completed with support

S+ completed with lots of support