



MARKING AND FEEDBACK POLICY

Policy prepared by	Mark Couper Barton Headteacher
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MAYFIELD PRIMARY SCHOOL
MAYFIELD ROAD, OLDHAM, OL1 4LG

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Introduction

'Marking and Feedback must have an impact and drive improvement in children's outcomes.

'If it is not improving children's outcomes, then who and what are we doing it for?'

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

In Hattie's research, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socio-economic factors.

However, feedback has the power to impact both positively and negatively on pupil performance. To be effective, feedback must answer three major questions asked by a teacher and/or by a pupil:

- a) **Where am I going?** (What are the goals?),
- b) **How am I doing?** (What progress is being made toward the goal?), and
- c) **What do I need to do next?** (What activities need to be undertaken to make better progress?)

This policy sets out how the use of effective feedback and response must be **meaningful** and **consistently used** across our school to benefit all children. It is also written with **teacher workload in mind** (See Appendix Nine), as we believe in removing unnecessary tasks that do not have a direct impact on children's learning.

Effective feedback, given to pupils through verbal feedback, written feedback and reviewing work, will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning objectives and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Aims

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective feedback, for children, staff and parents / carers, to maximise pupils' progress and support pupils in becoming effective learners.

High-quality feedback is integral to effective teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective feedback aims to:

- i) Inform the pupil what they have done well and what they need to do to improve.
- ii) Support pupil confidence and self-esteem in learning and contribute to accelerated learning.
- iii) Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, to plan and refine next steps in learning.
- iv) Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.
- v) Allow teachers to focus on children's learning, rather than meaningless extended 'marking tasks', not linked to improving children's outcomes.

Processes

Four types of meaningful and manageable feedback occur during teaching and learning at Mayfield:

- i) **'Verbal Feedback'** is used to prompt deeper thinking, and swiftly address misconceptions during lessons. This may occur through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments and may take place 1:1, as a group or as a whole-class.
- ii) **'Light Feedback'** indicates whether a Learning Objective has been met (e.g. through the use of 'Learning Objective / Success Criteria banners' displayed at the top of a badge or through ticks, stamps, smiley faces, etc, next to the Learning Objective).
- iii) **'Deep Feedback'** is incisive, yet concise written feedback, that highlights strengths and next steps for improvement. Where necessary, action / response from pupils may be required to strengthen the teaching and learning process, to accelerate and deepen learning.

(Please note that, although this part of the process is crucial, that the quality of written feedback is valued, rather than quantity. School leaders actively discourage unnecessary lengthy written feedback that does not move children's learning forwards and is produced for purposes not identified by the school).

- iv) **'Self-assessment' and 'peer assessment'** is used to encourage children to identify strengths and next steps for improvement in their own learning and the learning of others, in an age and ability appropriate way.

Procedures for Written Feedback

All written feedback is to be carried out in **black pen (Teachers)** and **purple pen (Teaching Assistants)**.

All written feedback is to be done in a clear legible handwriting, aligned to the school handwriting script. (See Handwriting Policy)

The written feedback code is to be followed in all cases and should be accessible to all pupils in the learning environment. (see Appendix Six)

Teacher or Support Staff should evidence the use of regular 'Light feedback' on the children's learning throughout the week.

In English, 'deep feedback' mainly takes place during Phase 2 and Phase 3 of the 'Bubble Planning' process (See Appendix Two)

In Maths, 'deep feedback' mainly takes place during the 'journaling' part of the process. (See Appendix Three)

Children must be given the time to respond to 'deep feedback', to have an impact and improve the quality of children's learning. 'Deep feedback' is meaningless if children are not given the opportunity to respond to and learn from adult comments.

See Appendix Four for guidance on Feedback expectations across the wider curriculum.

See Appendix Five for guidance on Feedback expectations for Homework.

‘Deep feedback’:

- When identifying specific success, the strength will be identified by a green highlight, at the bottom of the piece. The corresponding written comment may also be highlighted green, where appropriate, to further identify the success.
- When identifying an area for specific improvement, extension or development, the next step will be identified by a pink highlight, at the bottom of the piece. The corresponding written comment may also be highlighted pink, where appropriate, to further pin-point the area.

There will be a maximum of two identified specific areas for both pink and green highlights for each piece of learning.

(NB: All adults are actively encouraged to avoid unnecessary ‘over-marking’ that may distract children from the key focus and unnecessarily increase their own workload, without having the desired impact on children’s learning).

Self-assessment

All children, whatever their age and ability, should be actively encouraged to be involved in their own learning and have some understanding of what they do well and what they may need to do to improve. All children should be involved in self-assessment techniques; however, they must be appropriate to their age and ability. Self-assessment techniques may include:

- v) Use of ‘Traffic lights’ to indicate an understanding of the Learning Objective.

Red circle: ‘I find this difficult’

Amber circle: ‘I can do this but need more help to feel confident’

Green circle: ‘I can understand and do this, and this shows in my work’

- (i) Use of ‘Faces’
- (ii) Use of teacher self-assessment stamps or stickers
- (iii) ‘Learning Objective / Success Criteria banners’ displayed at the start of each piece, also provide opportunities for self and peer assessment opportunities. (See Appendix Eight)

Success Criteria may be at times:

- Created specifically by an adult before the session to address the Learning Objective.
- Produced by adults and children collaboratively within the session.
- Devised mainly by children based on their deeper understanding of the task.

(NB: The approach needs to be appropriate to the age and ability of the child and the specific task).

Peer Assessment ('Red pen comments')

We recognise the importance of collaboration and believe that all children can learn from each other. Well informed verbal or written feedback comments made by peers can make a positive difference to children's learning, if the process is supported by high quality adult 'training' and guidance.

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect within a peer's learning and suggest one area for improvement. This will be done in red pen (not black or purple) and the peer assessor's initials will also be left.

Responding to comments / Editing and improving: ('Green pen comments')

We believe that all children should be actively involved in their own learning in all Key Stages and able to recognise what they do well and what they may need to do to improve. Pupil responses to comments should be made in green – so that it is clear they have responded, and specific tasks completed.

Re-reading, editing and improving is a crucial part of the improvement process and green pen comments should be used to enhance this process.

We recognise that pupils will require high quality adult 'training' and guidance to support this process.

Rewards

As adults in school we wish to recognise effective learning, celebrate achievements and the progress our children make, in various ways, for example:

- Placing value on 'published pieces' for real audiences and purposes,
- Stickers, smiley faces, etc
- House Points
- Writer / Reader / Mathematician of the Week
- Use of Social Media (Twitter)
- Certificates / Headteacher's Award / 'Learning Behaviour of the Week'
- Display learning on boards in classes / communal areas.

However empty praise is as ineffective as empty criticism, therefore specific praise is preferred whenever possible to boost the confidence and self-esteem of all learners.

Summary

Key questions:

- Are we ALL doing what we say we are doing?
- Is it working?
- Is our feedback, whether verbal or written, improving children's outcomes?
- Do we have the evidence to show it is making a significant difference?
- Is marking and feedback helping children to know and remember more?

We recognise that we ALL need to implement the contents of this policy in our practice, in ways that meet the needs of each cohort and are understood by the children we teach. The policy must be embedded so that it becomes more than just words.

Aspects of this policy can be interpreted with a degree of flexibility and creativity, because its contents must work for each class and for each teacher or supporting adult.

However, it is crucial that we continue to maintain the core structure and key principles, to ensure consistency and progression across school.

Appendices

If you require further guidance, please view the 'Marking and Feedback Policy' Appendices:

- 'Procedures in greater detail' (Appendix One)
- Additional guidance for English (Appendix Two)
- Additional guidance for Maths (Appendix Three)
- Additional guidance for the Wider Curriculum (Appendix Four)
- Additional guidance for Homework (Appendix Five)
- Written Feedback Code and Prompts (Appendix Six)
- Examples of feedback prompts (Appendix Seven)
- 'Learning Objective / Success Criteria Banner' templates (Appendix Eight)
- Reducing teacher workload: Ofsted (Appendix Nine)

Review History

January 2017

Summer term 2019

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