

Beaconside Primary & Nursery School



Marking and Feedback Policy

Contents:

[Statement of intent](#)

1. [Roles and responsibilities](#)
2. [Expectations](#)
3. [Workload](#)
4. [Marking](#)
5. [Feedback](#)
6. [Improvement plans](#)
7. [Monitoring and review](#)

Appendices

- a) **[Updated]** [Marking and feedback during the coronavirus \(COVID-19\) pandemic](#)
- b) [Written Marking Guidelines](#)

Statement of intent

Beaconside Primary and Nursery 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.
- Supports pupils' confidence in learning, 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.

Signed by:

Lorraine Hadley

Headteacher

Date: 14/09/2020

Stuart Marks

Chair of governors

Date: 14/09/2020

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. 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 satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- 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 why pupils have done well.
- Offer detailed suggestions and targets for improvement.
- Judge whether written or verbal feedback should be given as appropriate.
- 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.
- 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.
- 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 rereading 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. 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.
- 3.3. If a teacher has a query, the headteacher will be available to offer guidance and support regarding the school's procedures.
- 3.4. If a teacher is unsure about the effectiveness of their own practices, the headteacher 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. Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.
- 4.3. When distance 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?
- 4.4. Teachers will use the marking guide featured in the appendix when completing written marking tasks.
- 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.
- 4.7. Acknowledgment of success will also be made to pupils in the following ways:
- Learning value stickers placed on work or references to learning values
 - Praise in front of whole class
 - Displaying excellent work around the classroom
 - Verbal praise 1:1
 - Pupil of the Week/Writer of the Month/Scientist of the Month, house points

- 4.8. Teachers will assess whether pupils understand their feedback by monitoring the application of the feedback.
- 4.9. Teachers will allow pupils to mark each other's work at times, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods.
 - Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

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 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. 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 were 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.
- 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. Development

- 6.1. The headteacher will conduct reviews of marking and feedback asking teachers:
 - How they feel the practices benefit pupils.
 - How practices can be improved.
 - Whether the workload associated with marking and feedback is proportionately reflected in the positive impact on pupils.
- 6.2. The headteacher will conduct reviews of marking and feedback asking pupils:
 - Whether they read their feedback.
 - If they find the feedback useful.
 - If they receive too much or too little feedback.
 - Whether they understand the comments when teachers mark their work.
- 6.3. Following these reviews, the headteacher will adjust the marking and feedback policy if appropriate.
- 6.4. Teachers will pass any concerns regarding the school's marking and feedback practices to their headteacher.

- 6.5. Teachers' marking and feedback will be reviewed by the headteacher and subject leaders in-line with the school/subject monitoring and evaluation schedule to ensure that practices are consistent and effective.

7. Monitoring and review

- 7.1. This policy is reviewed every two years by the headteacher.
- 7.2. Any changes or amendments to this policy will be communicated to all staff members by the **headteacher**.
- 7.3. The scheduled review date for this policy is September 2022.

[Updated] Marking and feedback during the coronavirus (COVID-19) pandemic

This appendix has been created in line with the latest DfE guidance.

The school is committed to ensuring the health and safety of staff members and pupils alike; however, we understand it is crucial to pupils' learning that a degree of normality is retained, particularly with regards to their learning and their development.

In line with the above, the school has made a number of amendments to our day-to-day procedures. This policy outlines how the school will continue to mark and offer feedback to pupils during the current pandemic and while subsequent restrictions on normal practices are in place..

1. Marking pupils' work

- 1.1. **[Updated]** From September, the school will begin to work towards delivering the normal curriculum; therefore, teachers will mark pupils' work in line with the main body of the policy when the delivery of that particular subject has returned to normal.
- 1.2. **[Updated]** Staff are able to take pupils' work books home to mark them. Where work is taken home using electronic means, this is done in accordance with the school's Data Protection Policy.
- 1.3. When marking pupils' work, teachers will consider the current pandemic and the effect it may have had on pupils' work; teachers will be guided by their professional discretion and judgement.
- 1.4. Marking practices are reviewed weekly by the headteacher to ensure they remain manageable for teachers.



2. Feedback










- 2.1. **[Updated]** Where pupils are learning remotely, e.g. due to them following public or clinical health advice to stay at home, feedback will be given in accordance with the Pupil Remote Learning Policy.
- 2.2. Work completed at home will be submitted via Seesaw or Tapestry (EYFS).
- 2.3. Where pupils are working remotely, classroom teachers will consider setting online quizzes to help pupils gain feedback on their work while social distancing guidelines remain in place.
- 2.4. Teachers will offer feedback on the work completed by pupils online, and will not rely solely on online quizzes to understand how well they are learning.





- 2.5. Consistent and clear lines of communication are opened with the parents of pupils who are learning from home to ensure feedback is received and understood. The SENCO/Teacher in charge of MAB will contact parents of pupils with SEND/MAB pupils to offer further support.
- 2.6. Feedback is only sought to help inform the development of future learning and lesson plans, and not to assess pupils' performance.
- 2.7. The main method of pupils receiving feedback will be done through Seesaw/Tapestry (EYFS) where classroom teachers will upload feedback_for each pupil to access.
- 2.8. **[Updated]** Pupils who are in school will receive feedback in line with the main body of this policy.
- 2.9. Social distancing rules are observed when giving pupils feedback on their work.
- 2.10. Where possible, teachers will ensure fairness in the amount of feedback given to pupils in school and pupils learning remotely.
- 2.11. To minimise the impact on their workload, teachers will conduct group feedback sessions with pupils who are in school – these sessions will include discussions around how pupils came to their answers/conclusions.



3. Monitoring and review







- 3.1. This policy is reviewed by the headteacher in accordance with, and in reaction to, the latest government guidance.
- 3.2. The headteacher communicates all updates to this policy to all parents and staff members.

Year Group	Our Staff Will...	The Pupils Will...
Foundation Stage	<p><u>Nursery</u></p> <p>In Nursery all feedback is given verbally at the point of marking. Any pieces of work used for assessment will have a green tick and positive comments recorded in green, if demonstrating learning objectives have been achieved - 'green for good' and any next steps written in pink - 'pink for think'.</p> <p><u>Reception</u></p> <p> Pink line used to identify mistakes in phonics (where appropriate one word identified)</p> <p> Verbal feedback provided and comments recorded as 'green for good (positive) and pink for think (next steps)'. Next steps will be recorded at the top of the next page.</p> <p>✓ A green tick next to learning objectives or next steps if they have been achieved.</p> <p>Any illegible words scribed for other adults looking in books i.e. other staff, parents</p> <p>I – Independent</p> <p>S – Support</p>	<p>Listen to feedback and work towards their next steps, with the support of an adult, in the next learning experience.</p> <p>Re-write the word at the bottom of the page.</p> <p>Listen to feedback and work towards their next steps, where appropriate with the support of an adult, in the next learning experience/piece of work.</p>
Year 1 and MAB teaching Group	<p><u>English</u></p> <p>✓ A green tick if work is correct.</p> <p>Pink used to correct missed capital letters or full stops</p>	<p>Look for feedback, reflect on where they have missed punctuation and re-write (copy) misspelt words.</p>

	<p> Pink line used to identify mistakes in spellings and written underneath for child to copy. (two words identified)</p> <p> Verbal feedback provided.</p> <p>I – Independent</p> <p>S - Support</p> <p>Marking ladders used for recounts, story writing and extended pieces and completed individually. As the child progresses through Year 1 they will develop this as a two-way process:</p> <p>Stage 1: smiley face </p> <p>Stage 2: reflection box added to marking ladder – what could you do better next time?</p> <p>Written feedback will be recorded as: ‘Green for good’ - Any positive comments in green. ‘Pink for think’ - any next steps or questions will be recorded in pink. Next steps will be recorded at the top of the next page.</p> <p><u>Maths</u></p> <p> a green tick if work is correct.</p> <p> a pink dot if incorrect</p> <p> a pink line to indicate; have another go at solving the calculation.</p> <p> verbal feedback provided</p> <p>Written feedback will be recorded as ‘green for good’ when recording a positive comment. ‘Pink for think’ will be used to record, where applicable, a next steps comment. This may be:</p>	<p>Complete their marking ladder on completion of their written work. During the summer term, the more able will be encouraged to complete the reflection box.</p> <p>Respond to ‘pink for think’ feedback by answering a question, or reading and reflecting on how they will work towards their next steps in the next piece of work. In the Spring Term the children will be encouraged to put a smiley face next to their next steps if they feel they have achieved them.</p> <p>Complete corrections indicated by  and record new answer on the .</p> <p>Respond to ‘pink for think’ feedback by answering a question, completing an application task or reading and reflecting on how they will work towards their next steps in the next piece of work.</p>
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	<p>Asking a pupil to apply a method/skill in a different context</p> <p>$4 \times \underline{\quad} = 20$ or 'which number comes next?' 30, 40, 50 $\underline{\quad}$</p> <p>A question asking the pupil to explain their method or reason:</p> <p><i>Why is 23 an odd number? How did you know that 42 was the next number?</i></p> <p>A learning prompt:</p> <p><i>Use a number line to help you count on.</i></p> <p><i>Remember 18 is the next number after 17.</i></p> <p><i>In the number 24, the 2 is written first.</i></p>	
Year 2	<p>English</p> <p>✓ A green tick if work is correct.</p> <p> Pink line used to identify mistakes in spellings and written underneath for child to copy. (three words identified)</p> <p> Pink to indicate a punctuation error</p> <p> Verbal feedback provided.</p> <p>I – Independent</p> <p>S - Support</p> <p>Marking ladders used for extended pieces and completed in pairs. As the child progresses through Year 2 they will develop this as a two-way process reflecting and recording their own 'next steps'.</p> <p>Written feedback will be recorded as: 'Green for good' - Any positive comments in green. 'Pink for think' - any next steps or questions will be recorded in pink.</p> <p>Maths</p> <p>✓ a green tick if work is correct.</p> <p>● a pink dot if incorrect</p>	<p>Re-write (copy) misspelt words.</p> <p>Correct missed punctuation.</p> <p>Talk and reflect on their own and their partner's work in order to complete the marking ladder. As they progress through Year 2, they will start to record their own 'next steps'</p> <p>Respond to 'pink for think' feedback by answering a question, completing an application task or reading and reflecting on how they will work towards their next steps in the next piece of work.</p> <p>Complete corrections indicated by  and record new answer on the <u> </u>.</p> <p>Respond to 'pink for think' feedback by answering a question, completing an</p>

	<p> a pink line to indicate; have another go at solving the calculation.</p> <p> verbal feedback provided</p> <p>Written feedback will be recorded as 'green for good' when recording a positive comment. 'Pink for think' will be used to record, where applicable, a next steps comment. This may be:</p> <p>Asking a pupil to apply a method/skill in a different context</p> <p>$8 \times \underline{\quad} = 18$ or 'which is greater 234 or 324?' <u> </u></p> <p>A question asking the pupil to explain their method or reason:</p> <p><i>Why is 23 an odd number? How did you know that 42 was the next number?</i></p> <p>A learning prompt:</p> <p><i>Use a Hundred square to help you add on 10.</i></p> <p><i>Learn your 5 x tables to help you multiply.</i></p>	<p>application task or reading and reflecting on how they will work towards their next steps in the next piece of work.</p>
<p>Key Stage 2</p>	<p>English</p> <p>Tasks:</p> <p>Feedback against the WALT (recorded by the WALT):</p> <p>W● WALT not achieved</p> <p>W✓ WALT partially achieved</p> <p>W✓✓ WALT achieved</p> <p>Written feedback will be recorded as: 'Green for good' - Any positive comments in green. 'Pink for think' - any next steps or questions will be recorded in pink.</p> <p>Extended Writing</p> <p>Marking ladders used for extended pieces and completed individually. As the child progresses they will develop this as a two-way process reflecting and recording their own 'next steps'.</p> <p>Written feedback will be recorded as: 'Green for good' - Any positive comments in green. 'Pink for think' - any next steps or questions will be recorded in pink.</p>	<p>Self-assess at the end of each lesson using:</p> <p>W● WALT not achieved</p> <p>W✓ WALT partially achieved</p> <p>W✓✓ WALT achieved</p> <p>Respond to 'pink for think' feedback by answering a question or completing an application task.</p> <p>Complete their marking ladder and, where appropriate, identify their next steps (using reflection prompts to expand self-assessment).</p> <p>Read and reflect on how they will work towards their next steps in the next piece of work</p>

	<p>Spellings, Grammar and Punctuation</p> <p> Pink line used to identify errors in spellings and children write corrections in margin based on dot-dash-count. The word selection to be corrected will be selected as part of the spelling programme.</p> <p> Pink to indicate a punctuation error</p> <p> Grammar correction – doesn't make sense.</p> <p> Missing word</p> <p> Verbal feedback provided</p> <p><u>Maths</u></p> <p>Tasks:</p> <p>Feedback against the WALT (recorded by the WALT):</p> <p>W● WALT not achieved</p> <p>W✓ WALT partially achieved</p> <p>W✓✓ WALT achieved</p> <p>✓ a green tick if work is correct.</p> <p>● a pink dot if incorrect</p> <p> verbal feedback provided</p> <p>Written feedback will be recorded as 'green for good' when recording a positive comment. 'Pink for think' will be used to record, where applicable, a next steps comment. This may be:</p> <p>Asking a pupil to apply a method/skill in a different context</p> <p>8 x ____ = 56 or 'which is greater 2.56 or 2.54?' _____</p>	<p>and then initialling to show they have been read.</p> <p>Re-write misspelt words.</p> <p>Correct punctuation error.</p> <p>Correct grammar error.</p> <p>Insert missing word</p> <p>Self-assess at the end of each lesson using:</p> <p>W● WALT not achieved</p> <p>W✓ WALT partially achieved</p> <p>W✓✓ WALT achieved</p> <p>Respond to 'pink for think' feedback by completing requested corrections, answering a question or completing an application task.</p> <p>Read and reflect on how they will work towards their next steps in the next piece of work and then initialling to show they have been read.</p>
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	<p>A question asking the pupil to explain their method or reason:</p> <p><i>How did you solve this calculation? How did you know that 3.5 was the next number in the sequence?</i></p> <p>A learning prompt:</p> <p><i>Remember to move the digits one place to the left when multiplying by ten.</i></p> <p><i>Use your 4x tables to help you multiply by 8.</i></p>	
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