

TUPTON PRIMARY
& NURSERY ACADEMY™

Marking and Feedback Policy

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Statement of intent

Tupton Primary & Nursery Academy 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.

I. Roles and responsibilities

1.1. 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.

1.2. Key Stage Leaders are responsible for:

- Ensuring all members of staff within their team are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their teams 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.

1.3. 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.

2. Expectations

2.1. Teaching staff are expected to:

- Provide feedback that offers clear information about why pupils have done well.
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Complete the Assessment for Learning Journal detailing those who have achieved the objectives, those that require further support and the next steps for individuals, groups and the class.

- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Ensure that feedback identifies misconceptions and feedback addresses these swiftly.
- Use feedback 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.

2.2. 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 meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

3. Workload

- 3.1. 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.
- 3.2. Teachers will ask themselves '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.
- 3.3. If a teacher has a query, the SLT will be available to offer guidance and support regarding the school's procedures.

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

4. Marking and Feedback

- 4.1. Tupton Primary & Nursery Academy have adopted a no written marking policy, instead using an Assessment for Learning Journal.
- 4.2. In the journal staff can make notes on progress towards the learning objective during the lesson and after looking at the work completed during the lesson.
- 4.3. The start of every lesson will focus on feedback from the previous lesson. This can be the whole class looking at a common error or misconception, groups or individuals working on identified errors or a small group or individual receiving additional support or teaching from the class teacher or TA.
- 4.4. All teachers will keep in mind a core set of goals when providing feedback. 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
- 4.5. Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.
- 4.6. Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

4.7. Rewards will be given to pupils in the following ways:

- Stickers placed on work
- Praise in front of whole class
- Displaying excellent work around the classroom
- Letters to parents
- Dojo Points

4.8. Teachers will encourage pupils to mark 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-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

Marking & Feedback in maths

4.9. 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.

4.10. Teachers will use the following techniques when marking in maths:

- Ticking correct answers and leaving a dot on incorrect answers
- 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, circle 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

Marking and feedback in English

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

- Give feedback on whether the learning objective has been achieved and the success criteria followed
- 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
- Allow specific time for pupils to read, reflect, and respond to feedback by correcting spellings, punctuation and grammatical errors

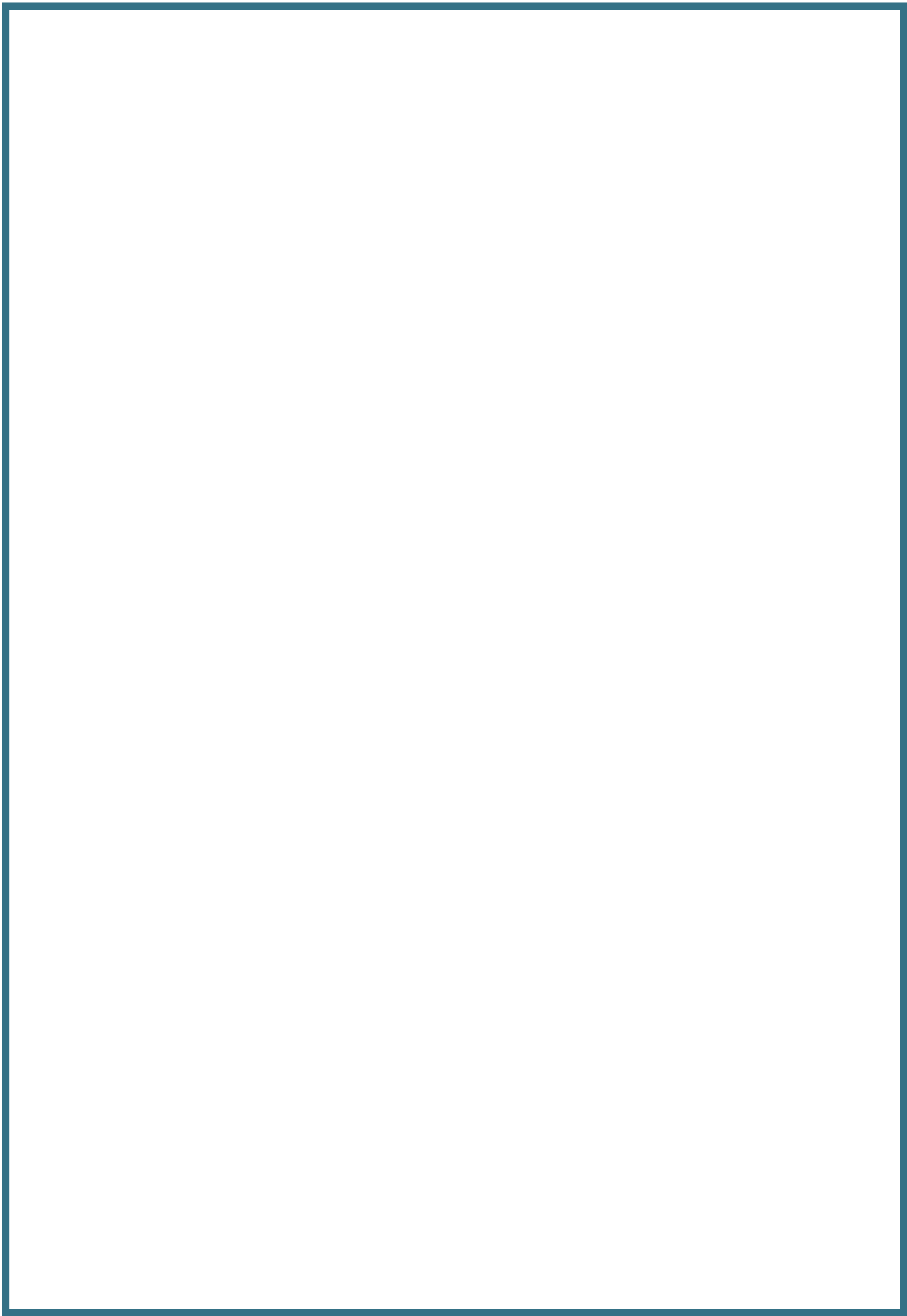
4.12. Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **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.
- **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.

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

4.14. 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.
- **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.



Marking and feedback during the coronavirus (COVID-19) pandemic

The school is committed to ensuring the health and safety of staff members and pupils alike; however, we understand it is crucial to pupils' learning that a degree of normality is retained, particularly with regards to their learning and their development.

In line with the above, the school has made a number of amendments to our day-to-day procedures. This policy outlines how the school will continue to mark and offer feedback to pupils during the current pandemic and while subsequent restrictions on normal practices are in place.

1. Marking pupils' work

- 1.1. From September, the school will begin to work towards delivering the normal curriculum; therefore, teachers will mark pupils' work in line with the main body of the policy when the delivery of that particular subject has returned to normal.
- 1.2. Staff are able to take pupils' work books home to mark them. Where work is taken home using electronic means, this is done in accordance with the school's Data Protection Policy.
- 1.3. When marking pupils' work, teachers will take the current pandemic and the effect it may have had on pupils' work – teachers will be guided by their professional discretion and judgement.
- 1.4. Marking practices are reviewed weekly by the headteacher and subject leaders to ensure they remain manageable for teachers.
- 1.5. A teacher's marking and planning practices will not be used to evaluate how well they are teaching during the current pandemic.
- 1.6. It is at the teacher's discretion whether they use internal assessments to conclude topics and assess pupils' learning. Where this is the case, the classroom teacher will discuss the feasibility of assessments being undertaken with their line manager.

2. Feedback

- 2.1. Where pupils are learning remotely, e.g. due to them following public or clinical health advice to stay at home, feedback will be given in accordance with the Pupil Remote Learning Policy.
- 2.2. Work completed at home will be submitted via email or through ClassDojo.

- 2.3. Where pupils are working remotely, classroom teachers will consider setting online quizzes to help pupils gain feedback on their work while social distancing guidelines remain in place.
- 2.4. 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.
- 2.5. Where teachers deem it necessary to offer pupils feedback, the teacher will outline a deadline to pupils and ensure they can keep to it.
- 2.6. 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.
- 2.7. Feedback is only sought to help inform the development of future learning and lesson plans, and not to assess pupils' performance.
- 2.8. The main method of pupils receiving feedback will be done through ClassDojo.
- 2.9. Pupils who are in school will receive feedback in line with the main body of this policy.
- 2.10. Social distancing rules are observed when giving pupils feedback on their work.
- 2.11. Where possible, teachers will ensure fairness in the amount of feedback given to pupils in school and pupils learning remotely.
- 2.12. To minimise the impact on their workload, teachers will conduct group feedback sessions with pupils who are in school – these sessions will include discussions around how pupils came to their answers/conclusions.

3. Monitoring and review

- 3.1. This policy is reviewed weekly by the headteacher in accordance with, and in reaction to, the latest government guidance.
- 3.2. The headteacher communicates all updates to this policy to all parents and staff members.