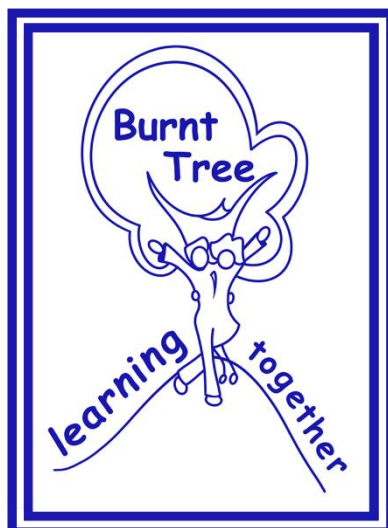



Burnt Tree Primary School



Marking, Feedback and Presentation Policy

Signed by Chair of Governors	
Date	07/03/2023
Review Date	September 2024

Marking and Feedback Policy

At Burnt Tree 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.

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 teachers 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 the student 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 research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DFE's expert group which emphasises that marking should

be: meaningful, manageable and motivating. We have also taken note of the advice 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 of the Policy:

- to identify principles which should be reflected in the approaches to marking throughout the school and across the curriculum,
- to provide criteria against which the marking practice can be monitored and evaluated,
- to ensure that all persons concerned adhere to the guidance.

Definition of Marking:

- a process that involves responding to pupil's work through written and oral comments,
- a method of diagnosing areas for development or improvement and identifying strengths in pupils' work,
- a means of providing information to be used as feedback, to modify teaching and learning, to meet the needs to the pupils,
- marking supports the assessment process by telling pupils the next step and how to improve.

Principles on which the Policy is based:

- Marking should be selective, and take its focus from the learning objectives (WALTS) and success criteria (WILFS) for the activity or task.
- The tone of any comments should be positive, supportive, realistic, constructive and sensitive to the needs of the child.
- Written comments should be joined, legible, grammatically correct with correct spelling and in a green pen.
- Extended pieces of writing should be marked using 'Review Blue' (only in the autumn term), in which the teacher highlights errors focusing on either grammar, punctuation or spelling. The pupils will then be given dedicated improvement time to correct their errors in red pen.
- Live marking should take place as much as possible so that misconceptions can be identified and addressed promptly.
- All marking should be completed as soon as possible and returned to the child promptly before the next lesson in this subject.
- Pupils work may be marked in a way that provides guidance about what they are to do next to improve their work or to provide opportunities to close the gap where learning has not been understood or the task not completed correctly.
- Pupils should understand the approaches to marking used in the school, and they should be expected to take action on the basis of marking.
- Response to pupil's work should take into account the needs and intentions of the individual and should be in child friendly language.
- Teachers should allocate dedicated improvement time for the children,

at the start of every lesson or registration, to enable them to reflect on their feedback and respond to it. This may be through editing their work or answering a gap task or next step challenge question.

- Error making should be viewed as part of the learning process and should be used as a source of evidence for diagnostic assessment.
- Erasers (rubbers) should not be used by pupils unless directed by the teacher, the schools marking policy should be made explicit to parents.
- Where a misconception is identified, there should be evidence of teacher intervention recorded in the child's book.
- A manageable amount of basic skills errors should be addressed. These should be in line with the child's cognitive age

Purposes of Marking:

Marking serves a range of purposes and audiences. No single response will serve all purposes, but quality marking should fulfil a range over time. We see the greatest impact when we agree, adopt and maintain a consistent approach, which is age and ability appropriate. We believe that Burnt Tree's pupils' self-esteem and resilience will develop through positive, yet challenging feedback, which accelerates progress and encourages them to strive for high achievement. For this reason, all pupils and staff follow this policy on a day-to-day basis by:

- highlighting and celebrating good work by making explicit what they have done well;
- setting clear expectations;
- helping them to evaluate their own learning;
- indicating aspects which need attention, improvement or further development;
- being explicit about how to improve;

- being constant, show continuity through school;
- reinforcing learning;
- establishing standards;
- showing pupils what is valued by the teacher and school, thus giving them an insight in to the teacher's expectations;
- valuing their work and providing an audience for it.

Marking should provide parents with a sense of:

- their child's achievements and attitudes,
- awareness of their child's needs,
- knowledge that the teacher's marking will focus on learning objectives (WALTs),
- reassurance that progress is being made,
- the school's and teacher's values and expectations,
- the relationship between pupil and teacher.

Marking should help teachers teach effectively by:

- providing them with an opportunity to make diagnostic assessments;
- providing an aide-memoire on record of e.g. significant progress, targets which the pupil is working on;
- providing a focus for future planning (individuals, groups, whole class);
- providing a starting point for the next steps in learning and a focus for intervention;
- providing a focus for target setting;
- informing themselves about their planning, teaching and concepts gained by the pupils,
- informing them about pupils learning styles.

Approaches to Marking:

Written and spoken comments should take the form of:

- questions;
- directions;
- explicit teaching points and instructions;
- modelling a process, strategy;
- suggesting an audience for the work;
- codes used within school (see appendices);
- encouraging pupils to reflect on their work and their own achievement.

Where a spoken response is given to paper based work teachers should mark using a D for discussed. See appendices for other specific guidance in relation to Early Years, KS1 and KS2.

Pupils role in the marking process:

- marking should encourage pupils to read comments and take responsibility for improving their own work;
- self-checking skills should be developed so that pupils can extend, improve and correct their own work;
- pupils may mark their own or others work on occasions e.g. spellings, drafted work, number tests, tables tests; however, teachers should monitor their achievements closely so that opportunities for diagnostic assessment are not missed.

Self Assessment

In key stage one, pupils should be taught the importance of self-assessment and how to accurately assess their learning. In key stage one, the traffic light system should be used, at the top of every piece of


work, in the same order (red, orange, green), a traffic light should be available so that the children can circle the most appropriate colour. By the end of key stage one children should be able to confidently verbalise why they have chosen the colour they have, by referring to an aspect of the WILF (success criteria). Teachers need to model how this should be done. During key stage one, the children will be introduced to the assessment block, which should be placed in front of them whilst they are working. The children will be taught how to assess their learning, at different points of the lesson, and begin to verbally explain why they have chosen that colour to assess themselves.

In key stage two, pupils should be able to confidently assess their own learning for every lesson. Key stage two pupils will use the traffic light system; however, the children will draw and colour a small circle in the appropriate colour next to their WALT. All self-assessment should be monitored by the teacher so that teaching can be adapted accordingly. All children should be able to confidently verbalise why they have chosen the colour they have, by referring to an aspect of the WILF (success criteria). In key stage two, all children will be able to confidently use the assessment block to assess their learning at different points of the lesson. They will be able verbally explain why they have assessed themselves as that colour.

Peer Assessment

In key stage one, pupils should be taught to peer assess in a meaningful way against the WALT (learning objective) by using the WILF (success criteria). By the end of key stage two, all children should be able to confidently peer assess using the WILF (success criteria).

Appendix A

WALT ✓	Well done, learning objective achieved.
WALT ?	Comment on 'Where next?' if appropriate.
	Well done.
AL (adult led)	Guided or shared work with a high level of adult input.
AS (adult support)	Sentence starters, vocabulary, questioning, discussion, scaffolding or sentence ladder.
IND	Independent, no adult support given.
GW	Well-done, learning objective achieved as part of working as a group, may not be independent.
D	Where a spoken response is given to paper based work teachers should mark using a D for discussed.
P	The child needs to consider their presentation
.	Incorrect answer, the child should have another go.
X	Incorrect answer.
↑	Next step marking or challenge.
→	Close the gap marking or scaffolding.