

MALVERN PARISH CE PRIMARY SCHOOL

‘LEARNING TOGETHER FOR AN EXCITING FUTURE’



MARKING AND FEEDBACK POLICY

LAB Approval:

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Review Date:

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Member of Staff Responsible:

Name: Martyn Bream



Malvern Parish CE Primary School

'Learning Together for an Exciting Future'



At Malvern Parish our vision is for all children and adults to become aware of their God given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future.

This vision is deeply rooted in strong Christian tradition and based upon:

"I come that they may have life and have it to the full". John 10.10

***"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future."* Jeremiah 29.11**

We seek to develop our vision through our Christian values of Friendship Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life.



Introduction

We recognise the importance of feedback as an integral part of the teaching and learning cycle. We are mindful of the growing body of research surrounding effective feedback. The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work.

Key Principles

At Malvern Parish CE Primary we believe that marking and feedback should be based on research into what is really effective for pupil progress as well as best practice. While the purpose of feedback remains consistent across all year groups, the type of feedback given will vary depending on the age of the children. In particular, feedback given in EYFS and year 1 is predominantly immediate and verbal.

Pupils should be taught and encouraged to check their own work as providing extensive feedback detracts from pupils' responsibility for their own learning. This should encourage independence so that they complete work to the highest standard.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation which shows effective feedback should:

- Be given carefully so that it is meaningful.
- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Put the onus on the students to correct their own mistakes, rather than providing correct answers for them.
- Address misconceptions.
- Encourage and support further effort.
- Positively impact pupil progress.

In addition, we recognise the following:

- Immediate feedback is the most effective method. Therefore, teachers will focus on verbal or immediate marking within lessons.
- Marking should be timely and purposeful so that feedback furthers a child's learning.
- Marking should be consistent throughout the school and in all areas of the curriculum.
- Marking should focus on:
 - a) Learning Challenge (LC) and/or specific success criteria (SC)
 - b) The children's individual next steps

- Teachers should ensure that issues regarding basic skills/secretarial issues, spelling, punctuation and grammar are noted and provided for by the teacher but are not the explicit focus for every piece of marking.
- Next step feedback will focus on the learning challenge – **WILL BE IN PINK PEN**
- Ensure that where spelling is picked up children are asked to correct work **3** times by way of practice at the end of a piece of work (marking should focus on LC/SC)

Children must:

- Be continually nurtured in an underlying culture where we celebrate success, embrace challenge, learn from mistakes and make improvements.
- Understand the challenge and success criteria against which they are being marked.
- Be given time to use next steps to edit their own work or improve based on the verbal or distant feedback (incorporated into teachers planning) – **WILL BE IN PURPLE PEN FOR RESPONSE FROM CHILD**
- Understand that marking is undertaken, not to find fault but to overcome difficulties and identify learning opportunities to get better and better.
- See challenges as part of the learning process and be encouraged to overcome obstacles. We want a culture of continual review - a continual quest for improvement.
- Have their age and specific needs taken into account when the teachers apply their professional judgements.

Immediate feedback

- We are mindful that the best and most useful feedback is immediate according to research. In this way quick positive formative feedback can be delivered.
- The adult can talk about and show where the LC and SC have been achieved - understanding can be checked, improved and extended.
- Deliver positive responses verbally.
- Tick work to give positive feedback in lesson with the teaching assistant.

Distance Marking for Writing and all other subjects

When distance marking teachers should:

1. Read the work.
2. Identify success against the learning challenge using the school marking code.
3. Write a next step comment at the foot of the work to improve immediately on that work in line with the non-negotiables. This indicates how the work could be strengthened. The comment should be brief and children should respond and edit their work (see examples in the appendix).
4. Feedback on secretarial mistakes should be given and reflect the expectations for that year group. Two spellings should be identified.
5. In the next lesson or at some suitable point the child is given 5 minutes to acknowledge what they have done well and to action the improvement. Revision of own work in **PURPLE** pen should happen as a matter of course when children finish and reflect on their work.

Distance Marking for Maths

When distance marking teachers:

1. Tick work to give positive feedback.
2. Indicate areas of errors by adding a **PINK** dot (not crosses)
3. Encourage improvement by evaluation/open ended (prove it, show me, describe why).

How will this policy be monitored?

- Marking monitoring will be undertaken by the Executive Headteacher, Head of School and other teacher leaders involved in book looks according to the school Strategic Calendar.
- Individual feedback will be given to teachers and key general issues which come out of this will be raised at staff meetings as appropriate.
- Pupil voice will be undertaken regularly to discuss pupils' involvement in the marking process and the findings will be shared.

Non-Negotiable







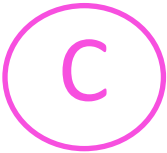

1. All learning must be marked in accordance with the Feedback and Marking policy.
2. Each week, at least 1 piece of maths, 1 piece of English, 1 piece of RE and 1-piece topic will be marked with next steps to encourage improvement. All other pieces of work should be edited by children for secretarial features or with a focus on the success criteria. The marking in topic and RE should encourage an open-ended question which extends thinking and is focussed on the LC (this could be a whole class open ended question/reflective question).
3. **PURPLE pen** improvement should be encouraged at the end of each lesson and should increase through the school with considerable response from children in year 5 and 6.
4. Success criteria ladders are to be used in year 4 and 5 in English for extended writing
5. Teacher's handwriting, spelling, punctuation and grammar should be neat and accurate.
6. Marking that recognises success should take place in the lesson and should be given verbally.
7. Written and verbal feedback is focussed on the learning challenge so helps improve learning.
8. Teachers must write in **PINK**.
9. Marking codes are to be used.
10. Two spellings should be identified in every extended piece of writing and responded to by the child.
11. Stars or stickers should be used in books for exceptional work.

MALVERN PARISH MARKING PROMPTS		
Big questions that respond to learning		<ul style="list-style-type: none"> • What would a Christian do in this situation? • Which character was most influential and why? • How did this influence how we live today? • What did the story teach you? • What other measures could you have taken to ensure that the test is fair? • What event came first in the story? • How could you use the Internet to find information on Tudors? • What other investigation could you undertake to prove that heat affects the rate in which sugar dissolves? • Can you describe a healthy life style? • Would a circuit work if there were two bulbs and not one? • What equipment would you need for your investigation? • Why do we need sub-headings? What purpose do they serve? • What other investigation could you carry out using the same equipment?
Next step Improvements/ self-assessment	Any comments that can be used to improve the current piece of learning	<ul style="list-style-type: none"> • Add interesting openers. • Use the VCOP boards to up-level your writing • Find errors -mark them with your PURPLE pen • Add commas to your writing • Change conjunctions • Rewrite this section • 'Add adjectives, fronted adverbials, check capital letters etc'. • 'Check tense' • 'Rewrite using finger spaces.' The child writes the improvement underneath. • 'What more could you say about...' • 'Add description.' • 'Prove it.' • Check high frequency words. • Check missing punctuation • Correct • Reread and correct • Try these • Tense check • Check lines • Check capital letters • The most important thing I learned was... • What I found difficult was... • What I want to find out more about is... • What I need more help with is... • What still puzzles me is... • What surprised me was... • What I have learned that is new is... • What helped me when something got tricky was... • What really made me think was... • Right now I feel...

Challenge	When LC and SC have been met and learning is extended through a challenging question	<ul style="list-style-type: none"> • Prove it • Show me • Adapt • How do you find $\frac{2}{3}$ of 24? • How does 15-8 help you to find the answer to 150-80? • If you know that there are 10 x 10 in 100, can you tell me how many 10 pence pieces are in one pound? • How does knowing odd numbers help you to solve this problem • Investigate
Secretarial skills	Basic skills marking is related to ensuring that age appropriate skills are highlighted for that learner.	<ul style="list-style-type: none"> • Check high frequency words. • Check missing punctuation • Correct • Reread and correct • Try these • Tense check • Check lines • Check capital letters • Correct 3, 2, 5, b, d • Check – does it sound right? • Check your answers • Add VCOP • Check tens and units

Peer Assessment	<p>Partner marks learning in a PURPLE pen based on the SC.</p> <p>Teaching children to peer assess is paramount. You cannot expect children to be able to know how to do this, so ensure expectations are clear and are modelled.</p>	<ul style="list-style-type: none"> • Swap with your partner and write a comment • What I enjoyed most was...Look back through your writing and check
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Marking and Feedback Key

Symbol	Meaning
	Learning Challenge (LC)/success criteria achieved. A sticker or stamp is acceptable.
	The adults to initial work with TS (targeted support) if a child/group has been supported during the session or for a specific aspect or area of a child's learning. <ul style="list-style-type: none">• If  is used this indicates the majority of the task was supported• If support was only given at a certain point then  can be put next to that area
	Spelling – incorrectly spelt. Child to rewrite three times. Punctuation – Incorrect punctuation. Correct please.
	Error in Maths. Child to rectify mistake.
	Correct this question please.
	An arrow is used to inform children that they are expected to respond to marking/read their next step.