



Queen Berengaria School

Children are at the heart of all we do

Marking and Feedback Policy

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1. Introduction

We recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice, emphasising that marking should be **meaningful, manageable, and motivating**. Effective marking and feedback require a **significant degree of work from the student**. Constructive feedback and marking focusses on success and improvement against learning outcomes. It should help children to become reflective learners and to close the gap between current and desired performance. Our teachers facilitate an engaging curriculum which **responds to the children's needs quickly**, through innovative learning strategies and 'live feedback', which for most children, is most effective when verbally communicated and **acted upon rapidly**. All members of staff, including Learning Support Assistants and Supply Teachers, are expected to be familiar with our policy so that it is applied consistently across each stage within our school.

This policy has been developed through a consultative process involving stakeholders. It therefore reflects a common and agreed view. To ensure that this continues to be the case it will be reviewed annually, and comments will be regularly invited through parent surveys, newsletters and meetings of the School Council, staff, and governors.

2. Aims

This policy aims to:

- ensure and promote a consistent and coherent whole-school approach to marking and feedback
- establish clear expectations for marking and feedback across QBS
- raise the level of pupil performance and progress across the school.

3. Objectives

- provide opportunities for learners to become aware of and reflect on their learning needs

- identifies clear strategies for improvement
- relates learning intentions and success criteria that can be shared with learners
- involves all adults working with pupils
- allows learners time to reflect and respond to marking and feedback
- responds to individual learning needs
- informs future planning and target setting
- to be manageable process for all involved
- to be perceived as a positive process.

4. Feedback and Marking in Practice

It is vital that the teacher evaluates the work that children undertake in lessons, and use information obtained from this to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

- *Immediate Feedback* – at the point of teaching
- *Summary Feedback* – at the end of a lesson or task
- *Review Feedback* – away from the point of teaching (including written comments).

Immediate Feedback is likely to be most effective in driving further improvement and learning, especially for younger pupils and therefore will be most commonplace.

4.1 Immediate Feedback:

- takes place in lessons with individuals or small groups
- is often given verbally to children for immediate action
- includes teachers gathering feedback from teaching, including carpet work, mini whiteboards, questioning etc
- may involve the use of support staff to provide support or further challenge
- may re-direct the focus of teaching or the task
- may include highlighting or annotations according to the marking code.

Evidence of Immediate Feedback can be found during lesson observations/learning walks, some evidence of annotations, edits and improvements evident in books and pupil voice.

4.2 Summary Feedback:

- takes place at the end of a lesson or activity
- often involved whole groups or classes
- provides an opportunity for evaluation of learning in the lesson
- may take the form of self or peer assessment against an agreed set of criteria
- in some cases, may guide a teacher's further use of Review Feedback, focussing on areas of need.

Evidence of Summary Feedback can be found during lesson observations/learning walks, evidence of self and peer assessment and may be reflected in selected marking (for example, the end of a unit).

4.3 Review Feedback:

- takes place away from the point of teaching
- may involve written comments for pupils to read/respond to
- provides teachers with opportunities for assessment of understanding
- leads to adaptation of future lessons through planning, grouping or adaptation of tasks
- leads to targets being set for pupils' future attention or immediate action

Evidence of Review Feedback can be found through acknowledgement of work completed, written comments and appropriate response/actions, adaptations to teaching sequences when compared to planning, assessment tools updated for all pupils and adaptations of future grouping based on need.

Teachers and support staff mark and annotate children's work in blue or black pen. Children's edits and improvements will be completed in purple pen. Supply teachers and support staff will initial any written marking or annotations that they make.

5. Spelling

Age related spelling (as established in the NC English Appendix 1) are addressed when marking books across the curriculum, together with subject specific vocabulary. Action is taken to ensure that children learn the correct spellings and do not repeatedly make the same errors.

6. Grammar

Vocabulary, grammar, and punctuation (as established in NC English Appendix 2) are addressed when marking books across the curriculum. All staff will address inaccuracies to ensure that children do not repeatedly make the same mistakes and to inform planning.

7. Monitoring and Review Whole School Strategies

Monitoring of the quality and impact of feedback and marking will be undertaken by the Headteacher and Senior Leadership Team as part of the school's continuing self-evaluation programme. This will include the implementation of the principles outlined in this policy by all staff.

The performance indicators will be:

- improvement in children's achievement and attainment
- consistency in quality across phases
- participation of children in the marking and feedback process

We shall also update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy annually, or earlier if necessary.

8. Links to other policies

All policies but particularly

- Teaching and learning policies
- Equality information and objectives statement
- Inclusion.

APPENDIX A

School Marking Code

1. Marking Code for Staff

*The following code will be displayed in children's books so that all children and staff are aware of the meanings of the various markings. KS1 teachers will use the code as an aide memoir as appropriate to the age of the child. **Where marking has been done by anyone other than the class teacher it should be signed***

2. Marking Code for Children

Sp: This means you have made a spelling mistake. Your teacher will ask you to practice this spelling in an appropriate place.

^ This means you have left out a word or punctuation mark.

// You need to begin a new paragraph.

? This doesn't make sense!

DT You discussed this work with your teacher

P Peer marking

3. Marking in mathematics and assessments

✓ Correct ■ Incorrect

4. Who supported you in your work?

CT Class teacher

LSA Learning Support Assistant