



# MARKING & FEEDBACK POLICY



**Updated September 2021**

## **Marking and Feedback Policy**

At Millfields we follow a clear set of expectations for marking; these take into account the guidance on workload provided by the DfE in March 2016. It is intended that this policy be read in conjunction with our assessment statement.

### **Background**

An initial marking review took place in April 2016, this was reviewed in September 2021. Teachers were interviewed and asked about which elements of marking had the most impact on pupil progress and what they thought would help to improve work-life balance. Pupils were asked about which elements of marking helped them to improve their work.

### **Findings**

Teachers said that marking the extended writing pieces, re-drafting sessions and verbal feedback (1:1 conferencing) had the most noticeable impact on pupil progress. Some teachers talked about keeping their own mark-book to note down next steps for individuals/groups as they were marking. Teachers thought that writing comments in books for pupils who couldn't read had little impact. Most teachers felt they spent too much time marking. Teachers stated that peer marking had an impact where pupils were trained to do it well.

Pupils said that sometimes they needed the teacher to talk about what they had written down. Some pupils liked the written feedback and said it helped them to improve others said it was easier to talk through their next steps with a teacher. Pupils said highlighting their work with a target helped them to improve. One pupil said they couldn't understand the teachers writing and that words were sometimes missed out.

### **Rationale**

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. It will promote the use of diagnostic and dialogic marking to support children on their learning journey. All members of staff are expected to be familiar with the policy and to apply it consistently.

### **Aims**

According to the DfE's publication 'Eliminating Unnecessary Workload around Marking' (2016), marking and feedback should be:

- **Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.
- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

At Millfields we recognise that the single purpose of marking is to advance pupil progress and outcomes. We believe marking should:

- Impact on pupils' learning: 'Marking is only good quality if the pupil's subsequent work improves.'
- Involve the teaching team working with the children
- Give recognition and praise for achievement and clear strategies for improvements
- Allow specific time for children to read, reflect and respond to marking where appropriate, promoting a constructive dialogue between child and teacher which leads to improvement in the pupil's work
- Respond to individual learning needs taking opportunities to mark face to-face where appropriate.
- To set next step targets and personalised targets
- Relate to the learning objective and inform future planning
- Use consistent codes within Key Stages
- Ultimately be seen by children as a positive approach to improving their learning

*'When the feedback focuses on what students need to do to improve, and, in particular, how to go about it... then you get very large impacts on student achievement.'*

Dylan William

## Marking Expectations

### General

- All marking is completed using red pen and green highlighters for signalling work to be improved by pupils
- All response work is completed in green pen
- Work is marked positively with reference to the Learning Objective

### Subject Specific Marking

| Subject | Marking Expectation  | Reasons for these expectations   |
|---------|--|--|
| Maths   | <ul style="list-style-type: none"> <li>• Live marking within lessons, remodelling and feedback where possible</li> <li>• Green pen questions to check understanding</li> <li>• Green highlighter for pupil to edit work</li> <li>• Assessment marked by the teacher</li> </ul>   | <ul style="list-style-type: none"> <li>• Teachers can identify pupils needing further input after the lesson</li> <li>• Next steps from assessments can be built into starter activities throughout the following unit or revisited</li> </ul>   |
| English | <p><b>Handwriting Book</b> – marking should be done within the lesson – modelling correct letter formation and giving verbal feedback for improvement</p> <p><b>Reading Journal</b> – big picture marked weekly</p> <p><b>Journals</b> – work which forms part of the learning journey towards extended pieces or assessment of key concepts in humanities must be read, acknowledged with ticks and</p> | <ul style="list-style-type: none"> <li>• Teachers know what letters/joins need further input and practice</li> <li>• Teachers know which pupils are unable to independently comprehend what has been read and ensure increased teacher support in next future reading sessions</li> <li>• Teachers know what is needed next and can ensure pupils are ready for the next step of the learning journey</li> </ul> |

|                    |  |  |
|--------------------|--|--|
|                    | <p>improvement points highlighted either individually or to the whole class as part of the planning</p> <p>Meaningful pre-made stickers may also be used for praise to underpin expectations and support the values of Millfields School:<br/>For Example:     Excellent presentation &amp; Handwriting<br/>                          Great attitude to learning today<br/>                          Excellent effort<br/>                          Marvellous Me Points Award<br/>                          Fantastic Peer Support today</p> <p><b>Writing Assessment Book</b> – All pieces must be read and acknowledged.</p> <p>A. If using Teacher Mark book - identify common issues, list pupils needing further input. Note anything specific against individual name and note shout outs for sharing good practice and celebrating writing in improvement session. Double ticks and green and pink highlighting only in books</p> <p>B. If not using mark book - Pink highlighting will show good work and green highlighting will show improvement section. Advice for improvements must be given and stickers or a written example will model the suggested improvement.</p> <p>Both types of marking will be followed by improvement session before the next piece of writing – verbal feedback should also supplement marking during both the original writing lesson and the improvement lesson. These books should show both progress over time and show where pupils have edited and improved their own work.</p> | <ul style="list-style-type: none"> <li>● Teachers celebrate pupils efforts and outcomes</li> <li>● Pupils know what they are doing well and continue to do it</li> <br/> <li>● Pupils know what they have done well and how they can improve their work.</li> <li>● Teachers identify next steps for improvement sessions and future planning and teaching</li> <br/> <li>● Pupils know what they have done well and how they can improve their work.</li> <li>● Teachers identify next steps for improvement sessions and future planning and teaching</li> </ul> |
| Science            | <ul style="list-style-type: none"> <li>● Key questions on concepts taught to be marked (conclusions or specifically written assessment questions)</li> <li>● Floor book created to show cross section of pupils' scientific understanding in key concepts</li> </ul>   | <ul style="list-style-type: none"> <li>● Teachers know which pupils have grasped the key concepts and are working at expected and which pupils need additional support</li> <li>● Pupils given opportunities to show their understanding</li> </ul>  |
| All other subjects | <ul style="list-style-type: none"> <li>● End of unit assessments marked</li> <li>● Practical work celebrated in display/gallery/assemblies/videos</li> </ul>   | <ul style="list-style-type: none"> <li>● Teachers know which pupils are working at expected standards</li> <li>● Pupils know when they have been successful and feel a sense of pride in their work</li> </ul>   |

## Monitoring

Maths and Literacy books will be monitored each half term and science books each term. Subject leaders will be looking at curriculum coverage and pupil progress. Subject leaders will also speak to pupils to ascertain their

level of understanding and engagement with learning. Teachers will receive feedback and next steps following book looks.

## Appendix

### Marking Keys

#### Maths KS1

#### Maths Marking Key

|     |                   |
|-----|-------------------|
| ✓   | <u>right</u>      |
| •   | <u>wrong</u>      |
| ✓✓  | <u>excellent</u>  |
| ? ○ | <u>look again</u> |
| ⓐ   | <u>correction</u> |

#### Maths KS2

#### Maths Marking Key

|     |                  |
|-----|------------------|
| ✓   | right            |
| •   | wrong            |
| ✓✓  | excellent        |
| ? ○ | look again       |
| ⓐ   | correction       |
| ✓m  | right method     |
| Ⓜ   | method corrector |

**VF** Verbal Feedback

## Literacy Marking Key

✓ right

● wrong

✓✓ excellent

VF Verbal Feedback

Ⓒ correction

// new paragraph

~~~~~ spelling

^ omission

/ Finger Space

○ Insert/check capital letter

## Example Success Criteria

Example Literacy Success Criteria KS2

| L.O.: To multiply numbers up to four digits by a one/two digit number.                      |                                                                                                                                                                                                                                                                      | M | T |   |   |   |   |  |   |   |   |   |  |                             |   |   |   |   |   |   |   |  |  |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|--|---|---|---|---|--|-----------------------------|---|---|---|---|---|---|---|--|--|
| Record problem in PV columns:<br>Multiplicand ><br>Multiplier >                             | <table border="1"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td>4</td><td></td><td></td></tr> <tr><td>5</td><td>6</td><td>x</td><td></td></tr> </table>                                                                                           |   |   |   |   | 3 | 4 |  |   | 5 | 6 | x |  | Add PV headings if it helps |   |   |   |   |   |   |   |  |  |
|                                                                                             |                                                                                                                                                                                                                                                                      |   |   |   |   |   |   |  |   |   |   |   |  |                             |   |   |   |   |   |   |   |  |  |
| 3                                                                                           | 4                                                                                                                                                                                                                                                                    |   |   |   |   |   |   |  |   |   |   |   |  |                             |   |   |   |   |   |   |   |  |  |
| 5                                                                                           | 6                                                                                                                                                                                                                                                                    | x |   |   |   |   |   |  |   |   |   |   |  |                             |   |   |   |   |   |   |   |  |  |
| Use short multiplication. Multiply the multiplicand by the <b>units</b> in the multiplier.  | <table border="1"> <tr><td></td><td></td><td>3</td><td>4</td><td></td></tr> <tr><td></td><td></td><td>5</td><td>6</td><td>x</td></tr> <tr><td></td><td></td><td>2</td><td>0</td><td>4</td></tr> <tr><td>1</td><td>7</td><td>0</td><td>0</td><td>+</td></tr> </table> |   |   | 3 | 4 |   |   |  | 5 | 6 | x |   |  | 2                           | 0 | 4 | 1 | 7 | 0 | 0 | + |  |  |
|                                                                                             |                                                                                                                                                                                                                                                                      |   | 3 | 4 |   |   |   |  |   |   |   |   |  |                             |   |   |   |   |   |   |   |  |  |
|                                                                                             |                                                                                                                                                                                                                                                                      |   | 5 | 6 | x |   |   |  |   |   |   |   |  |                             |   |   |   |   |   |   |   |  |  |
|                                                                                             |                                                                                                                                                                                                                                                                      | 2 | 0 | 4 |   |   |   |  |   |   |   |   |  |                             |   |   |   |   |   |   |   |  |  |
| 1                                                                                           | 7                                                                                                                                                                                                                                                                    | 0 | 0 | + |   |   |   |  |   |   |   |   |  |                             |   |   |   |   |   |   |   |  |  |
| Use short multiplication to multiply the multiplicand by the <b>tens</b> in the multiplier. |                                                                                                                                                                                                                                                                      |   |   |   |   |   |   |  |   |   |   |   |  |                             |   |   |   |   |   |   |   |  |  |
| Use PV to add the products to find the total.<br><br>Add to find the total >                |                                                                                                                                                                                                                                                                      |   |   |   |   |   |   |  |   |   |   |   |  |                             |   |   |   |   |   |   |   |  |  |