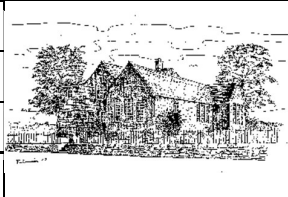


Combe St Nicholas C of E VA Primary School

Name of Policy	Marking Policy	
Approved by GB - Date	January 2024	
Next Review Date	January 2026	
Committee Responsible	Full Governing Body	

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

"That they may have life, life in all its fullness"

John: Chapter 10 Verse 10

Quality Feedback and Marking Policy

At Combe St Nicholas Primary School, we recognise the importance of feedback as a key part of the teaching & learning cycle, and aim to maximise the effectiveness of its use.

This policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to excessive workload. As such, we have investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable and motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself.

Key Principles

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback should be to further children's learning evidence of feedback is incidental to the process;
- written comments should only be used where they are accessible to pupils according to age and ability and useful in the context of furthering the learning;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- children must understand what they are learning and should always be an active part of the feedback cycle;
- information obtained from feedback and evaluation of learning should allow teachers to adjust their teaching going forwards.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback in Practice

Feedback occurs at one of three stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback.

Type	What it looks like
Immediate	• Includes teacher gathering feedback from teaching • Takes place in lessons with individuals or small groups, for example, through 1:1 or small group conferencing • Often given verbally to pupils for immediate action • Often given online in real time through Google Docs • May involve supervised self-marking • May lead to targets being set on individual basis • May involve providing support or further challenge • May re-direct the focus of teaching or the task
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self-or peer-assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need
Review	• Takes place away from the point of teaching • May involve written comments/annotations for pupils to read/respond to • Provides teachers with opportunities for assessment of understanding, for example through pre-assessment • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action

The Google Education Suite offers effective feedback tools and can be used for immediate summary and review feedback. Pupils' writing can be commented upon either 'live' during the lesson or after the lesson, as a dialogue with the student. Google forms can be used as a summary to learning or as a tool for lesson plenaries.

When making marks on children's written outcomes, green pen should be used by teachers and purple pens should be used by support staff.

Writing targets should be completed both alongside the pupils and as a summary of several pieces of writing. They should be recorded on the school's writing target sheets and available to the pupils every time they write. Pupils should be both directed towards targets from the sheets and encouraged to select their own.

In mathematics, an end of block assessment should be given before teaching the unit, gaps identified and the unit planned accordingly. The end of block assessment should be given again at the end of the unit to track progress.

Child-led assessment, feedback and editing

Children should carry out assessment, editing and feedback in a number of ways such as; in response to teacher feedback, as a result of self-assessing and reviewing work against targets or a success criteria or through peer marking. Editing should be a skill that is specifically taught. Google docs makes editing learning and responding to feedback more accessible to children.

Children should be trained in how to give effective peer feedback that is KIND, SPECIFIC and HELPFUL and relates to the success criteria or targets.

For example:

'I like this part, but have you thought of...'

'What made you use this word/phrase/ connective/simile/metaphor and not another one?' 'The best part is when you...'

'I think that next time you ought to think about...'

'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'

Self-marking under adult supervision is useful because it gives the pupils immediate feedback and the teacher can see at a glance where any misconceptions may be and encourages pupils to be independent and self-motivated learners. Self-marking should be completed in a pink pen.