



Peak Tor Federation



Marking and Pupil Feedback Policy

Policy written January 2024

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Date of Review	Signature of Chair of Governors	Minute Number
07.02.24		116/24

Life in all its fullness.' John 10:10

AIMS

The aim of feedback and marking is to correct and misconceptions a child may have and to advance pupil progress and outcomes.

The Department of Education (DfE, 2017) highlighted three simple words that best summed up useful marking, feedback and assessment:

- Meaningful – approach used depends upon the age, subject and particular piece being marked
- Manageable – marking should be purposeful and simple. Teacher workload should be taken into account.
- Motivating – engage with learners to make progress

At the Peak Tor Federation, we recognise that children learn best and make most progress when they receive feedback on their work which will:

- Involve children in the process
- Ensure that all work is acknowledged and that children receive constructive and diagnostic feedback
- Make the feedback process as efficient as possible and reduce the teacher's workload by minimising the amount of time teachers spend marking outside of lesson time.
- Ensure that adults' knowledge is such that they are best able to offer the most appropriate diagnostic feedback; they can unpick misconceptions and identify the best way to further challenge children
- Show that we value the work children produce and celebrate achievement
- Assess the children's learning to inform planning and provide appropriate differentiation
- Provide effective communication between everyone involved in the child's learning
- Maintain a consistency of expectation and practice in the marking and feedback throughout the school

THE SCIENCE BEHIND MARKING

Our marking and feedback policy is based around the research conducted by the EEF which concluded that:

1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.
2. Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback
3. Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).
4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.
5. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.

MARKING PROCEDURES AND EXPECTATIONS

- Adults are expected to mark books and give feedback to the children with which they are working
- Any work produced by children not working with an adult should also be acknowledged.
- Different subjects will require different levels of marking- for example:
 - Maths: It is expected that all maths questions are marked to accurately assess a child's knowledge and application. There may be exceptions to this if agreed with the Headteacher of Maths Subject Lead.
 - English: Incorrect spellings and punctuation corrected. Written feedback at the discretion of the teacher.
- Where possible marking takes place during the lesson, alongside the child, when they are able to understand and respond to it
- Where this is not possible, feedback is as prompt as possible. In support of teachers' workload, we do not expect teachers to write long summaries in pupils book.
- Verbal feedback is recorded with a 'V' in the child's book and pupil's response is recorded in purple pen. Teachers are NOT expected to write down verbal comments.
- Comments generally refer back to the learning objective
- There may be times when it is agreed with the Headteacher that books are not marked- for example if a staff member is poorly or there is an emergency. However, this is not the norm.

OTHER AGREED PROTOCOL

- Teaching staff are responsible for ensuring that all children have an opportunity to work with the teacher and, where appropriate, independently during the course of the school week.
- A learning objective will be shared in the following ways;
 - EYFS – verbally
 - KS1/KS2 – the learning objective will be shared verbally and recorded in the children's books. Pupils should be aware of what they are learning and why they are learning it.
- Work is marked in green pen
- All work will be initialled by anyone marking other than the class teacher. Supply teachers or TAs are asked to mark with a TA or S symbol.
- Particular successes or examples of a child meeting the learning will be celebrated with 3 small ticks and the reason shared with the child
- Incorrect age/ability related spellings will be underlined and written correctly for the child. The child will then be required to practise the spelling 3 times.
- Other incorrect spellings may be underlined and corrected above the word by the marker. Year 5/6 children are expected to use a dictionary or spelling mats/lists to correct their own spellings.
- Incorrect or non-use of age/ability related punctuation will always be corrected
- Peer-marking or self-marking should be completed in a different colour from what the children have used and not green pen (i.e. purple pen, coloured pencil).
- The level of support a child receives to complete a task is noted using the following codes:
 - V – verbal feedback
 - I – worked independently
 - S – support given
- *additional codes may be used at staff's discretion to support pupils' learning such as:
 - G – guided work
 - PT – pre-teaching

SEND pupils

The work of SEND pupils will be marking with particular emphasis on their targets outlined in their ILPs