



Priory School

Feedback and Marking Policy

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Signed: _____

Date:

Roy Barrett - Chair of Governors

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STATEMENT OF INTENT

Priory School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Feedback and marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – feedback and marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

1. ROLES AND RESPONSIBILITIES

1.1. The Headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

1.2. Middle Leaders are responsible for:

- Ensuring all members of staff within their teams are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their year group/subject area and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

1.3. Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

2. EXPECTATIONS

2.1 Teaching staff are expected to:

- Provide feedback and marking that offers clear information about why pupils have done well.
- Where appropriate, offer detailed suggestions for improvement, which allow for progress and continued learning to take place.
- Judge whether written or verbal feedback should be given.
- Provide pupils with opportunities to reflect on and respond to feedback and allow them to ask questions.
- Ensure that marking identifies misconceptions and that feedback is used to address these quickly.
- Use marking and AfL to identify next steps and use these to inform curriculum planning and delivery.
- Identify and provide additional challenge opportunities for pupils whose work is good, in order to further develop their learning.
- Provide appropriate feedback and support to pupils with SEND and adapt how feedback is given so that pupils with SEND can understand.
- Provide positive and pupil-friendly feedback and marking.
- Complete any distance marking (after the lesson, not with the pupil) promptly and allow pupils time to review any feedback which has been provided in this way.

2.2 Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- To action any improvements or suggestions that arise from verbal feedback.
- Read any comments on their work and ask question if they do not understand them.
- Review their own progress by rereading their work to identify mistakes and ways it could be improved.
- Take responsibility for their learning.

3. WORKLOAD

- 3.1 Priory School understands that providing feedback and marking is a large contributor to the workload of teachers; therefore, teachers will ensure that their feedback and marking is only done to positively impact on the progress of a pupil.
- 3.2 Teachers will ask themselves how purposeful and impactful the feedback will be on the pupils' learning and use their professional judgement to decide whether the feedback is necessary and which type of feedback or marking is most appropriate.
- 3.3 If a teacher has a query, their Year Leader will be available to offer guidance and support regarding the school's procedures.
- 3.4 If a teacher is unsure about the effectiveness of their own practices, the Year Leader will help them to develop their approach to feedback and marking.

4. VERBAL FEEDBACK

- 4.1 Verbal feedback should be given to:
- Motivate pupils.
 - Establish an opportunity to make learning progress, as an alternative to written marking, by:
 - Rectifying a misunderstanding.
 - Reinforcing a skill or piece of information.
 - Improving on a pupil's understanding or ability to do something.
- 4.2 Feedback differs from marking in that it is not limited to written comments placed on the work of individual pupils; for example, feedback can be immediate verbal communication to an individual, group or whole class of pupils. Teachers may choose to show pupils' work under the visualiser to exemplify both positive and developmental feedback.
- 4.3 Priory School believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.
- 4.4 Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Attempt to guide the pupil to the correct response by reminding them of previous recent teaching/learning linked to the task they are currently completing.
- **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer. Pupils should then be able to find the correct answer and feel like they have achieved it by themselves.
- **Example:** By giving examples of possible changes they could make, teachers can guide the pupil into exploring why they should choose one option over another. An example of this may be if a pupil was struggling to find the best word to use, the teacher could give three possible words and leave the pupil to choose.

4.5 Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or on a one-to-one basis at an alternative time.
- **Class discussions:** The teacher can build up a good picture of the general level of the class and then involve the whole class in discussions to feedback accordingly; addressing common misconceptions, areas of difficulty and strengths.

4.6 There is no requirement for a teacher or pupil to record when verbal feedback has been given on a piece of work. Key Stage 2 pupils will use a pink polishing pen when directly responding to verbal feedback.

5. MARKING

5.1 Live marking should be used alongside verbal feedback where appropriate.

5.2 Distance marking (marking carried out after the lesson and not in the presence of the pupil) will be used as appropriate, to allow teachers more time to give detailed feedback.

5.3 Teachers mark and comment using green pen (black pen for visually impaired pupils). Green highlighter is used to indicate where a pupil needs to edit or improve their work and pink highlighter to indicate positives linked to the learning objective or personal improvements. ('Tickled Pink' and 'Green for Growth').

5.4 When distance marking there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been included?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

- 5.5 Teachers will provide the pupil/class with verbal feedback following distance marking as required. There is no requirement to write a next steps ('Green for Growth') comment in individual pupil books unless this will be of particular benefit to the pupil.
- 5.6 Teachers will allow pupils to reflect on the marking of their work at the start of lessons so that the feedback is at the forefront of the pupils' minds when they begin the next lesson.
- 5.7 Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.
- 5.8 Praise, reward and motivation can be given in the following ways:
- Stickers/stamps/smiley faces
 - One-to-one verbal praise
 - Praise in front of the whole class
 - Star of the Week
 - Work put on display
 - House Points
 - Positive phone call to parents
- 5.9 Peer marking and feedback will be used at the teacher's discretion and only when it is expected that pupils will learn and develop from the exercise.
- 5.10 Pupils will be taught how to self-assess their work effectively before a teacher uses this as a method of feedback and marking.
- 5.11 Where required, the following codes will be used to indicate the level of support a pupil has received:
- I – independent work (mainly used with lower ability pupils who require a lot of additional support)
 - CT –support from class teacher
 - TA – support from teaching assistant
- 5.12 Cover staff will initial the work from lessons they have covered in KS1. KS2 pupils will write the initials of the cover teacher in the margin.

Marking in Maths

- 5.13 Live marking and verbal feedback will be the predominant method for assessing pupil work in maths. Distance marking should be avoided wherever possible.
- 5.14 In Key Stage 2, pupils will self-mark their workbooks under the direction and supervision of the teacher. In Key Stage 1, teachers will mark workbooks but will begin to train pupils who are able to self-mark. There is no requirement for teachers to mark books which have already been marked by pupils, provided they are fully aware of the outcomes for individual pupils and identify and address misconceptions.
- 5.15 Teachers will regularly mark challenge tasks or any work completed in exercise books

5.16 The following techniques will be used when marking in maths:

- Ticking correct answers and leaving a dot on incorrect answers.
- When possible, immediate feedback will be provided to pupils to show them how to reach correct answers.
- If the pupil has shown the correct working and a wrong answer, use pink highlighter to indicate the correct part and encourage them to try again.
- If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged.

Marking in English (Writing)

5.17 When marking pieces from a Write Stuff unit of work, use the Jane Considine assessment and ranking system.

5.18 When assessing pieces from a Power of Reading unit live marking should be used as far as possible.

5.19 Even when live marking, teachers must ensure they have read every completed piece of writing to ensure they have a good understanding of each pupil's achievement and areas for development.

5.20 Distance marking will sometimes be used to allow teachers more time to provide detailed feedback. Pink and green highlighters will be used in line with this policy and teachers may choose to provide a written comment.

6. MONITORING AND REVIEW

6.1 The Senior Leadership Team will review this policy on an annual basis and will communicate any changes to all members of staff, existing work experience participants and relevant stakeholders.

6.2 The next review date for this policy is July 2023.
