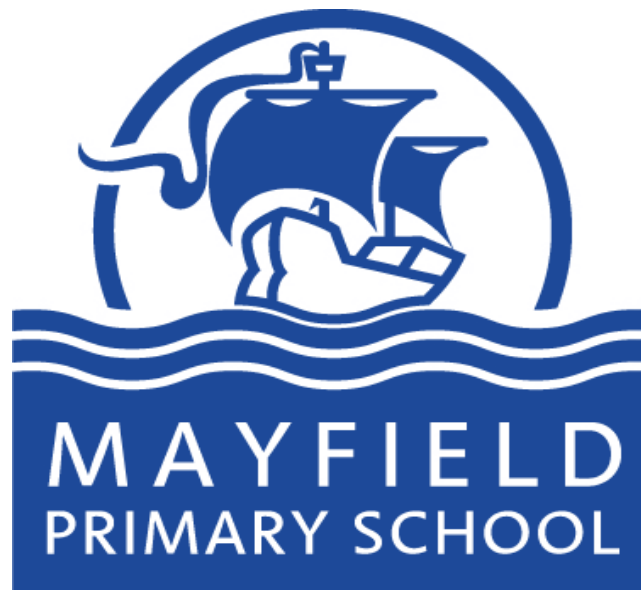


Mayfield Primary School



Marking and Feedback Policy

Agreed and implemented 14.6.22

Rationale

At Mayfield 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, as well as research from cognitive science regarding the fragility of new learning.

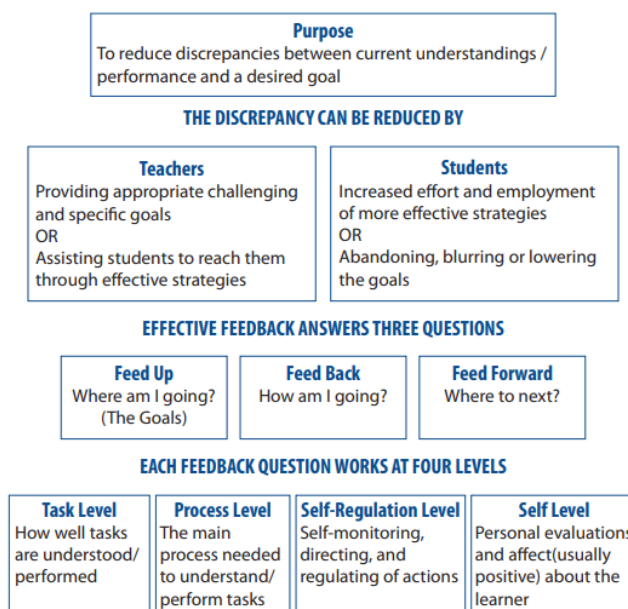
The evidence of best practice from the Education Endowment Foundation (EEF) and other experts underpins this policy.

The Education Endowment Foundation 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
- put the onus on the children 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.

John Hattie and Helen Timperley (2007) have also provided a helpful model for feedback.

Hattie and Timperley's Model of Feedback



In addition, the Department for Education’s research into teacher workload has highlighted written marking as a key contributing factor to workload and emphasises that marking, should be: meaningful, manageable and motivating.

Modelling how to respond to feedback at all levels and in all classes will ensure the children respond appropriately with sufficient thought and effort to make a difference in their work.

Over time, children’s responses will mature although the highest expectations should extend from corrections, to improvement prompts and additional challenges.

Feedback and marking in practice

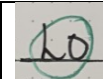
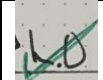
It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

This will be effective when our responses:

- deepen learning and allow children to make good progress
- are rapid and immediate within lessons wherever possible
- employ a range of strategies that include **live marking, self-assessment, peer-assessment** as well as **teacher assessment**
- include ‘feedback’ verbal and written, and allows children to receive more detailed, personalised comments to highlight strengths and target/s for further development.
- regularly look at children’s books to help ‘feed forward’ (where do the children need to go next with their learning) and as a result plan more effectively for lessons
- ensure time is built in to develop children’s reflections through effective use of ‘responding to marking’ as well as peer assessment. **This should be on-going. RTM on some days will be appropriate, but on other days live feedback/marketing will be more appropriate. Teachers will use their professional judgement.**
- keep overall goals in mind, constantly moving everyone forward.

Marking codes

Teachers at Mayfield have chosen green pens for any staff marking with purple pens for responses to marking by the children.

	You did not meet the learning objective	I	Independent work
	Objective achieved	S	Supported
→	RTM (completion, correction or challenge)	V	Verbal feedback
~G, P or S	Grammar, Punctuation and Spelling	HP	House Point
//	Paragraphs	G or GG	Group or guided group
✓	Correct answer	.	Incorrect answer

All staff other than the class teacher who are working with children should initial child's work and any marking they complete.

Progression in marking	
Year Group	Marking expectation
FS	<ul style="list-style-type: none"> • Mainly verbal feedback <p>Children's work may be a mixture of self-written and adult scaffolded writing, giving each child the opportunity to see progress, and succeed at what they already know; be extended and taught 'in the moment' by a familiar adult.</p>
Y1	<ul style="list-style-type: none"> • Mainly verbal feedback • Children's work is becoming more independent, with adult scaffolds/team writing when required. • Children respond to handwriting and spelling practice following the 'RTM' arrow → • Children will sometimes self-assess using faces and against learning objectives or success criteria. • All tasks should be acknowledged as having been seen by the class teacher by ticking or dotting the LO, RTM, or verbal feedback (V)
Y2	<ul style="list-style-type: none"> • Some verbal feedback (V) • Children respond to handwriting and spelling practice following the 'RTM' arrow → • Children will sometimes self-assess using faces and against learning objectives or success criteria. • All tasks should be acknowledged as having been seen by the class teacher by ticking or dotting the LO, RTM, or verbal feedback (V)
Y3	<ul style="list-style-type: none"> • Children respond to handwriting, spelling practice, and challenges following the 'RTM' arrow → • All tasks should be acknowledged as having been seen by the class teacher by ticking or dotting the LO, RTM, or verbal feedback (V) • There will be evidence in books of children's independent self-assessment and peer assessment • Responding to marking should be evident in both English and Maths books at least once a week in order for the children to master these skills.
Y4	<ul style="list-style-type: none"> • Children respond to marking by correcting errors and/or completing next step challenges • Peer-assessment • Self-assessment • All tasks should be acknowledged as having been seen by the class teacher by ticking or dotting the LO, RTM, or verbal feedback (V) • Responding to marking should be evident in both English and

	Maths books at least once a week in order for the children to master these skills.
Y5	<ul style="list-style-type: none"> • Children respond to marking making improvements to tasks through editing and reasoning skills, and completing RTM challenges • Peer-assessment • Self-assessment • All tasks should be acknowledged as having been seen by the class teacher by ticking or dotting the LO, RTM, or verbal feedback (V) • Children's books will evidence progression and teachers will use their professional judgement as to the type and frequency of each approach to marking
Y6	<ul style="list-style-type: none"> • Children respond to marking making improvements to tasks through editing and reasoning skills, and completing next step challenges • Peer-assessment • Self-assessment • All tasks should be acknowledged as having been seen by the class teacher by ticking or dotting the LO, RTM, or verbal feedback (V) • All writing books should have child friendly KS2 writing check lists that should be updated regularly to support progression • Children's books will evidence progression and teachers will use their professional judgement as to the type and frequency of each approach to marking