CHBP School Federation

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'As a federation, and as individual schools, we are committed to the wellbeing of all of our community - this is an integral part of each school's culture and ethos. Policies are formulated and implemented with this in mind, placing the wellbeing of all at the forefront at all times.'

Marking and Feedback Policy

(1) Introduction

We are mindful that marking is primarily for the children. This policy has been written after discussions with our teachers and children about how we can use marking to make the maximum possible impact on children's progress and engagement in the learning process. It has been informed by research into the most impactful forms of feedback and the government's workload review guidelines. Marking should be manageable, motivational and meaningful.

(2) Aims and Rationale

(2.1)   We give children written and verbal feedback in order to:
- Value the effort put in by the child and celebrate successes
- Assess the depth of learning that has taken place
- Identify misconceptions or gaps in learning that the child has
- Reinforce a skill or key piece of information
- Extend a child's understanding or ability to do something
- Inform future planning for individual children, groups or the whole class.

(2.2)   We encourage staff to use their professional judgment to decide what type and depth of feedback is appropriate in any given situation. This judgment needs to be based on what will most positively impact that child's progress.

(2.3)   We recognise that it can sometimes be difficult to decide which type of feedback is most appropriate and that it takes time to build up an understanding of how to make these judgements, and so senior leaders will have professional dialogues with members of staff to offer further guidance and support where necessary. Regular training will also be provided. Senior leaders will look for the impact of the teacher's feedback on a child's progress rather than for a particular quantity or style of written marking. Senior leaders will only be more prescriptive about the type of feedback and marking required if there are concerns about pupils' progress. For pupils making slow progress, the senior leadership team may direct teachers to use the 'target tabs' system.

(2.4)   We are mindful of the pressures that extensive written marking can place on teacher's workload and are committed to ensuring that we give pupils feedback that is highly impactful but does not create unnecessary work for teachers. Where possible, we encourage teachers to mark and give feedback during lessons so that most marking is done within the school day.

(3) Reviewing Books

Teachers are expected to review every child's book before the next lesson in that subject and use this assessment to inform their planning in order to secure pupils' progress. Reviewing books means to look at them to check understanding, either 'over the shoulder' during lessons, or after the lesson, not necessarily that the work is all marked in writing before the next lesson. This is vital so that teachers know how to adapt their next lesson for individuals/groups/the whole class in light of their understanding in the previous lesson. All work must be acknowledged and checked, but it is not expected that all work is marked in detail.

(4) Types of Feedback

(4.1) Whole class and group feedback

It is often appropriate to give a whole class feedback when there are common misconceptions or next steps. This can be done in the form of mini-plenaries during the lesson, or at the beginning of the next lesson. Examples of children's work or WAGOLLs can be used to help illustrate what success looks like as well as to provide a starting point for discussing next steps.

(4.2) Verbal Feedback

Timely, verbal feedback is one of the most effective ways to support pupils to move their learning and understanding forward. Feedback delivered in lessons is more effective than comments provided at a later date. Our children have told us that what helps them most is when a teacher talks something through with them in the lesson. Therefore, verbal feedback will be given to children during lessons wherever possible. For example, teachers and LSAs may 'helicopter' around the class checking in with individual pupils and intervening quickly if they need more support or additional challenge. Teachers may also 'conference' with pupils, giving them more in-depth feedback on their work. This helps to ensure that pupils' progress remains swift and is particularly effective during the drafting process of writing. In order to make conferencing manageable teachers may use their professional judgement to decide which pupils need more light touch conferencing and which pupils would benefit from a longer conferencing session. It is not always necessary to look at a whole piece of writing when conferencing, and teachers should focus on a key point to improve showing the child how to edit their work. Conferencing does not mean that the final piece of writing produced needs to be completely free of errors. The purpose of conferencing is to ensure that pupils have the opportunity for rich dialogue with their teacher about

what they have done well, and where their writing might be improved. Verbal feedback does not need to be evidenced in written form, unless teachers feel it helps them or the child. If teachers are giving feedback part way through a piece of work they may wish to do so on a post-it note so that the child's written work is not interrupted by the teacher's comment.

(4.3) Self-assessment

Sometimes it is appropriate and beneficial for children to mark their own work. Children should be given the tools to self-assess, so that they are empowered to identify how well they have met the learning objective, and what they need to do in order to move their learning forward.

Tool-kits/Self-assessment checklists can be used to show children what they need to include and consider in their work. For younger children, the marking symbols included in this policy can be used as a visual toolkit. For longer written pieces, a success criteria used as a self-assessment checklist should be stuck at the bottom of the piece of writing. The CHBP self-assessment sentence stems should be used to support pupils to structure their thoughts and responses. These can be used to support the children to articulate their next steps and what they have done well verbally and/or in writing. Self-assessment does not always need to be written. These self-assessment strategies help children to build their independence and to take responsibility for their learning. They can also help children to quickly identify if they need more support or challenge with a task if children mark their work or self-assess part way through a lesson. If pupils are self-marking, teachers must still make sure that they check the books after the lesson to ensure that the marking has been done correctly and to inform future planning.

(4.4) Peer-Feedback

Sometimes it is appropriate and beneficial for children to mark or assess the work of other children in their class or an anonymous 'pupil'. WABOLLs and WAGOLLs are a good tool to use to generate discussion. Plenaries, including mini plenaries, can also be used as an opportunity for peer feedback. 'Book on Book' is another effective tool which may be used. Children should be explicitly taught how to give constructive feedback to their peers and to engage in dialogue about their learning. Peer feedback may be verbal or written. The CHBP peer-assessment sentence stems should be used to support pupils to structure their thoughts and responses. Children to do not always need to write down or record the peer feedback. The sentence stems can be used to structure verbal feedback so that the children learn to articulate themselves clearly and comment respectfully on each other's work.

(5) Response to feedback

Teachers should build in sufficient time into lessons for children to read and respond to their written feedback. Children may show that they have responded to feedback either by correcting their work or by demonstrating that they have met the target given in subsequent pieces of work. Pupils will respond to marking and do any corrections in green pen. If pupils have misconceptions or have made errors it is expected that these are addressed in the next lesson, or through additional intervention.

(6) Spelling

Not all spelling errors will be corrected in every piece of work as this can be unmanageable for teachers and over-whelming for children. Teachers will exercise their professional judgement as to the most appropriate spelling errors to highlight or correct. In English, teachers should give particular notice to spelling errors that show that a child has not understood a spelling rule or pattern that has already been taught, to the spelling of common exception words and to those words that are commonly misspelled. In other subjects, teachers may choose to focus on key subject/topic specific vocabulary, instead of correcting more general spelling errors.

(7) Giving feedback to pupils with SEND

Teachers must adapt the way feedback is given to suit children with SEND so that is meaningful to the child and supports their progress. The Inclusion Lead will provide support and guidance to teachers where needed.

(8) Marking by supporting adults

Teachers may sometimes ask supporting adults to mark the work of the children they have supported during the lesson. It can be a useful way of additional adults communicating how well the child has met the learning objective to the teacher. Supporting adults should follow the same marking guidelines as teachers. Where teachers ask supporting adults to mark work they should give them sufficient time to do this within the school day. Additional adults should also initial their marking. Supporting adults are also expected to play a key role in giving children timely verbal feedback throughout the lesson.

(9) External agencies

In some year groups, particularly those that may be subject to external moderation such as Y2 and Y6, some teachers have found it useful to mark in a way that supports them to evidence the teacher assessment judgements that they have made for the
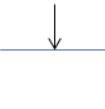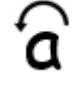
child. For example, they may wish to highlight where children have met particular statements on the assessment frameworks. Teachers to highlight in orange any of the core spellings for the year group e.g. words from the National Curriculum statutory Y3/4 and Y5/6 list.

Subject marking guidelines

English

*Printed long date and WALT at the top of each piece of work.

*WALT highlighted in green if it has been met, a dashed line in green highlighter if partially met and not highlighted if not met.

*Teachers mark in purple pen.

*Children respond to marking and edit work using green pen.

*Parts of work highlighted in green to evidence WALT or genre features being met.

*Parts of work highlighted in pink to identify misconceptions or errors for children to respond to.

*Incorrect spellings (maximum 3 per piece) to be:

KS1 and where appropriate in KS2 - underlined in pink highlighter for children to correct.

KS2 – a pink highlighter dot in the margin so children identify the incorrect spelling on that line and correct it.

*A grid to be stuck on the inside of the back cover of the English book where children can record the correct spellings for errors they have made.

*In 'Extended Writes' Year 2 teachers to highlight the Year 2 common exception words used by children in orange highlighter.

*Year 6 teachers to highlight the Year 3 / 4 and/or Year 5/Year 6 statutory spellings used by children in orange highlighter.

*'Extended Write' to be marked after children have self-assessed their work (using a 'self-assessment grid' and edited their work using green pen. KS1 and KS2 to set a target at the end of each 'Extended Write' that can be transferred to the next 'Extended Write.' Targets must be specific, manageable and written in language that the child can understand.

*Marking symbols to use in EYFS and KS1:

Finger spaces	Full stop	Capital letter	Supported	Ratio of adults to children (group work)	Target	Write on the line	Letter formation
		Aa	S	e.g. 1:6	T	↓	â

*Marking symbols to use in KS2 (can use the above symbols if appropriate):

Supported	Ratio of adults to children (group work)	Target	New paragraph	Missing word
S	e.g. 1:6	T	//	^

Maths

*Printed short date and WALT at the top of each piece of work.

*WALT highlighted in green if it has been met, a dashed line in green highlighter if partially met and not highlighted if not met.

*Teachers mark in purple pen.

*Pink dot to indicate incorrect answer that children need to check.

*Challenges (printed or handwritten titled 'challenge') for children to respond to, to deepen their understanding and mastery.

*Self-assessment/marking in green pen.

Science, History, Geography and RE

*Printed long date and WALT at the top of each piece of work.

*WALT highlighted in green if it has been met, a dashed line in green highlighter if partially met and not highlighted if not met.

*Teachers mark in purple pen.

*Children respond to marking and edit work using green pen.

*Parts of work highlighted in green to evidence WALT being met.

*Parts of work highlighted in pink to identify misconceptions or errors for children to respond to.

*Incorrect spelling of key subject/topic specific vocabulary (instead of correcting more general spelling errors) to be:

KS1 and where appropriate in KS2 - underlined in pink highlighter for children to correct.

KS2 – pink highlighter dot in margin so children identify the incorrect spelling on that line.

(10) Policy Review

This policy will be reviewed on an annual basis.

This policy was reviewed and updated in September 2023 and is still pending ratification by the governing body.

Next review date: September 2023

People responsible: Senior Leadership Team