



MARKING & FEEDBACK POLICY

Name of policy	Marking and Feedback
Named person (s)	Jenny Bullock & Lindsay Hamilton
Review Committee	Curriculum
Next Review Date	September 2024

Rationale for review

A review of current practice has led us to question the types of feedback currently provided to the pupils at Ovingham Middle School and how this is impacting upon progress. Recent studies find that, 'written feedback on pupils' work has become disproportionately valued...and the quantity of feedback has too often become confused with the quality' (EEF, 2016). In addition, the workload in providing written comments within a set of books, on a regular basis, results in a heavy workload, especially if the impact is limited. In the DFE's 2014 Workload Challenge, marking was identified as the single biggest contributor to unsustainable workload. In September 2022, a vast proportion of staff at Ovingham Middle School felt that too much time was being spent on written feedback, and in some cases, pupil work was being 'triple marked'. With the focus in current policy practice being on written feedback, there was an uneven spread of workload across departments and staff.

Research evidence

Extensive reading of current research, from EEF, DFE as well as local schools, has assisted staff in formulating new methods, and generating a consensus, about effective feedback. Feedback must occur for progress to happen. We collaboratively agree that marking and feedback is central to effective teaching and learning. It must motivate our pupils, present challenges, drive progress and have an impact on future learning. New, effective feedback strategies have led us to become more reflective practitioners in collecting valuable evidence from pupil books swiftly so that any misunderstandings can be addressed, providing the right level of challenge in future lessons. The time taken to provide written comments throughout a set of books is better spent preparing for future lessons. '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' (NCETM, 2016). We hope that new methods of providing feedback will reduce teacher workload by cutting down on the current expectations relating to written feedback. Our aims of this review are to:

- increase pupil responsibility towards their own learning.
- increase the amount of time staff have to consider planning.
- ensure marking and feedback workload is consistently manageable across all departments.

Aim

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit our pupils. The aim of this policy is to ensure clear understanding of the **purposes, procedures and processes** of effective marking and feedback to pupils regarding their work to maximise progress and support pupils in becoming effective learners. At Ovingham Middle School, effective marking and feedback underpins our school ethos and values, and aims to:

- Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
- Support pupils in becoming successful learners.
- Encourage pupils to become responsible for their own learning.

Purposes for responding to children's work.

- To assess and monitor progress.
- To inform future planning and to further children's learning.
- To motivate pupils.

Types of feedback

- 'Summary feedback' should be collated after a lesson, or, when learning can be measured against a shared WALT.
- 'Live feedback' may be appropriate at the point of teaching, especially in smaller groups. A 'Next Steps' record is still completed to monitor progress and gather evidence of learning over time.

Procedures of Marking

- All work to be acknowledged by a green tick to inform pupils that their teacher has read their work.
- No written teacher comment is expected. Staff may use their professional judgement to leave occasional comments which will impact positively upon progress, providing they are personal and specific to that child and their particular needs.
- A 'Next Steps' record is completed by staff, not only to explicitly plan specific feedback, but to track specific groups of pupils, to identify and demonstrate learning, and to identify and plan to eradicate any misconceptions. Results will be shared verbally with pupils frequently so that improvements and further progress can be made.
- Exemplar work will be shared and celebrated.
- Specific groups of pupils (SEN/D & PP) will be monitored closely throughout this procedure and support / intervention work will be noted.
- Pupils act on general whole class feedback, as well as individual / group coaching delivered verbally at the start of lessons, or, during 'live feedback' sessions.
- All responding and improvements are carried out using purple pen.
- Results from staff marking will be evidenced on 'Next Steps' sheets and used to explicitly plan for feedback.
- There are planned opportunities to monitor standards of literacy, rigorously, across the curriculum.
- 'Next Steps' sheets may be personalised by different departments and may not follow the standard format. However, 'Next Steps' sheets must detail the following non-negotiables: WALT, evidence of learning, work to praise and share, areas for development, pupil premium, SEN/D.

Processes

The marking and feedback process occurs in 3 stages at Ovingham Middle School:

1. Acknowledgement of work:
 - A green tick shows that work has been seen and read by the teacher. There is an expectation that ALL work will be acknowledged.
 - The teacher will use their professional judgement to target certain pupils, if necessary, and leave a written comment which is individual and personal to that pupil.
 - Weak literacy skills (grammar, punctuation, spelling) will be challenged.
 - Poor standards of presentation will be challenged.
2. Planning feedback & informing practice:
 - Notes are gathered by the teacher on a 'Next Steps' record sheet to assess and monitor progress.
 - Notes inform future planning, and, will form the basis for planned, explicit feedback, for the whole class, plus targeted pupils, or, specific groups.
3. Read, Reflect, Respond:
 - Specific, accurate and clear feedback gathered against the shared WALT will be **timely**, when learning can be measured against a shared WALT.
 - Feedback will provide specific guidance on how to improve and not just tell pupils when they're wrong, or, make the corrections for pupils.
 - Feedback about learning will be shared during whole-class, verbal feedback sessions at the start of lessons. It will be shared verbally and will be visible for all to see.

- Feedback will be **motivational**, through the sharing and discussing of successes and exemplary work. References to presentation and effort should be made in addition to achievement. Housepoints will be awarded.
- Pupils will be given time to read, reflect and respond to marking and feedback.
- Smaller, more individual coaching for some pupils may be required during this session to drive progress and address misconceptions, or alternatively, by providing challenge.
- Feedback sessions will provide pupils to improve weak literacy, if necessary.
- Pupils will make all improvements to work in purple pen.

As well as this process, books will also show:

- Stickers / stamps - to motivate pupils.
- Success criteria to actively involve pupils in their own learning through peer and self-assessment.

SEN and Inclusion

Effective feedback must be accessible to all pupils and will reflect their individual needs and abilities. SEN/D and Pupil Premium are tracked on 'Next Steps' records across the school. Explicitly-planned feedback sessions allow staff time to address specific needs of pupils with SEN. How effective a particular type of feedback is can be dependent on a number of factors, including the ability of the learner, how motivated the learner is, the type of task being undertaken, and the learning goals set. It is therefore important to carefully consider how to deliver feedback.

Monitoring and Evaluation

Monitoring of the policy will be carried out through work scrutiny led by subject leaders and SLT. This is to evaluate whole school consistency and the impact on pupil outcomes. SLT will also monitor the impact of marking and feedback through work scrutiny as part of learning walks to monitor the quality of teaching, learning and feedback across the school. This will be triangulated with 'Next Steps' records, as well as pupil voice to establish how marking and feedback supports pupils in understanding what they need to do to improve their learning and to make progress. The focus of all work scrutinies will be to look at how the pupil is making progress. The actual practice of a pupil improving their work is more important than how much the teacher writes. A work scrutiny schedule will be used and will be available to staff. Feedback will be given to individual teachers.

Appendix A

Subject:	Date:	Group:
WALT:		
Evidence of learning (what went well):	Work to praise and share:	
Areas for development:	Cause for concern – planned discussions / group work:	
SEN/D:	PP:	
Specific Department Targets / Actions:		