

Holy Trinity C of E

Marking and Feedback Policy

Date policy last reviewed: _____

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Last updated: 03.03.23

Contents:

Vision Statement

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Expectations
4. Workload
5. Marking
6. Feedback
7. Remote learning
8. Improvement plans
9. Monitoring and review

Vision Statement

At Holy Trinity we believe that all people are precious and honoured in God's sight. From this belief comes a desire for all within our community to experience life in all its fullness, as promised by Jesus. We embrace the holistic development of our young people so that they may flourish academically, emotionally, and spiritually.

Statement of intent

Holy Trinity C of E understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

The policy is implemented in conjunction with the following school policies:

- Remote Education Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Phase Leaders are responsible for:

- Ensuring all members of staff within their departments are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their departments and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.
- Providing pupils with time to respond to marking and feedback.

3. Expectations

Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.

- Offer detailed suggestions for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful, time-efficient written feedback that follows high quality foundations, is appropriately timed, focuses on the task, subject, and/or self-regulation, and is then used by the pupil.
- Carefully consider how to use purposeful verbal feedback.
- Provide pupils with opportunities to reflect on and respond to feedback.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to action any suggested improvements.
- Take responsibility for their learning.

4. Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?

- How will this feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

If a teacher has a query, their phase leader will be available to offer guidance and support regarding the school's procedures.

If a teacher is unsure about the effectiveness of their own practices, the phase leader will help with developing an approach to marking and feedback that is more suited to the teacher.

5. Marking

Live marking and feedback has the most significant impact on pupils' learning. It also impacts positively on teachers' work life balance as the pupil can ask questions and the teacher can identify / address misconceptions.

- Green highlighting will be used to identify aspects of the work that are positive.
- Pink to Think will indicate to the pupil to have another look at this part of their work.
- Verbal feedback will support the pupil in making improvements where appropriate and will be referenced in pupils' books with a V and a note of the focus.
- Where whole class verbal feedback has been given, pupils will indicate this in their books with a V and a note of the focus.

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding
- Avoiding giving grades for every piece of work

Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.

- Green highlighting will be used to identify aspects of the work that are positive.
- Orange highlighting will indicate to the pupil to have another look at this part of their work.
- Written feedback will support the pupil in making improvements where appropriate.
- Models will be used to support the pupil in knowing what is needed.

- Gap tasks will be used to reinforce / extend learning. An orange 'cloud' around the task will signify a gap task.

When distance marking, there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

Pupils will be given ample time to reflect on their feedback.

Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards will be given to pupils in the following ways

- Stickers placed on work
- Halos
- Praise in front of whole class
- Visit to the head teacher / senior leader
- Displaying excellent work around the classroom
- Postcards home
- Verbal praise in a one-to-one setting

Teachers will encourage pupils to mark their own and each other's work, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods.

Peer assessment / feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

Marking in Maths

As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject.

Teachers will use the following techniques when marking in maths

- Green highlight correct answers
- Pink / Orange highlight incorrect answers. If a pupil has got more than 3 incorrect do not mark. Address the misconception, support the pupil in a number of examples and closely monitor success until you are confident that the pupil has understood.

- When possible, providing immediate feedback to pupils to show them how to reach correct answers
- If the pupil has shown correct working and a wrong answer, green highlight the correct part and encourage them to try again
- If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged
- Highlight the LI to identify if it has been met (green) or partially met (orange)

Marking Written Work

Marking written work can differ from other subjects as often answers are subjective and have to be supported by evidence. When marking, teachers will use the following techniques

- Highlight the LI to identify if it has been met (green) or partially met (orange)
- Identify the next steps in the learning process
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group
- Identify incorrect spellings, particularly those appropriate for the year group with a Sp
- Identify incorrect punctuation and grammatical errors appropriate to the objectives for the year group with a P or G respectively.
- Allow specific time for pupils to read, reflect, and respond to marking
- Ensure that subject specific substantive and disciplinary knowledge is reflected in the marking of science and foundation subjects.

6. Verbal Feedback

Feedback should be given to:

- Motivate pupils.
- Address misunderstandings.
- Establish an opportunity to make learning progress, by:
 - Rectifying a misunderstanding.
 - Reinforcing a skill or piece of information.
 - Improving on a pupil's understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:

- Clearly outlining which subject content will be covered in each class.
- Explaining the areas pupils will need to understand.
- Having a clear plan in mind for the progression of learning in the subject.
- Having a final goal in mind for the month/term/year.
- Having a number of progression plans that account for all abilities in the class.
- Making it clear what the intentions are from week to week, as well as final expectations.

The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.

Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Re-model:** By remodelling / explaining the process or thinking pupils may be able to identify their own error / misconception.
- **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: "Are you trying to achieve A, B or C?" By doing this, teachers guide the pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.
- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil were writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.

Verbal feedback can act as a way to give immediate and effective feedback to pupils.

Teachers will reference verbal feedback to pupils with a V in their book.

Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

When giving feedback, teachers will consider any SEND the pupils have, and will make adjustments to the way feedback is given and the targets that are set to suit their individual needs in line with the SEND Policy.

7. Remote learning

During circumstances where pupils are learning remotely, feedback will be given in accordance with the Remote Education Policy.

Work completed at home will be submitted via Google Classrooms

Where pupils are working remotely, classroom teachers will consider setting online [quizzes](#) to help pupils gain feedback on their work.

Teachers will offer feedback on a sample of the work completed by pupils online, and will not rely solely on online quizzes and educational games for pupils to understand how well they are learning.

Where teachers deem it necessary to offer pupils feedback, the teacher will outline a deadline to pupils and ensure they can keep to it.

Consistent and clear lines of communication are opened with the parents of pupils who are learning from home to ensure feedback is received and understood.

The SENCO will contact parents of pupils with SEND to ensure they are completing their work and have adequate support to do so, in line with the SEND Policy.

Feedback is only sought to help inform the development of future learning and lesson plans, and not to assess pupils' performance.

The main method of pupils receiving feedback will be done through Google Classrooms where classroom teachers will upload written comments for each pupil to access – videos will be used to support younger pupils / pupils with SEND. Comments will praise pupils and offer teachers the opportunity to highlight areas where more work is needed.

Pupils who are in school will receive feedback in line with the Feedback section of this policy.

Where possible, teachers will ensure fairness in the amount of feedback given to pupils in school and pupils learning remotely.

To minimise the impact on their workload, teachers will conduct group feedback sessions – these sessions will include discussions around how pupils came to their answers/conclusions.

8. Improvement plans

The headteacher will conduct reviews of marking and feedback by distributing surveys to teachers, asking:

- How they feel the practices benefit pupils.
- How practices can be improved.
- Whether the workload associated with marking and feedback is proportionately reflected in the positive impact on pupils.

The headteacher will conduct reviews of marking and feedback by distributing surveys to pupils, asking:

- Whether they read their feedback.
- If they find the feedback useful.
- If they receive too much or too little feedback.
- Whether they understand the comments when teachers mark their work.

Following these surveys, the headteacher will create a marking and feedback improvement plan.

The headteacher will circulate any plans to improve practice to phase leaders, who in turn will distribute these plans to members of staff within their department.

The headteacher and phase leaders will meet to discuss any issues that have arisen in regards to marking and feedback, as appropriate.

Teachers will pass any concerns regarding the school's marking and feedback practices to their phase leaders.

Teachers' marking and feedback will be reviewed by the phase leaders on a termly basis to ensure that practices are consistent and effective.

- Teachers will submit five books from their class for cross-checking.
- A phase meeting will be held on a termly basis for a formal discussion regarding the success or shortcomings of the current marking and feedback practices.

10. Monitoring and review

This policy is reviewed annually by the headteacher.

Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

The scheduled review date for this policy is 31.03.23

