



ST MAWES SCHOOL

Feedback and Marking Policy

At St Mawes we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are also mindful of the workload implications of written marking and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other organisations. The EEF research shows that effective feedback should:

- redirect or refocus either the teacher's 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
- provide specific guidance on how to improve and not just tell pupils when they are wrong

Notably, the Department for Education's (DfE) research into teacher workload has highlighted written marking as a key contributing factor to workload and that marking should be meaningful, manageable and motivating. We have also taken note of the advice provided 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.

Key Principles

Our policy on feedback has a number of principles at its core:

- the sole focus of feedback and marking should be to further pupil's learning
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification
- written comments should only be used where they are accessible to pupils according to age and ability
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date. We aim to do this as much as possible
- feedback is provided as part of the assessment process in the classroom and takes many forms, not just than written comments
- feedback aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might have an impact on future learning. When work is reviewed, it should be acknowledged in books

Feedback and marking in practice

It is vital that teachers evaluate the work that pupils undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority; noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Marking and written feedback by staff

- Feedback and marking should be done within a reasonable time frame and as immediate as possible
- Written feedback should be in green pen
- Marking codes to be used are shown in the appendix
- Any pupils that needs further reinforcement will be picked up in DIT (dedicated improvement time)
- Spelling errors to be rectified as shown below. The number will be at the Teacher's discretion. Ways to support spelling include:
 - underlining the error
 - 'sp' in the margin
 - writing the correct word for the pupil
 - pupil writing the word out more than once
 - word added to speed spell list
 - using a dictionary/word bank
 - identifying their own mistakes

Self and Peer Reflection

At St Mawes we firmly believe in fully involving the pupils in their own assessment of the learning. Teachers should:

- Encourage pupils to be self aware and emotionally resilient
- Ensure use of the learning line
- Encourage pupils to self reflect on their own work to improve their end outcomes
- Coach pupils in how to respond sensitively and constructively to their peers

- Ensure self reflection and peer reflection is done in purple pen

Appendix – written feedback codes

C – capital letter

FS – full stop

NS – next steps

P – punctuation

Sp - spelling

/ - new line

// - new paragraph

Finger picture - finger space reminder