



## **Marking and Feedback Policy**

### **Introduction**

‘Feedback is one of the most powerful influences on learning and achievement’ (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

In Hattie’s research 1999 comparing 500 meta-analysis of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socioeconomic factors.

However, feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective ...”feedback must answer three major questions asked by a teacher and/or by a pupil:

Where am I going? (What are the goals?),  
How am I going? (What progress is being made toward the goal?), and  
Where to next? (What activities need to be undertaken to make better progress?)” (ibid p86)

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils.

### **Aims**

- The amount and detail of marking will vary somewhat according to the age and ability of the child.
- Positive feedback and the teacher’s assessment of what has been understood are the most important element of marking.
- We need to help children see and understand where they can improve.
- From Year 2, it is essential that children respond to the marking in their books, so that teachers can monitor the efficacy of the marking and to provide evidence of a dialogue between the child and the teacher.
- There should be time during the week to allow children to look at the marking, correct or think about mistakes and understand their next target.

### **Expectation**

#### **Writing and Numeracy**

Each child should have one piece of written feedback, one piece of verbal feedback, relevant to the LO, and one piece of peer marking and self-assessment.

Teachers need to ‘live mark’ as much as possible so that the children clearly understand what has gone well and what their next steps are. These ‘live marking’ changes should be seen in books.

Written feedback on a pupil's work should be motivational and personal where the teacher marks against the success criteria and children's targets, and clearly identify the next steps to improve or to extend learning. Teachers are to mark using signs instead of making corrections so that children develop more ownership of their work.

From Year 2, children will be given training in how to self and peer assess using 'response time' to help them plan their next steps.

- This may include the whole-part-whole approach to teaching
- Editing pens

Teachers and teaching assistants are to ensure each child has received verbal feedback at least once a week. This could take place during early morning work, story/reading time or during lessons. When a child has received verbal feedback, the letters 'VF' should be made in the child's book as a permanent reminder for both child and adult, with a one or two note on the feedback give. **I.E. VF – 'counting in twos'**.

Diaries or another transparent method should be used to continue to track the progress of the children. Verbal feedback must be documented in a 'monitoring book'.

Time should be set aside during the week for the children to absorb any comments and improve their work, especially in core subjects. Children should respond and the responses will be acknowledged by the teacher.

Children should be involved in their target setting and should be encouraged to show evidence of targets met as well as identify some they wish to meet. Next steps marking can be verbal for younger children and, on occasion, other year groups and will be recorded by the teacher with the letters 'VF'. Younger children may also benefit from stickers, stamps or symbols in order to move their learning on.

All other pieces of work need to be acknowledged in some way. Calculations should be queried or corrected for numeracy and some key spellings queried or corrected for writing. This can be done by anyone working with the children.

### Foundation subjects

All other pieces of work need to be acknowledged in some way. This can be done by anyone working with the children.

### **How to mark**

- Use one colour pen for the positive comments and another for the target (any colours).
- Involve the pupils in deciding how to mark, as well as showing them how to peer mark.
- All marking should be relevant to the age and ability of the child so that they can respond to it.

### **Pupil response**

From Year 2 onwards, it is essential to give pupils the opportunity to respond to the task and feedback from the teacher.