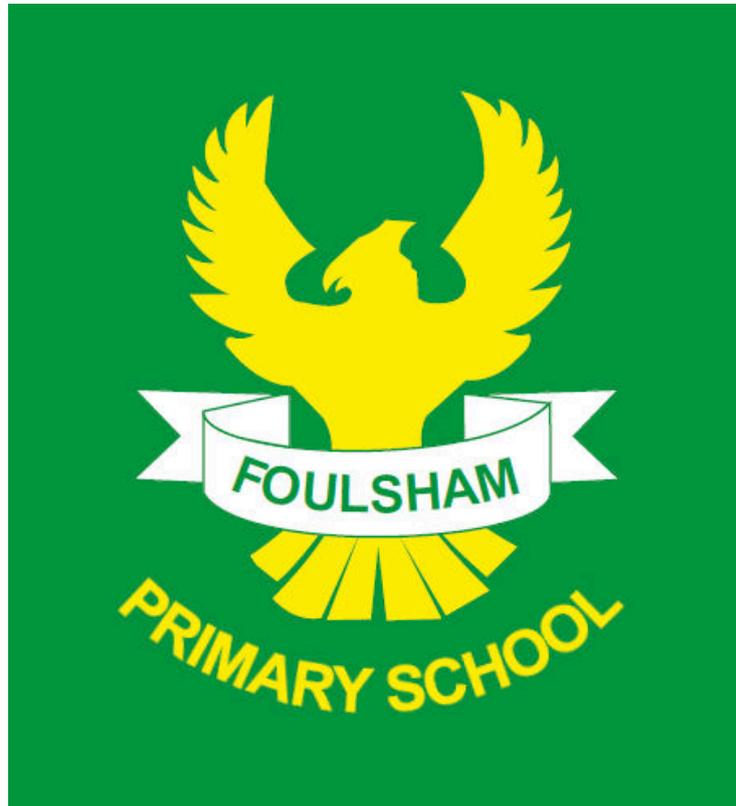


Marking and Feedback Policy

January 2020



Excellence Enjoyment Engagement

Date: January 2020

Review date: January 2023

Marking and Feedback Policy

This policy supports our school vision of excellence, enjoyment and engagement, as well as our well-being vision: *to be encouraged, to thrive and to commit to the wellbeing of our community.*

“Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil; a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.”

“In summary, we recommend that all marking should be meaningful, manageable and motivating. This must be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DFE).”

Report of the Independent Teacher Workload Review Group March 2016

This policy has been created with reference to research on feedback and marking, including the review: ‘A marked improvement? A review of the evidence on written marking.’ April 2016 and evidence from the Education Endowment Fund’s ‘Teaching and learning Toolkit.’

At Foulsham Primary School, marking & feedback has two purposes:

- 1. To impact directly on learning.** The process of checking work is vital for teachers to assess and decide on next steps. Pupils need to know what they have done well, how to improve and make visible signs of improvement as a result of the feedback.
- 2. For pupils to know that their work is valued.**

Principles of feedback and marking:

- At Foulsham primary School feedback is given as promptly as is possible to ensure maximum impact. Feedback may occur immediately, on the same day or, at the latest if at all possible, on the following day.
- A variety of feedback and marking is used across the school; teachers use their professional judgement to decide on the best form of feedback for a given lesson and for each child in order to maximise learning.
- From Year 1, pupils respond to feedback and marking with a purple pen.
- Where teacher’s use written feedback, this is written using a neat cursive script in any colour pen but not purple.
- Priority is given to response time for pupils as this is recognised as a key tool for learning.
- Feedback and marking is specific focusing on learning objectives and/or success criteria.
- Careless mistakes should be corrected by pupils with little input required from the teacher.
- Adults may occasionally use stickers, housepoints or stamps to encourage and reward effort and learning.

Who gives feedback and marks at Foulsham Primary School?

Feedback and marking is completed by teachers, teaching assistants, peers or the child themselves at Foulsham Primary School.

Types of feedback used at Foulsham Primary School. Teachers use their professional judgement to decide on the best form of feedback for a given lesson and each child, to maximise learning.

- **Verbal feedback.** This will be given to children during the lesson where possible. The feedback may be for an individual, a group or the class. Verbal feedback does not need recording fully in written form, however, there should be an indication that this has happened (in teacher's annotated plans or on the work itself) and evidence that it has impacted on learning.
- **Written feedback** from an adult. This should not be an extensive written dialogue. Teachers use their professional judgement to decide the best form for this feedback to take, it might take the form of: success criteria which are ticked or not, highlighting of work, teachers may use their own simple coded marking. Where written feedback is given, pupils should be given response time using a purple pen. Adults will not repeat written feedback for entire groups and the class; where there is a common mistake, feedback will be given verbally to the group and time given for pupils to improve their work with a purple pen.
- **Self or peer feedback.** In order for pupils to receive a variety and more immediate feedback, self and peer marking and feedback may be used. This might involve the use of a list of success criteria or might be pupils using a mark scheme to self-mark. This type of feedback and marking will give lots of opportunities for pupils to show visible signs of improvements with their purple pen.
- **Acknowledgement marking.** At Foulsham Primary School all work will be marked or acknowledged; this may be through a tick next to a learning objective or a stamp. Although research suggests that acknowledgement marking has no direct impact on learning, we feel it is important to acknowledge all work as part of communicating the value we place on all work.