

Maidensbridge Primary School



Marking and Feedback Policy

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Version 2

“Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil; a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.”

*“In summary, we recommend that all marking should be **meaningful, manageable and motivating**. This must be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DFE).”*

Report of the Independent Teacher Workload Review Group March 2016

At Maidensbridge Primary School, marking & feedback has three purposes:

To help pupils:

1. Understand what they have done well.

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Feedback discussions with pupils about recently marked work should display a good understanding of both these points. Can the child answer the following question: **‘What am I doing well in this subject?’**

2. Understand how to improve.

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate to help pupils to understand. The feedback should be clear and based on skills and knowledge for that subject. This can be done through annotating work to highlight improvements or through a developmental comment at the end to prompt the child to reflect and improve. Can the child answer the following question: **‘What do I need to do to improve my work in this subject?’**

3. Make visible signs of improvement as a result of feedback.

Without visible signs of progress emerging from marking and feedback, there are no signs of effectiveness. Teachers and teaching assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements. Marking Response Time (MRT) is regularly built into lessons each week as appropriate and sometimes may be the focus for an entire lesson if assessment of the previous lesson shows that this would ensure progress for the children.

Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ between the key stages and between classes.

Sometimes, it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking and feedback should be developed.

Where verbal feedback is given for pupils' recorded work, it is often appropriate to use **TT (Talk to Teacher)** which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking are of consistently high quality throughout the school and that feedback is leading to progress for children. In addition to work scrutiny, children will be spoken to, to ensure that they can answer these two important questions when learning in any subject.

'What am I doing well in this subject?'

'What do I need to do to improve my work in this subject?'

If these can be answered using subject specific learning, the children are obviously receiving high quality feedback.

Guidance for teachers and teaching assistants

Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age-appropriate way, so that they can complete work to the highest standard. Short, challenging comments or oral feedback are more effective than in-depth written comments. Teachers should use professional judgement about when to use spoken, written marking, peer marking and self-assessment. Maidensbridge Primary School aims to ensure consistency across the school but recognises that marking varies by age group, subject and what works best for pupils in relation to any piece of work.

This policy should be read alongside our Assessment Policy. Use of formative assessment to assist us with planning is at the heart of all teaching at Maidensbridge Primary School and helps us to achieve good and outstanding outcomes in all lessons. Checking, marking and assessment are key factors that affect pupil progress. The aim of our Marking Policy & Guidelines is to ensure that all checking, marking and assessment promotes good and outstanding pupil progress in all areas of learning. Please refer to the Marking Guidelines document for more information on how we ensure that all marking, whether verbal or written, is of a consistently high quality.

Plan time for MRT when appropriate to the piece of work

Provide time within the lesson for pupils to respond to feedback. This can be at the start of the lesson or even during the lesson- plan for it when it will be most effective. In Key Stage One, teachers use their professional judgement to decide when to introduce the MRT. It is recognised that until pupils are ready in Key Stage One, other methods of dialogue for improvement may be used. (*See Whole School Marking Code*)

Explain to pupils how MRT works - **they must respond to any marking comment made by the teacher or by a peer to show their understanding of how to improve their work.** Then, pupils must make the improvement(s) suggested to show a difference between their previous work and the improvement. The teacher will then acknowledge the improvement or correct a continuing misconception. Children will make these improvements are comments in purple pen.

There may be times when a feedback lesson is needed in order to give quality time to each child in order to address any misconceptions. This will be particularly clear, if a large group

of children are making the same errors from a previous lesson. The children will work in purple pen for this lesson to highlight that they are responding to feedback from their teacher.

Use peer and self-assessment/marking

Encourage children to see themselves as the first markers and audience for their learning and use their peers to assess work with them (Not peer assessment during Covid-19 protective measures). This enables the children to become more independent, increases responsibility for their work as well as helping to develop an understanding of what they are learning. Plan time for this and ensure the children know what they are assessing. Model examples of this to the class until they are familiar with the language and/or methods.

Use a green highlighter pen ('Green = Good') to save time

When marking, use green highlighter pens to emphasise what is good about the piece of work. Use this method when appropriate e.g. in a piece of writing where the LQ may have been, 'Can I use adjectives to describe a character?' the marking of that work can just be the highlighting of the adjectives they have used well. Children **must not** use green highlighter pens for their own work to avoid confusion. The LQ part of the learning question will be highlighted in green if the learning was fully achieved. Leave blank if it was not achieved and the following lesson will show a feedback lesson in purple pen or a Pink to Think to correct.

Use a pink highlighter pen (Pink to Think) to identify areas that children need to improve or change.

Pink to Thinks should be focused on misconceptions, not mistakes. Mistakes can be addressed by children when assessing and checking their own work. The Pink to Think comment should promote thinking and progress around a misconception from the learning. If several children have the same misconception, then the teacher should consider whether a feedback lesson is necessary before moving on.

A 'Pink to Think' comment can be a challenge, improvement task or modelled example by the teacher to support the children with the response to the marking to show improvement and progress. This will be written in pink pen.

Examples:

'The tree danced mysteriously in the wind. Circle the adverb and write below a different one I could have used.' (Modelled example)

'Explain the rule below when converting fractions to decimals?' (Challenge to explain a rule that has been used)

All staff should refer to the school handwriting policy to ensure correct modelling is used in marking feedback.

Use learning questions to encourage further responses and challenges in learning. A Pink to Think that is a challenge will be in pink pen and signalled by the word 'Challenge'

When marking, provide a learning question linked to the skills the children have been learning when it is appropriate. Make questions open ended where possible. Link the questions to knowledge, skills and application of skills- the questions linked to the application of skills will be the most memorable.

Success Criteria

Success criteria will be highlighted green when achieved.

An element of the success criteria may be highlighted pink, if the child needs the feedback to improve further. This will tell them how to improve their learning.

Use of Live Marking

Staff, as much as possible should plan feedback into the lesson. There will be times in the lesson when the teacher is modelling to a group or the whole class. However, during other times in the lesson, the teacher and the teaching assistant can give immediate feedback to children as they are working, by highlighting the successful learning in green and an aspect to be improved in pink. The children will then have the opportunity to improve immediately and to avoid making a repeated error all the way through their work.

Children who have had this feedback in the lesson, may only need praise and stickers as feedback after the lesson.

Teachers will assess at the end of a lesson, which children need praise through stickers and house points, which children need a 'Pink to Think' and which children may need further modelling and a change in learning experience in the following lesson due to a lack of understanding.

Each child's book, in each subject should show a balance of this feedback over a week.

Black pen will be used by supply staff for marking.

Effective marking in Mathematics

[\(Guidance taken from NCETM Marking and Evidence Guidance for Primary Teachers\).](#)

Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation or giving high quality feedback to the children.

Marking

- It is important for teachers to distinguish between a pupil's mistake or misconception.
- For mistakes, it is often enough to simply indicate where each mistake occurs, particularly when it is beneficial for pupils to correct them; This will be with a pink dot.
- If errors demonstrate lack of understanding and misconceptions, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils, the errors will be addressed in the next lesson through a carefully designed Feedback lesson.
- [Evidence shows \(Black and William 1998\)](#) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on. The children should be working as hard as the teachers.

Evidence-recording

- If interaction between teacher and pupils is good, then efficient marking strategies can be deployed.
- Suitable summative assessment will enable a teacher to monitor pupils' progress. Where progress is secure, no further evidence is necessary. Where an individual pupil's progress is a concern, then more detailed monitoring and recording may be justified.
- It **should not** be a routine expectation that next-steps or targets as 'Pink to Think' comments be written into pupils' books. The next lesson should be designed to take account of the next steps that the pupils need through high quality feedback so that children can answer those two important questions. 'What am I doing well in this subject?' 'What do I need to do to improve my work in this subject?'
- Next steps or 'Pink to Think' comments should be used **as appropriate** when it is felt that pupils need to consolidate their learning or to provide an extension task.
- If significant numbers of pupils have made the same error the correction and next steps should be addressed through the next lesson rather than through extensive individual marking.

If children can respond to these two questions, **in subject-specific detail** then they are receiving effective feedback and will make progress.

'What am I doing well in this subject?'

'What do I need to do to improve my work in this subject?'

Marking Codes

Green Highlighting – achieved aspects of learning/well done

Pink Highlighting – signals a ‘Pink to Think’

■ Pink pen dot = Error ✓ Green tick = Correct

Comment written in pink is a ‘Pink to Think’ to address a gap in learning

‘Challenge’ comment written in Pink is a challenge to extend learning.

Black pen in EYFS/Yr1 is adult observations of learning

⊙ TT = Talk to Teacher ⊙ PA = Peer Assessment

⊙ SW = Supported Work

// = Change paragraph ⊙ SP = Spelling errors

1hp = house point awarded

Don't	Do	Why this is better for pupils
Don't diagnostically mark every piece of work.	Do diagnostically mark selected key pieces of work which demonstrate the key skills and/or knowledge for that half term/unit of work.	Pupils have a manageable set of targets to work on for that half term. "This half term I'm working on improving my..."
Don't write diagnostic annotations AND a diagnostic final comment.	Do choose which one you're going to do: annotations or final comment.	Annotations are often more powerful as they show pupils more precisely where they might have gone wrong.
Don't mark silly mistakes for them (e.g. missing off capital letters, forgetting to use the correct units).	Do guide pupils to correct their own mistakes ("go back through and put in all your capital letters", "check that every unit is the right one"). Provide feedback on misconceptions. It is often desirable to have pupils spend a minute or so checking their work before handing it in.	Pupils won't have their teachers there to correct their mistakes for them in an exam, so develop their conscientious attitudes to work now.
Don't tick and flick notes. It's a waste of time.	Do check pupils are making effective notes, using a 'notes check sheet' for example.	Pupils might not know what ticks mean. A 'notes check sheet' reinforces exactly what your expectations are for note-taking.
Don't keep marking in the same way (e.g. two stars and a wish at the end of the work) just because you've always done it that way.	Do think what the most effective feedback strategy is – preferably before pupils complete the work in the first place. Plan HOW you're going to mark each activity.	Pupils receive the feedback in the most meaningful, useful way(s) possible.
Don't write generic praise comments, such as 'Good work' or 'Excellent'.	Do identify why you think the piece of work deserves praise. 'This is a big improvement – you've cracked sine and cosine', 'Excellent use of key terms'	This builds self-esteem even more because they know their efforts in particular areas have paid off.
Don't keep writing the same thing on many pupils' work.	Do use letter/number codes for general misconceptions and have pupils look them up (on a whole class presentation/worksheet). You could put the letter/number codes in the margin or inside the work itself (see annotations above). Address the biggest misconceptions as a whole class.	This will require pupils to read your feedback more closely.
Don't mark for the adult observing your lesson.	Do mark for the pupils – observers will be able to work out if they are receiving effective feedback by asking pupils: What am I doing well in this subject? What do I need to do to improve my work in this subject?	Pupils will benefit from 100% of what you write.