

In creating this policy, the staff and governors of Friars Primary Foundation School considered the following research:

1. "Eliminating unnecessary workload around marking – Report of the Independent Teachers Workload review group" DfE
2. "A marked improvement? A review of the evidence on written marking" (Education Endowment Foundation - EEF)
3. "Mark less, Mark Better!" (Southwark Teaching school alliance research project)

This resulted in 3 guiding principles that underline this policy

1. We believe that giving feedback on children's learning has two basic functions:
 - i. To celebrate children's achievements and let them know when they have done well in relation to learning objectives and success criteria
 - ii. To help children's learning move on by providing them with developmental guidance that can be acted on and the subsequent progress monitored.
2. We believe that children's learning and achievement improves when they engage in metacognition and self-regulation and are enabled to reflect on their own learning and that of their peers
3. We believe that reducing workload around marking for teachers leads to greater staff wellbeing; increased time spent on planning and preparation; and ultimately, improved pupil achievement.

At Friars we use a variety of marking and feedback techniques and systems all of which are outlined in this policy. They are designed to be meaningful for children and manageable for teachers and teaching assistants. **It is for the teacher to use their professional judgement as to when to apply the differing strategies and in which subject but, unless otherwise stated, it is expected that each strategy would be used at least once a week. Not all of the strategies and systems outlined below are appropriate to all phases of the school.**

Non negotiables:

- Learning objectives for every lesson and every subject are written in books by pupils in KS2 and where possible in Year 2. Learning objectives are pre printed and stuck in books for EYFS, Y1 and some Y2 pupils. Success criteria are clearly communicated to children either through display on the IWB or when the success criteria acknowledgement marking criteria is to be applied stuck in books.
- Books (and photographic evidence that is kept separately in teacher's planning folders on the shared network) should be looked at regularly and work assessed before the next lesson in that subject
- Books should show evidence of misconceptions being addressed; opportunities for consolidation; opportunities for stretch and challenge.
- Planning is shaped to respond to children's work.
- Dots (not crosses) should be used for incorrect responses

A. Understanding the value of feedback as a means to make improvements in learning:

It is important that children can understand why feedback is given and what its purpose is. Teachers will model the process of giving feedback by using either live pieces of work or prewritten pieces (i.e. from a different class or year) as part of the main teaching in a lesson using either a visualiser or the IWB. The teacher will explain clearly why feedback is being given for a particular subject or concept and the children

will contribute ideas as to how the improvements can be made. This is to be done in a supportive and kind way particularly if using live work from a pupil in the room.

B. Self-evaluation and metacognition:

Children complete prepared self-assessment stickers. The stickers have a variety of headings including:

"What I have learned that is new ..."

"I need to remember"

"I need more help with ..."

Teachers can use the template to generate further headings that are pertinent to the activity in question.

Teacher to initial stickers to show they have been looked at.

C. Peer assessment:

In order for children have the opportunity to assess their own achievements they will look at and assess each other's work in Literacy and Numeracy.

Teacher to initial responses to show they have been looked at.

D. Group / Whole class feedback:

This involves the teacher, after a particular session, grouping a particular group or the whole class into those who need misconceptions addressing, those who need to consolidate their learning and successes further and those who need challenge to improve on their successes even further. This may be done by ability group or by whole class and at the discretion of the teacher.

The teacher then feeds back to the group or class using examples of children's work so they get to understand "What a good one looks like" (WAGOLL) and this would result in further learning activities that help address the feedback.

Code in book to denote this strategy: GF or WCF

E. Live marking:

This is written feedback given within a lesson. It enables the teacher to give immediate feedback on learning and for the child to have absolute clarity on the feedback given.

Basic maths and literacy skills should be corrected at the teacher's discretion. If, for instance, glaring errors are consistently apparent (obvious spelling mistakes, lack of basic punctuation, arithmetic inaccuracy etc.) or errors are made that are fundamental to the learning (for example, the use of speech marks in narrative writing or conceptual misunderstanding in maths) they will be corrected.

It is for the teacher to judge how and when this should happen and be aware of the need to balance all other responsibility for pupil progress during a lesson.

Code in books to denote this strategy: LM

F. Verbal feedback and conferencing:

This is given after the lesson and can be done as an afternoon catch-up group or early morning work (either as with individuals or small groups.) by the teacher or teaching assistant. It presents opportunities to re-draft work and also links to the school's work on pre and over learning and the closing the gap intervention strategy (see teaching and learning policy). It requires the teacher/TA to have strong subject knowledge and to dedicate specific time to complete.

Code in books to denote this strategy: VF

G. Success criteria acknowledgement:

This can be part of live marking or can be done after the lesson. It requires the teacher to have looked at the child's work and place ticks against the success criteria for that lesson if the child has met them. This strategy requires forward planning in that on the day this strategy is to be used, LOs and SC should be stuck in books in advance.

H. Assessment comments for the benefit of the teacher, not the pupil:

Teachers write assessment comments on the children's work that are not designed to be used by children but are there to inform the teacher of future planning needs. This is particularly relevant in EYFS and Y1 and for pupils with specific SEND.

I. Quality marking in writing:

- i. All teachers from Y2 upwards will use a "thumbs up" stamp and write a celebratory comment next to the stamp. This comment should refer to the learning objective and where appropriate, success criteria that have been used by the child to help meet the objective. It should also, where appropriate, refer to ongoing targets found in child friendly assessment statements at the front of children's books.
- ii. All teachers from Y2 upwards will also use a "pen" stamp and write a developmental comment next to the stamp. This comment should refer to where improvement needs to be made against the learning objective and where appropriate, incorrect use of success criteria is evident. It should also, where appropriate, refer to ongoing targets found in child friendly assessment statements at the front of children's books.
- iii. The comment should be constructive, supportive and above all gentle. It will often take the form of a question that the child should respond to verbally or in writing. Alternatively different kinds of prompts can be used to facilitate improvement. These prompts can be:
 - Reminder – for the most able. These might be deliberately open ended questions that prompt improvement
 - Scaffold – for pupils who need more structure. You may, for example write a sentence with key vocabulary missing for the child to fill in or give an example to be completed that follows the maths strategy being taught.
 - Example – Lower ability pupils to choose an example you have written and complete.

All children will use purple pens to respond to marking.

This system of marking will be carried out a minimum of **once a half term** in Literacy. It is the class teacher's responsibility to mark using this system and teachers should monitor any improvements suggested over time in children's writing.

Presentation and accuracy:

It is expected that all teachers and teaching assistants that are involved in written marking ensure that their comments are readable, spelt correctly and are accurate. This is because the quality of comments and presentation will influence the presentation and accuracy of children's work. This influence must be a positive one.

Monitoring:

Middle and senior leaders will monitor the implementation of this policy regularly. This will be done by calling in random samples of books and giving feedback to teachers.

Summary:

Marking/Feedback Strategy	Evidence in books (where applicable)	Marking code (where applicable)
A. Modelling feedback using existing work	NA	NA
B. Self-evaluation and metacognition:	Self-assessment stickers underneath work and initialled by the teacher	NA
C. Peer assessment:	Children's marking in books and initialled by the teacher	NA
D. Group / Whole class feedback:	Whole class feedback proforma used at teacher's discretion	GF / WCF
E. Live marking:	Ticks, dots and comments in books	LM
F. Verbal feedback and conferencing:	Ticks, dots, comments at teacher's discretion	VF
G. Success criteria acknowledgement:	LO/SC ticked or dotted	NA
H. Assessment comments for the benefit of the teacher, not the pupil:	Comments in books	NA
I. Quality marking in writing:	Thumbs up comment and pen stamp comment with pupil responses	NA

Signed: _____ (Headteacher)	date: _____
Signed: _____ (Governing body representative)	date: _____
Review date: _____	