



Strategic Minimal Marking and Feedback Policy 2021

*I have done my best ... I have run the full distance.
(2 Timothy 4:7)*

Document Control

Owner

The owner of this document is the Headteacher. All requests for change should be directed to them. Any printed copies of this document are for reference only; the definitive version is the computer file held on the school office administrator's computer.

Revision history

Version	Date	Changes	Author(s)
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Approval

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1	24/11/21	Full Governing Body	GB 130/21

Review period This policy will be reviewed annually.

Version	
	September 2022

Introduction

At Youlgrave, All Saints' C of E (VA) Primary School, 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 (EEF) and other expert organisations. The EEF 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 given sparingly so that it is meaningful
- Put the onus on children 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

Notably, the Department for Education's (DfE's) research into teacher workload has highlighted written marking as a key contributing factor to workload. The DfE's expert group which emphasises that marking should be: **Meaningful, manageable** and **motivating**.

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Aims

Our aim is to ensure that children are provided with timely and purposeful feedback that furthers their learning; and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons by:

- Showing we value the children's work and motivate them to produce high quality work
- Raising children's self-esteem, through praise for what they do well and encourage them to raise their aspirations
- Gauging the children's understanding and identify any misconceptions
- Demonstrating what the children's strengths are and how they can improve their work in the future, through timely and high-quality feedback

- Creating an ethos where mistakes are acceptable; as long as learning allows children to remedy them
- Embedding opportunities for the children to learn how to assess their own work critically; in order to create independence in learning and responsibility of their own improvements
- Embedding opportunities for the children to assess each other's work; identifying strengths and areas for improvement: by which they can reinforce their own learning and learn the art of constructive criticism
- Creating an ongoing conversation between child and adult which will aid progression
- Creating challenging but achievable targets for improvement
- Providing a basis for summative and formative assessment
- Providing a basis for lesson planning
- Establishing a consistent approach to marking against specific learning criteria; so that children understand how their work is marked

Key Principles

The following principles should underpin all marking and feedback:

- It must be manageable
- It should be positive and motivating for children
- It must be at the child's level of comprehension
- It may be given verbally
- It should be given promptly and regularly
- It ought to give recognition to effort and achievement noting improvements made
- The process should directly engage the child, either orally or through written response
- It should give clear strategies for improvement focussing on one or two areas at a time which link into the learning objectives or learning targets for the child (which may be cross curricular)
- Time should be given for children to consider marking comments and for them to respond to them; Year 2 (and Year 1 children during the Summer term) and Junior children using purple response pens
- It should promote children's self-assessment, linking marking and feedback into the wider process of engaging the child in their own learning
- It will provide information to the teacher on the success of the teaching and inform planning
- It will provide information to the teacher regarding pupil progress; It can be given by any adult with whom the child is working.
- It can be given by a peer as part of the learning process
- It must positively affect the child's progress and learning outcomes

Marking and Feedback Process

Before a piece of work is undertaken, children should be clear about what is going to be assessed when the work is marked. We set out clear learning intentions and success criteria, which enables the adults and pupils to mark effectively against the success criteria.

Teachers are engaged in on-going assessment throughout lessons and will intervene whenever children need redirecting, either as individuals or as a group.

Teacher Marking

The main forms of marking and feedback which will be used are as follows:

1. Verbal Feedback from an adult

Direct contact with the child and discussion of the work is particularly appropriate with younger, less able or less confident children. Where verbal comments are given a record, with letters 'VF', should be made in the book as a permanent reminder for the child and teacher.

If a child has been prompted or redirected as a result of assessment in the lesson; a record, with the letters 'VF', should be made: and where possible an annotation (see Key Stage 1 (KS1) and Key Stage 2 (KS2) examples below):

KS1 English – range of conjunctions

KS1 maths – mental recall of number bonds to 10

KS2 English – use of simile

KS2 maths - quick recall of multiplication facts

Feedback may be given through the plenary process.

2. Written Marking

Gap Marking: using highlighter or two-coloured writing pens

Pink to write a comment, or indicate something within a piece of work, that is praiseworthy - no matter how small. It must relate directly to the learning intention and success criteria; or it may compare what a learner is doing right now with what they have done wrong before noting an improvement.

Green to target a specific area for improvement related to the learning intention, success criteria or individual pupil target. This will often, but not always, require a response from the child to address the area highlighted; identified by a 'triangle' and known as 'triangle tasks'.

Inaccurate key spellings (e.g. High-frequency words) will be underlined in green and marked with 'sp' for children to correct; and a circle will be marked where punctuation needs to be added.

Next Steps: Teacher comments on a pupil's work should be motivational and personal where the teacher marks against the success criteria and children's targets, and clearly identify the next steps to improve or to extend learning.

Guidance will be given to children on how to respond to marking in an effective way to promote progress.

Time should be set aside during the week for the children to absorb any comments and improve their work through set 'triangle tasks'; especially in core subjects: where approximately 2 'triangle tasks' will be set per week for English and maths. KS2 children should respond using purple pens and the responses will be acknowledged by the teacher.

Children should be involved in their target setting and should be encouraged to show evidence of targets met as well as identify some they wish to meet (see Assessment Policy).

Next steps marking can be verbal for younger children and, on occasion, other year groups and will be recorded by the teacher with the letters 'VF'; accompanied by a brief annotation (see above 1. Verbal Feedback by an adult).

3. Independence Level

In order for the teacher to evidence progress and understand how independently a child has met learning intentions, a record should be made to show what level of support was given.

Independent work should be stamped 'Independent Work', work supported by the teacher should be stamped 'Teacher Assisted Work' and work supported by a Teaching Assistant should be stamped 'Teaching Assistant Assisted Work'.

In the case of a supply teacher marking, they should mark their initials next to the independence level stamp.

Pupil Marking

In order to engage the child in their own learning, children must have the opportunity to look critically at their own work and that of others. Subsequently, they should be able to offer suggestions to correct or improve work in relation to learning intentions or success criteria.

Suggestions may be verbal or in writing using the teacher marking systems outlined previously. All peer marking will be against success criteria given by the teacher either verbally or through the use of supports e.g. mark ladders.

Presentation and quality of work standards

In KS2, where appropriate, teachers may choose not to comment on a section of work but ask the child to redraft/improve it themselves before any direct feedback is given. For younger children, teachers may ask a child to copy out one sentence in their best handwriting. This should only be done when the child has the necessary skills to complete the work but needs to be encouraged to apply these more fully.

Teachers will not accept work which has not been presented to a sufficiently high standard.

Monitoring

Each term there will be a book scrutiny which will focus on effective marking. This will enable staff to make judgements about the effectiveness of this policy on a regular basis and reflect on the requirements set out by Ofsted (Appendix 1).

Appendix 1

What does Ofsted say about Marking and Feedback?

Taken from guidance document published on the 8th March 2018.

Pupils' work

- Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.
- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- While inspectors will consider how written and oral feedback are used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.
- If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

Grade descriptors for the quality of teaching, learning and assessment

Taken from the Ofsted School Inspection Handbook January 2018.

Outstanding

- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

Good

- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practice key skills.

What Outstanding marking looks like to Ofsted throughout an Inspection

Ofsted Grade	Comments, that have been taken from recent Ofsted Inspections
Outstanding	<ul style="list-style-type: none"> • A particular strength is the guidance teachers give pupils when marking their books. This makes a significant contribution to pupils' excellent progress because teachers carefully check that their guidance has been followed and has raised the standard of their work • Marking and assessment are systematic and detailed with the clear school policy followed carefully, leading to consistency in practice and expectation. Teachers' marking provides detailed suggestions for improvement of written work and 'next steps' with time built in for work to be improved or developed • Marking is thorough and gives pupils clear guidance on how to improve their work. Pupils know their targets for learning and what is expected for them to achieve at different levels
Good	<ul style="list-style-type: none"> • The school has examples of outstanding marking, where teachers provide pupils with clear advice on how to improve and pupil comments show their understanding of how to improve. However, this practice is patchy across the school and therefore opportunities are missed for all pupils to have this understanding • Teachers give useful feedback to pupils about how they are doing and how they can improve their work. Marking is effective and most pupils are very clear about their learning targets. Pupils are not guided sufficiently to present their work neatly and accurately. The style of handwriting varies considerably across the school • The quality and regularity of marking has improved, but it is not always challenging enough to move pupils to an even higher level. Teachers write helpful comments, but these do not go far enough to provide extended challenge for the pupils. Too many persistent errors in pupils' work are overlooked
Requires Improvement	<ul style="list-style-type: none"> • The marking of pupils' work has improved but is not always rigorous enough. In some classes, teachers provide detailed and helpful

	<p>comments which explain what pupils need to do to improve. In too many classes, however, basic errors are not corrected and previous learning is not reinforced sufficiently</p> <ul style="list-style-type: none"> • Teachers mark pupils' work regularly and frequently, but pupils do not always know enough about their targets. Teachers make detailed comments in their marking, but do not give pupils sufficient planned opportunities to respond with written replies or follow up on the guidance on how to improve their work • Some teachers' marking shows pupils how to improve their work; the quality is variable. However, it is inconsistent, as some marking does not provide clear guidance. Pupils are increasingly involved in checking their own progress. However, pupils are not always given time to respond to teachers comments in their books
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