## Marking and Feedback Policy – Robsack Wood Primary Academy

### October 2021

At Robsack Wood Primary Academy, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice.  We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation, the work of John Hattie and Shirley Clarke 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 meaningful
- Put the onus on pupils to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons

In order to reduce teacher workload and ensure that the quality of education and feedback we provide is of the highest quality, we emphasise that all marking should be: *meaningful*, *manageable* and *motivating*.

### Key Principles

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

- The sole focus of feedback should be to further pupils' learning.
- We believe that it is vital that pupils feel that their work is valued and celebrated. All work produced by pupils will be initialled by the teacher or supporting adult to show that it has been carefully reviewed.
- New learning is fragile and can be forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that pupils have securely learnt new knowledge based on evidence drawn close to the point of teaching it.
- It is vital that teachers evaluate the work that pupils undertake in lessons, and use information obtained from this to allow them to adjust their teaching

### Feedback and marking in practice

Wherever possible, we emphasise the importance of within the lesson, verbal feedback as we know this is the most powerful feedback for our pupils. Teachers; however, are always mindful of giving pupils opportunities to use their own pro learning strategies and know when to delay feedback as a form of restudy to support developing retrieval strength.
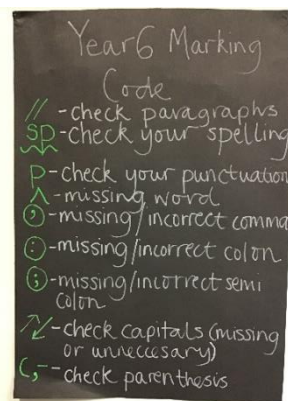
### Further guidance for teachers

### Writing – across the curriculum

**Independence:** any pieces of writing that the pupil has produced (including drafts and revised pieces) without too much teacher/adult direct will count as independent. All pieces of written work (across the curriculum will be labelled with the level and type of support given (e.g. 1ˢᵗ paragraph supported). Work may be labelled by the teacher or the pupil themselves.

In accordance with STA guidelines on the independence of writing, we do not assess pupils writing based on 'cold tasks' or one off pieces. We know that where pupils have the opportunity to engage in writing based on a quality text,

topic, visit or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about, pupils make more rapid progress and demonstrate higher levels of engagement.

**Marking Codes:** each class and their teacher will co-create a marking or editing code, which will be used to support pupils understand how to improve their work. Dependent on the pupil and the stage of learning that they are at, the editing code may pin point an error specifically (e.g. an incorrectly spelt word may be underlined and the code 'sp' added above that word); the code may be used in the margin so that pupil has to search along the line to find the error; or the code may be added to the end of a piece of writing and the pupil will then need to identify the changes needed across a whole piece of writing. A marking code will look similar to the code below, but will be created in response to each class' specific needs. Each class' marking code is likely to evolve over the course of the academic year.

Year 6 Marking Code
// -check paragraphs
SP -check your spelling
P -check your punctuation
∧ -missing word
⊙ -missing/incorrect comma
⊙ -missing/incorrect colon
⊙ -missing/incorrect semi colon
✓ -check capitals (missing or unnecessary)
( -check parenthesis

**Proof reading and editing in writing lessons:** most writing lessons will be followed up with an editing lesson where pupils receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses. Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content.

Pupils will learn to approach editing in three stages:

| Proof reading | Make sure it makes sense | Improve the impact on the reader |
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| Look for incorrect spelling. Missing or incorrect punctuation. Missing or unnecessary capital letters. | Re-read the whole piece of writing checking that it makes sense and is consistent as an author would do. | Choose one (or more) paragraphs and re-write completely – look at: -word order -sentence order -word choice -any unnecessary words -any additional detail that might give the reader a better picture -ways to engage and excite the reader |

**Intervening when pupils find editing hard:** some pupils will need more support than this in order to be successful at improving their own work. Younger pupils in particular may need more support as they learn to become more independent, although many young pupils are quite able to edit and proof read independently after teacher modelling.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the pupil still needs further support. Some pupils may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer – 'description' perhaps or 'ambiguous pronouns' or 'figurative language' or 'and then' with a green cross through it. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson. Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to draw a box around a section of text to narrow down the search area for the pupil, alongside the identifying that there are speech marks missing or tenses jumped or the same sentence structure over-used. Or they might need to write a comment at the end saying there are 8 run-on sentences or 5 instances of non-standard English.

Where mistakes are deeply entrenched, or the pupils are very young and lack confidence, the teacher may need to do some direct work modelling how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might set a group of pupils an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning

needs. But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

**Reading:** feedback is primary given verbally within the session. Whole class feedback may be given through 'response polishing' (e.g. editing a longer answer as a group or whole class to improve it). Pupils may edit their own responses following whole class feedback using their purple editing pen. Peer feedback may also be utilised as part of the feedback process in reading. Where appropriate, the teacher will mark Big Pictures, with a tick or an arrow, or there may be a numerical score given (e.g. for two or three mark questions).

**Mathematics:** all calculations should be marked correct or incorrect, using ticks or an arrow to show that a pupil still has more work to do, or a correction to make. Self-assessment may be completed by the pupils, as pupils benefit from marking their own work; however, this should then be checked by an adult. Any further corrections should be marked with an arrow. If all calculations are correct, the teacher should initial that learning to show the pupil that it has been checked by the teacher.

Within the EYFS, marking is an individualised process whereby pupils are given immediate feedback which they then respond to as part of the lesson. These next steps will be evidenced in writing by the teacher in their maths books if appropriate.

**Responses to error:** we know that the way teachers respond to error is critical, particularly in mathematics. All classrooms at Robsack Wood Primary Academy are 'mistakes friendly classrooms' where errors are welcomed as an opportunity to advance learning.

### Policy Status and Review

| Written by: | Vice Principal |
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| Date: | October 2024 |