

Marking and Feedback Guide

Rationale

All forms of marking and feedback are crucial to the success of our pupils. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between pupil and teacher/teaching assistant. It enables pupils to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

Aims

This guide provides guidance for teachers and teaching assistants in feedback and marking.

There are two main reasons to give feedback:

- To motivate the pupil
- We can see an opportunity to move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something

For feedback to be effective **John Hattie** argues that it needs to be:

- ◊ clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections
- ◊ directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt
- ◊ combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- ◊ where possible, occur as the pupils are doing the learning
- ◊ provide information on how and why the pupil has or has not met the criteria
- ◊ provide strategies to help the pupil to improve.

Types of Marking and Feedback

All learning should receive feedback, including a range of:

- **Live marking**—providing written individual feedback to individuals or small groups or modelled to the whole class using eg a visualiser
- **Coded marking** – this includes devising a set of commonly agreed codes this can reduce amount of time taken to feedback whilst maintaining the quality
- **Thinking like a teacher**—self marking and editing work before the teacher advances this feedback and a final draft is produced
- **Written feedback or focussed marking**—can be useful in providing task, subject or self-regulation feedback. It is essential that pupils are given enough time to respond and act upon feedback provided. Written feedback would identify a star (*) and target (=>) based on the agreed success criteria.
- **Verbal feedback (VF)** —offers a time-efficient alternative to written marking. VF shows that a teacher or TA has had a conversation with a pupil or group of pupils to either support or move their learning forward.
- **Acknowledgement marking**
Learning ticked and initialled by teacher or TA to show which adult was part of that learning.

Effective Marking and Feedback

All lessons must have a specific focus in order for effective feedback and marking to take place. Feedback and marking may take place between an adult and a pupil(s) or between two pupils. Or from a pupil reflecting on their own learning. Feedback usually targets a specific learning focus and the agreed success criteria, although there are also 'non-negotiables' such as expected standards of presentation and the correct spelling of Common Exception words/ statutory spelling lists. Feedback can be verbal or written.

Whenever possible, marking and feedback should involve the pupil directly. The younger the child, the more important it is that the feedback is oral and immediate.

Self and Peer Assessment

a) Self-Assessment

It is important for pupils to develop the skills of self-assessment so they understand their learning strengths and can set realistic, relevant goals for improvement.

Pupils should be shown how to identify their own STARS (what they have done well) and TARGETS (what they need to improve).

b) Peer-Assessment

Pupils can support one another by providing feedback, oral and written. They can identify STARS (what has been done well) and TARGETS (what needs to be done next to improve).

Time must be set aside for pupils to read and action their targets. Targets must come from the Success Criteria which will have been shared during the lesson.

Marking and Feedback expectations at The Vine

All Mathematics and English learning will be marked daily. Vulnerable groups are a priority and should be checked in with first.

Mathematics – all calculations should be marked with a tick (correct) or a X (incorrect).

English – incorrect spellings (all KS2) up to 3 (KS1) should be underlined and pupils expected to write correctly. Follow Write Stuff guidance on Marking and Feedback in Writing.

Foundation subjects – All learning will be marked. Within each blocked unit of learning pupils will receive a range of marking and will have the opportunity to self-assess and will peer-assess, where appropriate.

All subject areas across Y1-6 now have an individual book to record their learning in, except for PE. For this subject a title page and an end of unit review page are completed as a class and emailed to our PE lead/ saved into PE folder on the server for evidence. Photos and videos are also valuable evidence especially within PE.

Marking Code

All adults must use the agreed code (Appendix 1).

All adults will mark in a blue pen. Unless pupils have a pen licence, they will complete their learning in a sharp pencil.

KS1 pupils will mark/edit in pencil however when working with an adult, pink pens can be used.

KS2 pupils will use pink for self-marking/ assessment/ editing and green for peer assessment.

From Year 3, pupils can apply to the headteacher/ deputy head teacher by writing a letter explaining why they feel they have earned a pen licence. Once awarded a certificate is presented and Scholar Pack updated.

All pupils (unless they have a pen license) will write in a sharp pencil when completing their learning.

After self-assessment and peer-assessment activities, teachers need to review the star and target to make sure that it is appropriate.

If a pupil is absent or out of class (ie in an intervention) a note should be made in the exercise book.

Title Pages and End of Unit Reviews

Title pages and Review pages are to be used in all subjects with the exception of Maths (following scheme–Maths No Problem). The title page sets out the learning journey for that unit of learning and shares the ‘big picture’ as well as giving pupils an opportunity to think about what they already know and what relevant/ linked learning has come before.

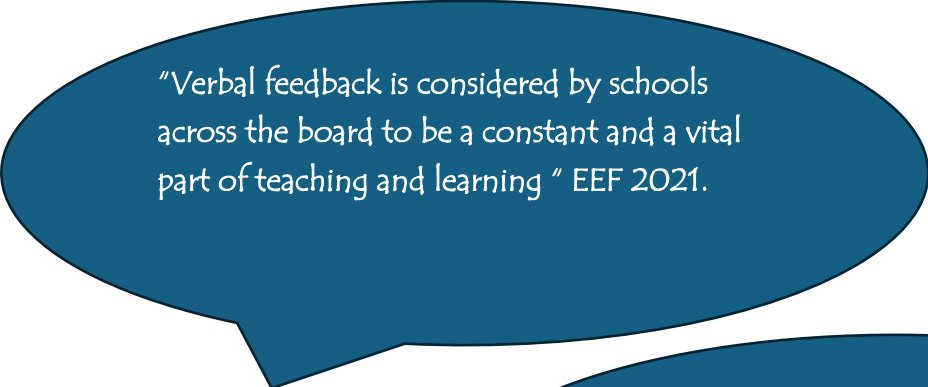
Review pages are used to think about what the pupil now knows having been taught the unit as well as how they will make the learning ‘stick’.

Monitoring

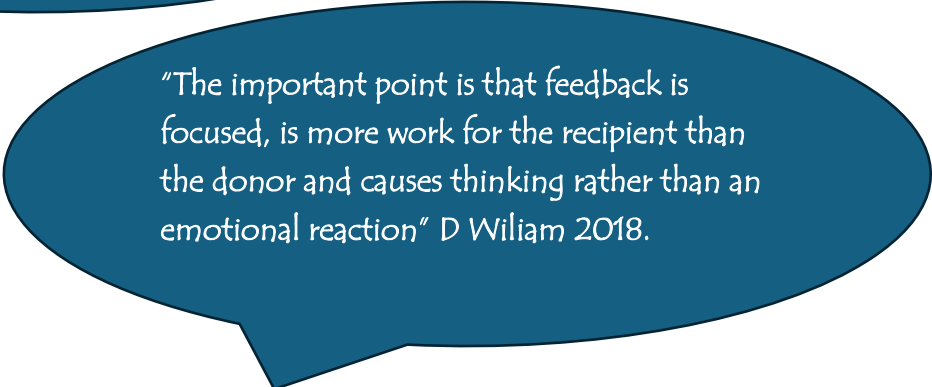
Book looks and pupil discussions take place during the year which are carried out by a range of people including subject leaders and CMT. Feedback and Marking is a feature of book looks and pupil discussions. Feedback is given to individual teachers and/or year group teams where applicable.

Evaluation and Review

This guide will be evaluated and reviewed in Spring 2028.



“Verbal feedback is considered by schools across the board to be a constant and a vital part of teaching and learning ” EEF 2021.



“The important point is that feedback is focused, is more work for the recipient than the donor and causes thinking rather than an emotional reaction” D Wiliam 2018.

APPENDIX 1: MARKING CODE

VF	verbal feedback
√	correct
√√	wow
X	incorrect
^	word missing
○	missing punctuation
?	reread for sense
//	new paragraph
Sp	spelling
S	support
★	star
⇒	target
~~~~~	Wrong choice of word/ tense

*Marking code applies to all subjects with exercise books.

*Title pages and Review pages are to be used in all subjects

