



Marking and Feedback Policy 2024

Adopted by the Senior Leadership Teams of
New Road and Park Lane Primary and Nursery Schools
Aspire Learning Trust
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Rationale

This policy was originally written in 2017 in response to the following publications:

- Education Endowment Foundation's 2016 review of the impact of written marking: *A marked improvement?*
- Department for Education's 2014 Workload Challenge which identified marking as the single biggest contributor to unsustainable workload in schools.

Aims

The aims of this policy:

- To ensure that pupils receive effective feedback that enables them to improve.
- To ensure that teachers secure a work life balance by using effective and efficient marking systems.

Mistakes and Errors

One central consideration is to distinguish between errors and mistakes.

A '**mistake**' is something a pupil can do, and normally does correctly, but has not on one occasion.

Whereas an '**error**' occurs when answering a question with insufficient knowledge.

If a student is thought to have made a **mistake**, then it should be marked as incorrect, but the correct answer should not be provided. *One study even found that providing the correct answer to mistakes was no more effective than not marking the work at all. It is suggested that providing the correct answer meant that pupils were not required to think about mistakes they had made, or recall their existing knowledge, and as a result were no less likely to repeat them in the future.*

Where **errors** result from an underlying misunderstanding or lack of knowledge, studies suggest that it is most effective to remind pupils of a related rule, (e.g. 'apostrophes are used for contractions'), or to provide a hint or question that leads them towards a correction of the underlying misunderstanding. It is suggested that simply marking the error incorrect (as if it were a mistake) would be ineffective, as pupils would not have the knowledge to work out what they had done wrong.

If the feedback is effective pupils will know how to improve and the feedback will result in clear improvement. It is imperative that the teacher distinguishes between a pupil's mistakes and errors.

Verbal Feedback

Verbal feedback is the predominant form of feedback used. Typically verbal feedback is provided in the following ways:

- Coaching Feedback: How could you check if the answer to $2+2=5$ is correct?
- Assertive Feedback: London is a proper noun; use a capital letter!
- Affirmation Feedback: Your writing is amazing; I really like how you...
- Motivational Feedback: Aim to evidence two more success criteria!

Written Feedback

When work is marked with a pupil

Ideally, feedback will be given to the pupil during the lesson. The feedback provided will help the child to improve. In our schools we refer to this as 'hot marking'.

When a pupil answers a question correctly or evidence success criteria in their work the teacher will **tick** to show this.

When a pupil does particularly well the teacher will **double tick** the answer or the writing that demonstrates this.

Mistakes are underlined in blue pen and the pupil will self-correct before the end of the lesson.

Errors are also underlined in blue pen and the teacher or teaching assistant will provide verbal feedback so that the pupil understands how to correct their error and/or adapt the lesson or future lessons to address the error.

When work is marked without the child present

It is often necessary for teachers to mark work without pupils being present. This policy is designed to reduce the amount of time teachers mark books. As before:

1. When a pupil answers a question correctly or meets success criteria in their work the teacher will **tick** to show this.
2. When a pupil does particularly well the teacher will **double tick** the answer or the writing that demonstrates this.
3. The mistakes and errors **the teacher wants the pupil to improve** are underlined in blue pen – prioritise feedback for the pupil.
4. The teacher's planning and implementation will be adapted to remind them to address the errors in future lessons.
5. As soon as practically possible the pupil will be given time to respond to the teacher's marking. Mistakes will be corrected by the pupil.
6. Pupils respond to marking in black pen or pencil (their usual writing implement).
7. Errors, deriving from a lack of knowledge or mastery, will be corrected by the child having received verbal feedback, this might be by:
 - discussing the error with other pupils;
 - discussing the error with either a teacher or teaching assistant.

Once an error (a gap in a child's knowledge) has been identified it would be more effective if a teacher or teaching assistant planned for the pupil to be taught in the following lesson the knowledge and understanding that had led to the error. Rather than writing at length in the hope that the pupil will 'get it'.

Teachers should write sparingly in pupils' books and use their time to adapt their planning and resource future learning to prevent pupils making the same errors in future.

When a pupil marks their own work or another pupil's work

Sometimes teachers may ask pupils to self-assess / mark their own work. This should always be done under the close supervision of an adult and every effort should be made to quality assure the accuracy of the marking and obtain valuable assessment information.

Providing praise

Trackits may be awarded by the teacher for effort and/or excellent work, by either writing 1 TP or 2 TP, to denote the number of Trackit Points awarded.

In upper school the child may be told verbally during hot marking that they have been awarded a Track It and the child can use the smartboard to add this themselves.

Praise should be given verbally (where possible and where appropriate) in front of the rest of the class as this reinforces the teacher's expectations in the lesson.

Teachers should be routinely using visualisers to show children's work to the rest of the class; usually this is done to exemplify the required standard and/or to praise a particular child's success.

With sensitivity, visualisers can also be used demonstrate how to edit and improve a child's work.

Challenging poor pupil effort and presentation

Where possible this should be done verbally and discretely with a clear consequence in place, for example completing the piece of work to the required standard during a break.

The use of marking ladders

At the end of each piece of writing in the Writing Progress Books marking ladders (WILF) are stuck in to the writing books to clearly show what the child has achieved in their writing. Please see Appendix for the marking ladders for each year group.

Both will involve self-assessment and teacher assessment. Where appropriate peer assessment will also be used.

When evaluating the quality of a teacher's feedback, senior leaders will expect:

- Pupils to know how teachers and teaching assistants help them to improve their knowledge and understanding.
- Pupils make good progress.
- It will be evident in most pupils' work that errors and incorrect answers have been identified using either self-assessment, peer assessment or teacher marking.
- The impact of the feedback to be that the pupil has self-corrected and identified errors and mistakes diminish overtime.

If a teacher decides to record their feedback in a child's book then they must do the following:

- Be clear that in doing so they are choosing the most effective form of feedback for the learning task.
- Insist that the pupil responds constructively to the marking.
- Use clear, age appropriate language.

- Use blue ink.

Next step marking - why we don't do it.





Traditionally, marking has often provided information to pupils about how to improve their performance. A simple way to do this is to provide explicit targets ('next steps', the 'wish'). This is often one of the most time consuming forms of written feedback and any improvement by the pupil relies on them being able to accurately process the written instruction of the teacher and to apply this to their work: a process which is notoriously unreliable and often relies on further verbal explanation by the teacher.

Where possible, teachers should identify improvement points, annotate planning and adapt future lessons so that pupils are taught explicitly how to improve their work, deepen their understanding and master skills. This will inevitably involve the purposeful and precise use of teaching assistants.

This is preferable to teachers writing improvement points for every child, however a teacher may well judge this to be necessary for a small numbers of pupils in any class, but by no means all.

Appendix - Marking Ladders

Year 1 and 2

Friday 22nd November 2024 WALT: Write a familiar story (The Man on the Moon).		
WILF:	Pupil	Teacher
Finger Spaces 		
Capital letters 		
Full stops 		
Time Connectives First Then Next After that Finally. 		
Capital letters for character names: Bob		

Years 3 to 6

WILF	Pupil	Teacher
<p>I have headings and subheadings</p>	*1	
<p>I have grouped my writing together in paragraphs <i>(Opening, diet, appearance, closing)</i></p>	*2	
<p>I have used a range of sentence starters <i>(As the name suggests.. despite this...)</i></p>	*3	
<p>I have used an word of the week <i>(ambush, toxins, proboscis)</i></p>	*4	
<p>I have used the correct homophone <i>(There /they're / their)</i></p>	*5	
<p>I have used a possessive apostrophe <i>(The assassin bug's legs are long and sticky to hold tightly to their prey.)</i></p>	*6	
<p>I have used varied connectives – FANBOYS ISAWABUB and Time connectives <i>(however, additionally, nevertheless, despite, so, since)</i></p>	*70	
<p>I have used name – 2 adjective – sentence. <i>(Assassin bugs- stealthy and deadly – wait patiently for their prey to approach)</i></p>	*8	