

Healey Foundation Primary School



Marking and Feedback Policy

Our policy is underpinned by the evidence of best practice from the Education Endowment Fund, the Independent Teacher Workload Review Group, the Independent Marking Policy Review Group and Ofsted. Marking and feedback is also key part of the teaching standards which states teachers must 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.'

At our school, we recognise that effective marking and feedback to pupils is an essential aspect of assessment. At its heart, it is an interaction between teacher and pupil. The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.

Purpose

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
- provide specific guidance on how to improve and not just tell students when they are wrong

We give feedback to children for these two main reasons:

1. To advance pupil progress and outcomes.
2. To motivate pupils.

Principles

Our feedback policy is underpinned by three key principles: 'it should be meaningful, manageable and motivating.'

Managing workload

The quantity of marking and feedback should not be confused with the quality. We strive to adopt a balanced approach to marking and feedback, taking into account the benefits to pupils and balancing this with the need to manage staff workload effectively.

By managing the time that staff spend on marking and feedback, we will enable staff to have sufficient time to complete other important professional tasks which will benefit our pupils. Equally, by clarifying our expectations around marking and feedback, we will ensure that staff do not miss important opportunities to offer timely and specific feedback to pupils which will enable them to progress academically.

Roles and responsibilities

Everyone within our school community has a responsibility for maintaining high educational standards. Ensuring that pupils receive timely feedback about their work and how to improve on it is part of this.

The governing body is responsible for:

- reviewing and approving the marking and feedback policy;
- ensuring that the policy is reviewed regularly and that staff workload is taken into consideration;
- monitoring the effectiveness of the policy and suggesting changes, where appropriate;
- holding senior leaders to account for the effective implementation of the policy.

The headteacher and senior leaders are responsible for:

- ensuring that approaches to marking and feedback justify the time and effort put in by staff;
- ensuring that staff receive adequate training to ensure that marking and feedback is useful and effective;
- monitoring how effectively staff are implementing this policy;
- ensuring that individual staff receive the support that they need to deliver effective marking and feedback;
- being aware of staff workload and ensuring that expectations around marking and feedback take other pressures and time commitments into consideration.

Staff are responsible for:

- implementing this marking and feedback policy consistently;
- ensuring that marking and feedback is completed in a timely manner so that pupils can respond to this quickly;
- ensuring that marking and feedback is delivered sensitively and in a manner that is appropriate to the pupil's age, level of understanding and ability;
- ensuring that pupils feel that they can ask for additional advice and guidance if they need this;
- checking that pupils have understood any feedback that has been given and supporting them to act upon this;
- being aware of their own areas for professional development and seeking additional support if this is needed.

Pupils are responsible for:

- reflecting on any feedback given and acting upon this;
- taking responsibility for their own development and progress;
- communicating concerns or issues that they have regarding their work or any feedback given to a member of staff.

The school recognises its duties relating to the Equality Act 2010; we understand and will ensure that our policies and practices relating to marking and feedback are fair, non-discriminatory and do not put individuals or groups of people at a disadvantage.

What Feedback looks like at Healey Foundation School

EYFS

In Early Years immediate verbal feedback is used when children are completing adult directed activities. Staff will demarcate whether learning has been completed independently or with TA/Teacher support. Child initiated work can be shared with the staff in the continuous provision who will provide verbal feedback. At times, staff will make notes on the progress or achievement of the child to inform the observation and assessment process. Feedback is given using language appropriate to the age and stage of the child. In line with the Characteristics of Effective Learning, we teach children that it is by making mistakes and taking on challenging tasks that they will learn and progress, resilience is something that we aim to equip children with from a young age to make them successful learners in future years. Positive reinforcement is given with Dojo points, stamps and stickers.

Key stage 1

Across all subjects when teachers write comments in books a green pen will be used to state how to improve the work and a pink pen will be used to praise the pupil. Pupils will use purple pens to respond to feedback. Verbal feedback may be indicated on work with 'VF'.

Maths	<p>Staff support pupils during the lesson by demonstrating strategies in books using a green pen. When marking maths work staff will use a pink pen to praise and mark correct work.</p> <p>Where appropriate, self-assessment may be used by children within the maths lesson. Answers for mathematical questions will be provided by the teacher modelling strategies. Live marking regularly takes place to provide immediate feedback. Throughout KS2 children will increasingly use purple pen to self-assess and/ or peer assess.. A positive growth mindset will be encouraged by staff by regular emphasis on children remembering that 'We learn from our mistakes.'</p>
Literacy	<p>Writing - Pieces of writing will be marked using a green pen to correct spelling and model handwriting. A pink pen is used to state the strengths and praise the pupil. Stamps may also be used to acknowledge work. Throughout KS2 children will increasingly use purple pen to self-assess and/ or peer assess. Live marking regularly takes place to provide immediate feedback. The level of support provided for pieces of work is indicated with 'TA support', 'Independent work' or 'Teacher supported'</p>
History/ Geography/ Science/ RE/ PSHCE	<p>A variety of feedback and marking strategies may be used to ensure progression in pupils' learning. Feedback and marking strategies will include a <u>combination</u> of verbal feedback, live marking, whole class feedback, self and peer marking and written comments in books. When writing comments a green pen for growth will state how to improve the work. A pink pen will be used for positive and praising comments. In written pieces some spellings and punctuation will be corrected in green. This will encourage consistency of writing skills across foundation subjects. If Verbal feedback has been given a VF or LO achieved stamp will be used. Throughout KS2 children will increasingly use purple pen to self-assess and/ or peer assess.</p>
Art/DT/ PE	<p>Verbal feedback may be given and dojo's or rewards provided according to the teacher's professional judgement.</p>

Key stage 2

Across all subjects when teachers write comments in books a green pen will be used to state how to improve the work and a pink pen will be used to praise the pupil. Pupils will use purple pens to respond to feedback. Verbal feedback may be indicated on work with 'VF'. Pupils will use purple pens to respond to feedback.

Maths	<p>Teachers support pupils during lesson by demonstrating strategies in books using a green pen. This can be done during the lesson whilst pupils are working or after the lesson.</p> <p>Answers to mathematical questions will be provided by the teacher at the end of the lesson. Strategies will be modelled by the teacher and children will use this opportunity to self-assess their work using purple pen. This will ensure that pupils have received immediate feedback. A positive growth mindset will be encouraged by staff by regularly emphasising that 'We learn from our mistakes.' If necessary teachers may wish to mark work after the lesson using a green pen to model strategies and a pink pen for praise.</p>
Literacy	<p>LKS2-</p> <p>Writing - Extended pieces of writing will be marked using a green pen to state how to improve the work and a pink pen to state the strengths of the work. Pupils have an opportunity to respond in purple pen if necessary. Pupils' planning and word work specific to the development of a piece of writing may be marked using verbal feedback, live marking, whole class feedback, self and peer marking and/or written comments in books. Stamps may also be used to acknowledge work. VF may be written to indicate that verbal feedback has been provided.</p> <p>SPAG work may be marked using verbal feedback, live marking, whole class feedback, self and peer marking and/or written comments in books.</p> <p>Comprehension work will be marked using verbal feedback and live marking following the completion of a written comprehension exercise. Teachers will model comprehension skills and explain answers to ensure pupils learn from any mistakes.</p> <p>UKS2</p> <p>Writing - Drafts of extended pieces of writing will be marked using a green pen to state how to improve the work and a pink pen to state the strengths of the work. Highlighters may be used to indicate incorrect spellings, punctuation or grammar. Children will then be provided with an opportunity to edit/ improve/ correct their work using a purple pen before writing their finished piece. Peer assessment may be used as an opportunity to share work and for children to identify strengths and development points on each other's work. Self-assessment success criteria's may be used, for extended pieces, for pupils to check the inclusion of specific features within their writing. VF may be written to</p>

	<p>indicate that verbal feedback has been provided.</p> <p>SPAG work may be marked using verbal feedback, live marking, whole class feedback, self and peer marking and/or written comments in books.</p> <p>Comprehension work will be marked using verbal feedback and live marking following the completion of a written comprehension exercise. Teachers will model comprehension skills and explain answers to ensure pupils learn from any mistakes.</p>
History/ Geography/ Science/ RE/ PSHCE	<p>A variety of feedback and marking strategies may be used to ensure progression in pupils' learning. Feedback and marking strategies will include a <u>combination</u> of verbal feedback, live marking, whole class feedback, self and peer marking and written comments in books. When writing comments a green pen for growth will state how to improve the work. A pink pen will be used for positive and praising comments. In written pieces occasionally spellings and punctuation will be corrected in green. This will encourage consistency of writing skills across foundation subjects. If Verbal feedback has been given a 'VF' and/or 'LO achieved' will be written on work.</p>
Art/DT/ PE	<p>Verbal feedback may be given and dojos or rewards provided according to the teacher's professional judgement.</p>

Staff induction and training

We recognise that in order to facilitate effective marking and feedback, staff need to be given adequate training and support. We offer regular training to staff; some of this will be delivered to the whole staff. In other instances, it may be relevant to offer personalised support to individuals or groups of staff. Staff are given specific training on this policy and approaches to marking and feedback during the induction process and regularly thereafter. If the school's general approach to marking and feedback changes, senior leaders will ensure that an appropriate amount of time is allocated to this in the school's CPD calendar.

Support for individual staff

If an individual member of staff is struggling with marking and feedback, they will be given support with this. The approach taken will be determined by the needs of the member of staff but could include additional training, one-to-one coaching/mentoring and, if required, the implementation of a support plan. If staff feel that they need any additional support with marking and feedback, they should approach their line manager to request this.

The vast majority of staff are able to complete their role to the required standard, including expectations around marking and feedback. In the very few instances where staff cannot meet these expectations despite additional support and encouragement, we will follow the school's formal procedures to address this.

Communicating the policy

It is important that every member of the school community understands the school's approach to marking and feedback. This will help to ensure that expectations are consistent across the whole school. We will therefore take steps to communicate this policy to all stakeholders in a variety of different ways.

This policy will be published on the school's website and paper copies will be made available upon request. Staff will receive training on implementing the policy during their induction and then at relevant intervals thereafter. Pupils and their parents/carers will be given relevant information about the school's approach to marking and feedback at information events and open evenings.

Monitoring the policy

We will ensure that this policy is being adopted and used consistently by monitoring its implementation. This will be done in book scrutinies carried out by subject and senior leaders.

Reviewing the policy

This policy will be reviewed every two years, and more frequently if there is a change of approach to marking and feedback.

The policy will be approved by the governing body.

Links to other policies

This policy should be read in conjunction with other relevant school policies. These include the:

- subject curriculum policies;
- staff capability policy;
- SEND policy;
- equal opportunities policy.