



Reedness Primary School

Marking and Feedback Policy



Introduction

Our marking and feedback policy has been created using the latest guidance from research, conversations with staff, projected impact of staff workload and impact on the development of the children.

While the purpose of feedback remains consistent across all years, the type of feedback given will vary depending on the age of the children. At Reedness Primary School we believe that feedback is a dialogue between adults, learners and peers which consistently moves children's learning on. Our aims are to enable learners to become more actively involved in the feedback process, giving them more ownership of their learning, to ensure each and every child's learning is progressing through effective feedback and to ensure the workload of our staff is manageable.

Meaningful, Manageable and Motivating

A report by an Independent Teacher Workload Review Group in March 2016 about Eliminating unnecessary workload around marking stated that marking should be meaningful, manageable and motivating. They also found that consistency across a school is important, but this can come from consistent high standards, rather than unvarying practice.

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 should adjust their approach and be trusted to use outcomes in subsequent planning and teaching.

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.

Manageable: marking should be 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. The Department for Education review paper: Eliminating unnecessary workload around marking, has highlighted "that marking had become a burden that simply must be addressed" (DfE, 2016). Written evidence of the feedback given is incidental to the process; we do not provide additional evidence for external verification. Written marking has a huge opportunity cost attached to it; we would rather our teachers spend that time planning and resourcing the best quality lessons.

The DfE's Ways to reduce workload in your school (July 2018, Updated March 2019) document states 'Ignore myths that suggest that spending hours marking makes a better teacher, and that writing pages of feedback makes you more effective: concentrate on feedback which is meaningful, manageable and motivating.'

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 work.

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

Research from the WOWS research project suggests that marking and feedback should be:

- specific, accurate and clear,
- compare what a learner is doing right now with what they have done wrong before,
- encourage and support further effort,
- be given sparingly so that it is meaningful,
- provide specific guidance on how to improve and not just tell students when they are wrong.

Type of feedback

EEF guidance on Teacher feedback to improve learning states that careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.

EEF guidance on Teacher feedback to improve learning recommends that staff should deliver appropriately timed feedback that focuses on moving learning forward and states that feedback should target the specific learning gap identified, and ensure that a pupil improves. Specifically, high quality feedback can focus on the task (its outcome and advice on how to improve when doing that specific type of task), the subject (and the underlying processes within that subject), and self-regulation strategies (how pupils plan, monitor, and evaluate their work). Feedback that focuses on a pupil's personal characteristics is less likely to be effective. This may be because feedback about a person (rather than about the specifics of a task, their understanding of a subject, or their use of self-regulation) may not provide enough information to close a learning gap and move learning forward. In addition, it could distract the learner away from learning, becoming self-conscious and focusing instead on the impact the feedback has had on their self-esteem.

Marking needs to be responsive, flexible and for the learning needs of the children. It should be consistent in its values and aims, however types of feedback will change depending on

the individual, context, subject or objective. We mark and give feedback in the following ways:

1. Verbal feedback is given to individuals, groups and whole classes. (VF) is written in books when this happens. Verbal feedback is often given within a lesson to ensure children recognise strengths, address misconceptions or make maximum progress immediately.
2. Written responses are made at the teacher's discretion in green pen. Written responses may be used to support or challenge certain individuals. Staff using pink highlighters for objectives achieved and green highlighters for areas of growth.
3. Ticks, stamps and stickers can be used to indicate successes and positives within work.
4. Self and peer mark used within lessons. Purple "polishing pens" to be used by the children to respond to changes they need to make
5. Teachers sometimes mark work to show it has been done independently (I) by a child and when it has been completed in a group (G).
6. Deep marking occurs when the children have done longer pieces of work – these may be used for assessment purposes. In instances when deep marking is used, the teacher will give written feedback on strengths and areas for development

Immediate, Summary, Review

References

Teacher feedback to improve pupil learning – Guidance Report (EEF)

Eliminating unnecessary workload around marking Report of the Independent Teacher Workload Review Group March 2016

Leading an evidence informed small school – Mari Palmer (North Yorkshire Coast Research School)

DfE Ways to reduce workload in your school – July 2018, Updated March 2019

Reducing teacher workload - The WOWS research project - March 2018

Review and Monitoring:

This policy will be reviewed annually by the Headteacher and the Governing Body.

Date: September 2023

Date to be reviewed: April, 2024

Approved by:

Signed: M.Herbert