



Marking and Feedback Policy

Marking and feedback is the critical component of any learning process. In essence, it is the interaction between adult and pupil. Effective marking is essential to progress learning and should be manageable, meaningful and motivating. It is the acknowledgment of pupils' work, checking outcomes and making decisions about what teachers and pupils need to do next with the primary aim of driving pupil progress.

Principles

Our main principles are based on recommendations from the EEF Guidance Report 'Teacher Feedback to Improve Pupil Learning'. At Ingleton Primary school:

- Teachers lay the foundations of effective feedback by providing high quality initial instruction.
- Teachers deliver appropriately timed feedback that focusses on moving learning forward.
- We know our children well and teachers implement strategies that encourage all learners to welcome feedback and motivate progress.
- Teachers provide opportunities for pupils to act on feedback as soon as possible after receiving it; teachers monitor its effectiveness.

Our feedback consistently follows the above principles with the primary purpose to further children's learning.

Implementation

Feedback will vary depending on age group, subject, and what works best for particular pupils in relation to any particular piece of work and may be verbal or written. It may be individual, group or whole class feedback but it always follows the main principles above and should:

- Be given within the lesson or as soon as possible following the task set.
- Relate to the outcome objective or learning intention.
- Identify achievements.
- Give clear strategies for improvement or challenge.
- Empower pupils to take responsibility for improving their own work.
- Inform teachers' future planning.

Verbal Feedback

Through research and experience, we believe the most effective feedback is 'in the moment' verbal feedback within the lesson. This allows a 'conversation' about the outcome and provides immediate opportunity to implement strategies for improvement. It can also allow a teacher to adapt the delivery of the remaining lesson to improve progress of all pupils' learning.

To make the feedback most effective, teachers aim to deliver feedback as soon as possible, ideally within the lesson but may also be delivered at the end of the lesson or at the beginning of the next lesson and could be given as whole class, group or individual.

Written Feedback

Teachers may choose to give written feedback to pupils and again, to be most effective, this is done as soon as possible after the task. Written feedback is age/pupil specific and appropriate. Comments relate to the objective of the task, identify achievements and give strategies to improve. These improvements are modelled either in individual books or as part of the next lesson. It is not however, a routine expectation that all written feedback includes the next steps or targets; rather that the next lesson should be designed to take account of these next steps.

Self-assessment

At Ingleton Primary School, we empower pupils to take responsibility for improving their own work; teachers prompt pupils to improve their work or find their own errors of spelling, grammar and punctuation. Teachers use the marking code detailed below to indicate errors but, from Year 2 onwards, pupils are increasingly encouraged to spot their own errors. They read their work out aloud to ensure it makes sense and so they are more able to spot missing words, grammatical errors of tense etc.

Teachers will either indicate errors at the point of error, on the line, within a paragraph or at the end of a complete piece depending on their age/stage of learning. Pupils' work is closely monitored to ensure pupils who consistently make the same errors receive appropriate support to ensure they progress their learning. Teachers write in purple pen and pupils edit their work using green pen.

Through explicit initial instruction, pupils are also able to highlight when they have achieved the objective of the task e.g. spotting when they have used expanded noun phrases in their own work or that of their peers.

Self-marking occurs when appropriate e.g. often at the end of Maths tasks, reading comprehension tasks, spelling tests, or curriculum subject retrieval practice. During Maths lessons, teachers regularly assess the learning taking place and ensure all pupils are achieving the lesson objective. Lessons are adapted where necessary to ensure all pupils progress their learning within the lesson or the next.

Teachers ensure a high standard of presentation is maintained in all subjects (including Maths) and strategic help is given to those who require support to achieve this.

Peer Assessment

On occasion pupils may mark and give feedback to their peers. Pupils are guided to ensure this is always respectful, considerate and constructive.







Pupil Feedback

During tasks within the lesson and at the end of the lesson, pupils are encouraged to give feedback on how they are managing the task and whether they feel they have achieved the objective. This allows teachers to implement same day intervention to those who most need it and inform their planning for the next steps in the following lesson.

Maths lessons

Teachers will check pupils' work within the lesson or as soon as possible thereafter. They will tick correct responses and will put a dot next to any incorrect responses whereupon, the pupil will try to spot where they have gone wrong. Some pupils will require further prompting and support to do this, either from the teacher, TA or their peers but the intention is that pupils solve this as independently as possible.

Marking Code

	Correct answer, good use of word, sentence, punctuation etc.
	Age appropriate indication of good work.
	Punctuation error, either missing or incorrect use. (This might be on the error, in the margin next to the error, at the end of a paragraph or at the end of the written piece. If more than one error the number to find may be next to the symbol)
	Spelling error (This might be under the word in question or be in the margin next to the error, at the end of a paragraph or at the end of the written piece. If more than one error the number to find may be next to the symbol.)
	Grammatical error or sentence doesn't make sense (This might be under the words in question or be in the margin next to the error, at the end of a paragraph or at the end of the written piece. If more than one error the number to find may be next to the symbol.)
	New paragraph required
VF	Verbal feedback given
T TA	Support given (either teacher or teaching assistant)