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## MARKING & FEEDBACK POLICY

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This policy relates to all sections and activities of the school and its pupils, e.g. the Senior School, the Junior School (including EYFS), Wrap Around Care, Offsite Activities and school run Holiday Activities or Clubs.

### 1 INTRODUCTION

**1.1** This policy relates to routine classwork and homework, rather than work being formally assessed for external examination purposes.

**1.2** The key principles of this policy are as follows:

- Marking and feedback have the key purpose of actively promoting learning and progress in each subject.
- All pupils have the right to receive regular and timely feedback on their work and progress in every subject.
- All feedback should be personalised to the individual needs of each pupil.
- Formative assessment is an essential tool that teachers should use routinely, ensuring that pupils receive regular feedback to enable learning and progress and using any assessment information to plan future teaching.
- Marking and feedback will promote innovation, collaboration, inclusion and communication.
- Marking and feedback will promote motivation, resilience and metacognition, encouraging pupils to be strong independent learners and to take ownership of improvements to their work.

**1.3** Teachers at Red House School recognise that marking and feedback is an essential part of their role, as outlined in the DfE Teachers' Standards (June 2013):

'A teacher must make accurate and productive use of assessment; know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; make use of formative and summative assessment to secure pupils' progress; use relevant data to monitor progress, set targets, and plan subsequent lessons; and give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.'

### 2 AIMS

**2.1** Feedback is one of the most powerful influences on *learning* and achievement. For feedback to be effective it should be given regularly, ideally every 3 lessons. Feedback should link to the lesson objective.

**2.2** Marking and feedback is an important aspect of the formative assessment of individual pupil's progress and achievements and aids the setting of future programmes of study and targets. It enables teachers to identify and share with children what they need to do in order to improve their performance.

### 3 FORMS OF FEEDBACK

**3.1** Both written and verbal feedback are essential to a pupil's progress in each subject. Both types of feedback can be given by teachers, teaching assistants and by peers.

**3.2** Pupils will also have opportunities to self-mark when provided with a clear mark scheme and/or model answers by the teacher.

**3.3** The main advantage of self and peer-marking is that they both help pupils to understand marking criteria and to understand how they can improve their own work.

**3.4** The main advantage of teacher feedback is that the teacher can identify areas of strength and areas of improvement, which will then inform future teaching and learning.

### 4 FREQUENCY OF FEEDBACK AND MARKING

**4.1** Teachers should create opportunities for verbal feedback every lesson, recognising that the dialogue between teacher and pupil (and between pupils themselves) is crucial to learning.

**4.2** Written feedback will be regular and timely in order to have the maximum impact on learning.

**4.3** The Assistant Head (Academic) in the Senior School and the Head of the Junior School, alongside Key Stage Coordinators and Heads of Departments will determine the specific timings of written feedback by subject area.

**4.4** The key expectations are that marking and feedback are frequent enough to positively impact on progress and that they are timely in relation to the work the pupils have been doing. Consideration also needs to be given to teacher workload, and subject leaders should set expectations which are reasonable for teachers and that do not have a negative impact on other aspects of their role or on their wellbeing.

## **5 QUALITY OF FEEDBACK**

**5.1** Feedback should:

- Be consistently high quality and constructive.
- Model high standards of literacy/oracy.
- Be specific about strengths so that the pupil knows what they have done well and can build on these areas.
- Identify clear and specific areas for improvement so that the pupil knows what they have to do to improve.
- Be motivating for pupils and promote a 'growth mindset'.
- Challenge pupils to think at a deeper level.
- Be manageable for pupils to act upon.

**5.2** Care should be given to the tone of feedback.

**5.3** Praise and merits should be used where appropriate to show that teachers value the efforts of pupils, but praise should not mask areas for improvement.

## **6 IMPACT OF FEEDBACK**

**6.1** Feedback is not effective unless it has had a positive impact on pupils' progress.

**6.2** Teachers should ensure that pupils have been given opportunities to act on feedback and monitor whether they have used these opportunities effectively. These opportunities may take different forms according to the subject area and topic being studied, for example:

- Re-drafting sections of work in light of the feedback.
- Correcting misconceptions or errors.
- Answering challenge questions that promote greater depth of understanding.
- Acting on the targets in subsequent pieces of work.

**6.3** Appropriate amounts of class or homework time can be devoted to facilitate this, but care should be taken to avoid homework being the sole vehicle for acting on feedback.

## **7 SPELLING, PUNCTUATION AND GRAMMAR (SPaG)**

**7.1** It is the responsibility of all teachers to promote literacy within their subject area. Teachers should develop strategies for promoting subject literacy via marking and feedback (as well as within wider teaching), which will include:

- Subject-specific spelling.
- Explicitly teaching the genre/styles of writing that are relevant for the subject.
- Identify where pupils are making mistakes and address them directly.

**7.2** Care should be taken to personalise marking and feedback, especially for pupils with SEND, to avoid over-correcting mistakes and allow pupils to focus on key points.

## **8 COMMITMENT TO TEACHING AND LEARNING**

**8.1** Teachers should use marking and feedback to promote outstanding commitment to teaching and learning among pupils. Please refer to the School's Teaching and Learning Policy for further details.

**8.2** Teachers should aim to ensure that:

- Pupils display pride in, and commitment to, their learning.
- There is genuine engagement with the subject.
- There are opportunities for pupils to display intellectual curiosity.

## **9 QUALITY ASSURANCE**

**9.1** It is the responsibility of Assistant Head (Academic) in the Senior School and the Head of the Junior School to have oversight of marking and feedback on their respective sites.

**9.2** It is the role of the Key Stage Coordinators (Junior School) and the Heads of Department (Senior School) to monitor the quality and impact of marking and feedback in their subject areas. This will be done during staff meetings/briefings, JSLT/SMT meetings, departmental meetings, termly Academic meetings, and systematically at other points through the year.

- 9.3** The Assistant Head (Academic) and the Head of the Junior School will undertake work scrutiny of specific pupils, groups of pupils, subjects/topics, or year groups during the academic year.
- 9.4** Where there are concerns over the marking and feedback in a particular class/subject, the Assistant Head (Academic) and the Head of the Junior School will consult with their SMT line manager about the appropriate course of action to be taken.

## **10 THE SENIOR SCHOOL (KEY STAGE 3 & 4)**

### **10.1 STRATEGIES**

Effective feedback should include the following:

- An acknowledgement of what has been done.
- Ideas on ways to improve.
- An action point.
- It is worth noting that not all pieces of work can be 'quality marked' with effective feedback.
- Written feedback is predominantly encouraging and constructive.
- The learning objectives and/or thresholds should be the reference points for most written feedback.
- Staff should aim to share success criteria with pupils.
- Exemplar work could also be provided so that pupils are able to understand the standards that are expected.
- Peer and self-assessment can be used to enable pupils to develop their understanding of the assessment criteria.
- Pupils should be given, (where practical) dedicated, improvement & reflection time at the start of the lesson when books with new feedback are returned. Pupils are to respond to feedback during this time using a purple pen.
- Feedback is interactive and used by pupils and teaching staff in future lessons to evaluate the effectiveness of the teaching, including methods and resources.
- Pupils should receive feedback for an assessed piece of work every half term so they have a clear idea of attainment.
- Staff use a variety of methods to help pupils improve their work (including peer and self-assessment, light touch marking, written and oral feedback).
- Rewards are given not only for work that has been done well but also when pupils have improved their work and made progress in their learning.
- An agreed routine for correcting pupils' work should be accessible for pupils, teachers and other interested parties to refer to and should be reviewed from time to time and improved upon in the light of experience.
- Marking should be done, whenever possible, using a green pen

### **10.2 MARKING CODE**

- 10.2.1** The following information is available in the pupil planner. These marking codes should be used by staff when marking classwork, homework or online work:

#### **MARKING POLICY**

Exercise books must be handed in by the agreed deadline and then you have every right to have it marked and returned promptly. Teachers use the following marking code in addition to other written feedback.

- ✓ **this is correct, a good point**
- ✓✓ **excellent idea, well done**
- ? **I do not understand this**
- ^ **a word is missing**
- sp. **spelling mistake**
- P **punctuation**
- // **new paragraph should have been started.**

### **10.3 SEND PUPILS**

- 10.3.1** For SEND pupils departments should have a clear policy of how they are identified and how they will be guided so that they maximise their potential.
- 10.3.2** Departments must indicate in their schemes of work how differentiation will be used to differentiate for SEND pupils.
- 10.3.3** Staff must be aware of pupils with SEND and when marking it may be appropriate to correct only subject specific spellings in a piece of work.
- 10.3.4** Care must be taken when organising peer marking to ensure SEND pupils are not discouraged.
- 10.3.5** A register of SEND pupils will be shared with staff, screening data shared in Academic Meetings and updates are given regularly via email, briefing/bulletin or during the Academic Meeting. All members of staff are to record SEND pupils in their teacher planners.

**10.3.6** Schemes of work to address the provision for SEND pupils. Support/differentiation for each subject to be considered and incorporated into schemes of work as necessary e.g. use of assistive technology.

**10.3.7** The work and progress of identified pupils to be closely monitored by the Head of Department to see if their attainment matches their potential. Progress will be reviewed by Assistant Head (Academic), the Deputy Head (Head of the Senior School), the SENCo, and form tutors during termly report review meetings.

**10.3.8** Heads of Department are encouraged to keep evidence of work including examination papers/tests form Key Stage 3 and 4.

**10.3.9** Departments should review the progress and provision for SEND pupils at departmental meetings and there will usually be opportunities to discuss SEND pupils at whole school Academic Meetings.

#### **10.4 HEADS OF DEPARTMENT ARE EXPECTED TO ENSURE THAT:**

- The department marking policy enables the Whole School Policy to be effectively implemented.
- All subject areas have a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked.
- The impact of department marking policy is monitored by conducting regular work scrutiny, this can be undertaken in departmental/department meetings if time permits.
- Pupils and teachers have easy access to threshold and grade descriptors that are understood by all pupils.
- The marking within the department motivates pupils and has a positive impact on self-esteem.

### **11 THE JUNIOR SCHOOL (EYFS AND KEY STAGE 1 & 2)**

#### **11.1 STRATEGIES**

**11.1.1** Effective feedback should include the following:

- Wherever possible, marking and feedback should be related to a clear learning objective which has been shared with the children.
- Spelling, punctuation and grammar should not be asked for in every piece of work as children cannot focus on too many things at once. However, children should be asked to check their work and read it through when they have finished working.
- Marking and feedback should be carried out as soon as possible after the work has been completed.
- Marking should *usually* be carried out whilst work is being done in EYFS and Key Stage 1. Marking should be clear and done in accordance with the agreed marking keys.
- All adults (including classroom assistants and supply teachers) who work with the children should use the marking keys.
- A green pen should be used to mark the children's work.

#### **11.1.2 Give recognition and praise**

- Focusing on the positive side of a piece of work will promote self-esteem.
- A particularly successful piece of work may be awarded with stickers, stamps, smiley faces.
- Quality work may be celebrated and shared with the class, in good work assemblies, in the school magazine or on the School's social media pages.

#### **11.1.3 Give strategies for improvement**

- Through discussion, children need to be made aware that marking is a way to help them improve their learning.
- Work should be marked sensitively with discretion and children should be expected to assimilate a limited number of corrections at one time.
- These should be in a language that the child understands and should vary according to age and ability.

#### **11.1.4 Allow time for reflection**

- When work has been distance-marked, allow some time when returning the work for the children to respond to the marking by reading through the work and/or correcting mistakes.

### **11.2 KEY STAGE 2 - DIFFERENT TYPES OF MARKING AND FEEDBACK**

**11.2.1** Marking children's work can have different roles and purposes at different times and can involve both written and oral feedback. Children in Key Stage 2 also use purple pen to respond to feedback.

#### **11.2.2 Summative Marking and Feedback**

- Closed tasks or exercises should be marked in accordance with the marking scheme.
- This is particularly appropriate for pieces of work which are designed to allow children to practice and consolidate learning.
- When appropriate, children should self-mark in class or group session.

#### **11.2.3 Formative Marking and Feedback**

#### **11.2.4 Oral feedback can take the form of:**

- Discussion between the teacher and the child/group/class while the work is being carried out.
- Discussion between the teacher and the child/group/class when the work is completed or returned.

- Common errors can be addressed during a whole class/group session rather than individually.

### **11.2.5 Written marking and feedback**

- It is not possible to mark all pieces of work with the children so distance marking needs to be manageable for the teachers and meaningful for the children.
- Teachers need to decide whether work will simply be acknowledged or given detailed attention.
- Sometimes a piece of work can be marked with a single tick to show that it has been completed successfully.

## **11.3 MARKING KEY**

**11.3.1** Marking keys save time and give a consistent approach throughout the Junior School.

**11.3.2** The children should be familiar with the marking key for their Key Stage. It should be clearly displayed in the classroom.

## **11.4 MAKING THE IMPROVEMENT**

**11.4.1** Classroom time is given for children to read the successes and the improvement suggestion and to make their improvement (typical total maximum time needed: 10 minutes).

## **11.5 SHARED MARKING**

**11.5.1** At regular intervals, use copied/enlarged pieces of work to model the marking process by:

- Marking a piece of child's work as a class.
- Comparing two pieces of work with the same title and discussing the differences.

## **11.6 SELF-MARKING/SELF-EVALUATION**

**11.6.1** Children should self-evaluate wherever possible.

**11.6.2** Children should be taught to identify their own successes and also to look for improvement points.

**11.6.3** At times, the plenary may be a good time to carry out these activities.

## **11.7 PAIRED MARKING**

**11.7.1** Key Stage 2 children should be introduced to paired marking to encourage them to discuss each other's work together.

## **12 POLICY REVIEW**

**12.1** The Marking and Feedback Policy is reviewed annually to ensure that it is understood by all members of staff, that practice continues to reflect School policy, and that everyone has chance to share and develop practice further.

Reviewed by L Roberts & S Haywood  
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Updated by Dr R Ashcroft  
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