



**BROADWAY
FIRST SCHOOL**
Inspire • Challenge • Achieve

Marking and Feedback Policy

	Date	Signed
Staff agreement:	September 2019	
Governor agreement:	19.09.19	
To be reviewed:	September 2020	

Statement of intent

Broadway First School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – 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.
- Motivate pupils to do their very best, 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. Subject leaders are responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their areas of responsibility 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 progress.
- Ensuring that pupils understand the feedback they have been given and how they can improve.
- Allowing pupils to ask questions in regard to any feedback they have received.

2. Expectations

2.1. Teaching staff are expected to:

- Provide marking that offers clear information about what pupils have done well.

- Offer suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Judge the most effective type of feedback to be given.
- Provide pupils with opportunities to reflect on feedback, using the school's purple polishing pens, where appropriate allowing them to respond to the feedback, improve their work and ask questions.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly making use of live marking.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO is available to be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

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.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by re-reading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

3. Workload

- 3.1. The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.
- 3.2. Where appropriate, whole class feedback may be recorded making notes of key findings from the lesson and the next steps for learning.
- 3.3. Teachers will ask themselves 'why am I providing this feedback?', 'how will this feedback be useful to the pupil?'. If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.
- 3.4. If a teacher has a query, the school's leaders will be available to offer guidance and support regarding the school's procedures.
- 3.5. If a teacher is unsure about the effectiveness of their own practices, the school's leaders will help with developing an approach to marking and feedback that is more suited to the teacher.

4. Marking

- 4.1. All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:
- The individual pupil's abilities and goals
 - The areas a pupil can improve in
 - Giving clear guidelines for improvement
 - Linking areas of improvement
 - Reminding the pupil of previous success to boost confidence
 - Providing effective communication between pupils and teachers
 - Improving the self-belief and confidence of pupils
 - Celebrating success
 - Identifying pupils who require additional assistance
 - Clarity and consistency of marking across the school
 - The individual pupil's level of understanding
 - Avoiding giving grades for every piece of work
- 4.2. In depth marking (marking outside lesson time) will be used as appropriate, for example to mark a piece of writing to allow teachers more time to give detailed feedback.
- 4.3. When in depth 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 highlighted?
 - 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 or unrealistic to put right in the time allocated?
- 4.4. Pupils will be given adequate time to reflect on their feedback and will be asked to complete the tasks or edit their work with a purple polishing pen, if appropriate.
- 4.5. Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.
- 4.6. Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time. The use of personalised targets will also reinforce this.
- 4.7. Rewards will be given to pupils in the following ways:
- The award of house points
 - Praise in front of whole class
 - Displaying excellent work around the classroom and/or on corridor displays
 - Name placed on the happy side
 - Verbal praise in a one-to-one setting
 - Awarded a pupil of the week certificate
- 4.8. Teachers will assess whether pupils understand their feedback by reflecting on the impact it is having on the pupils' work.

4.9. Teachers will encourage pupils to mark their own and each other's work, as this will aid pupils to identify successful learning and identify areas for improvement. In addition, this exercise will allow teachers to see which pupils can identify successful learning.

- Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to benefit from the exercise.

Marking in maths

4.10. As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject.

4.11. Teachers will use the following techniques when marking in maths:

- Give feedback on whether the learning intention and success criteria has been achieved
- Ticking correct answers and leaving a dot on incorrect answers
- Utilising live marking to provide immediate feedback to pupils to show them how to reach correct answers
- If the pupil has shown correct working and a wrong answer, circle 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
- Identify the next steps in the learning process

Marking in English

4.12. Marking in English can differ from other subjects as often answers are subjective and have to be supported by evidence. When marking in English, teachers will use the following techniques:

- Give feedback on whether the learning intention and success criteria has been achieved
- Identify the next steps in the learning process
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group
- Correct spellings, particularly those appropriate for the year group
- Correct punctuation and grammatical errors appropriate to the objectives for the year group
- Allow specific time for pupils to read, reflect, and respond to marking

Marking in other subjects

4.13. Marking in other subjects will use a range of methods appropriate to the lesson and tasks set. When providing feedback in other subjects, teachers will use the consider the following:

- How to effectively give feedback on whether the learning intention and success criteria has been achieved, for example as a whole class discussion, in books or through verbal feedback
- Whether completing a whole class feedback sheet will be most effective to record success and areas for development
- How to identify the next steps in the learning process
- How to explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group

- How to ensure maths and English skills are not allowed to diminish, for example by expecting the same standard of spelling and punctuation in all lessons
- How to allow time for pupils to read, reflect, and respond to marking and feedback whatever its format

5. Feedback

5.1. Feedback should be given to:

- Motivate pupils.
- Establish an opportunity to make learning progress, by:
 - Rectifying a misunderstanding.
 - Reinforcing a skill or piece of information.
 - Improving on a pupil's understanding or ability to do something.

5.2. Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

5.3. The 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.

5.4. Teachers will often use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: "are you trying to achieve A, B or C?" By doing this, teachers guide the pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.
- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil was writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.

5.5. Verbal feedback can act as a way to give immediate and effective feedback to pupils.

5.6. Teachers will mark on pupils' work when verbal feedback was given using the agreed symbol.

5.7. 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 in a one-to-one meeting.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of
- the class and plan future lessons and feedback accordingly.

6. Monitoring and review

- 6.1. The headteacher, governors and subject leaders will monitor the effectiveness of this policy via books, lesson observations and through discussions with staff and pupils.
- 6.2. This policy is reviewed annually by the headteacher and governing body.
- 6.3. Any changes or amendments to this policy will be communicated to all staff members by the headteacher.
- 6.4. The scheduled review date for this policy is September 2020.



Marking Symbols

Symbol	It means...	Symbol	It means...
✓	Correct	●	Incorrect
Sp	Spelling mistake	G	Grammar error
A	Capital letter mistake	P	Improve presentation
P	Punctuation needed	 X 3	Practise 3 times
^	Missing word	//	Paragraph
VF	Verbal feedback given		Achieved
T	Check your targets		Almost there
I	Child Initiated/Independent		Not achieved

TS = Teacher support

TAS = TA support

TA = TA marking

ST = Supply Teacher

Remember, tickled pink and green for growth.

Date of lesson:		Year:		Lesson title:	
Learning objectives:					
What did pupils do well?		Basic errors		Presentation	
Work to praise and share		Missing/incomplete work		Feedback and improvement time	
Next steps for learning					