Marking and Feedback Policy 2023-24

Approved by the Headteacher, Mr R Carr	**Date: 9th August 2023**
Approved by the Management Committee Chair, Mr G Reiter	**Date: 23rd October 2023**
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1. Statement of intent

1.1 Northumberland PRU understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

1.2 This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

2. Roles and responsibilities

2.1

    b) The Headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

    c) The Assistant Headteacher is responsible for:

- Ensuring all members of staff within their subjects are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within subject areas and reporting their findings back to the Headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

    d) Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

3. Expectations

3.1

    a. Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given and instruct pupils to record this feedback in their exercise books for review, as appropriate.
- Provide pupils with opportunities to reflect on feedback, using the green highlighters as praise and pink highlighters to stretch or secure learning, which also allows them to respond to the feedback and ask questions. 'To

Do' stickers will be used by all staff to ensure actions rather than information.

- Remind pupils of their smart targets and how these targets can be achieved in particular lessons.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback using a green pen. Pupils will respond using a red pen.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

b. Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Answer questions or complete actions using a red pen.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

4. Workload

4.1

a. The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil. Teaching staff are encouraged to conduct marking and feedback whilst on the school premises and are not requested to carry this out off site.

b. Teachers will ask themselves 'why am I providing this feedback?', 'how will this feedback be useful to the pupil?'. If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

c. If a teacher has a query, the Assistant Headteacher will be available to offer guidance and support regarding the school's procedures.

     d. If a teacher is unsure about the effectiveness of their own practices, the Assistant Headteacher will help with developing an approach to marking and feedback that is more suited to the teacher.

5. Marking

5.1

     a. All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding
- Avoiding giving grades for every piece of work

5.2

     b. When providing marking and feedback to pupils, the following system must be adhered too:

Student work should be written on the right-hand side/page of all exercise books, with staff providing feedback on the left-hand side/page of the book.

- We mark and give written feedback using a green pen, students respond using a red pen

- Do not mark for 'marking sake,' marking must add value

- Use the marking codes identified in 1.21, Literacy

- Use a green highlighter to identify success linked to the lesson aim or success criteria

- Use a pink highlighter to identify mistakes, misconceptions or a pink box for a redraft

- Use the 'to do' or 'reflection' stickers to add value and reduce teacher workload.

     c. Pupils will be given ample time to reflect on their feedback and will be asked to complete actions or a question, if appropriate.

d. Teachers will allow pupils to reflect on feedback at the start of lessons at least twice per week, so that the feedback is at the forefront of pupils' minds when they begin the lesson. This will be referred to as 'time to improve'.

e. Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

f. Rewards will be given to pupils in the following

- Stickers placed on work

- Praise in front of whole class

- Displaying excellent work around the classroom
- Letters or a phone call home to parents/carers
- Verbal praise in a one-to-one setting

g. Teachers will assess whether pupils understand their feedback by reviewing learning with the individual regularly

h. Teachers will encourage pupils to mark each other's work, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods.

- Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

5.3 Marking in Maths

i. As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject.

j. Teachers will use the following techniques when marking in maths

- Ticking correct answers and leaving a dot on incorrect answers

- When possible, providing immediate feedback to pupils to show them how to reach correct answers
- If the pupil has shown correct working and a wrong answer, circle the correct part and encourage them to try again
- If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged

5.4 Marking in literacy

k. Marking in literacy can differ from other subjects as often answers are subjective and have to be supported by evidence. When marking in literacy, teachers will use the following techniques

- Give feedback on whether the learning objective has been achieved and the success criteria followed

- Identify the next steps in the learning process
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group
- Correct spellings, particularly those appropriate for the year group
- Correct punctuation and grammatical errors appropriate to the objectives for the year group

5.5

l. When providing marking and feedback to pupils, the following system must be adhered too:

> - SP – Spelling
> - P – Punctuation
> - C – Capital Letter
> - NP – New Paragraph
> - ^ - Missing Word
> - # - Clarity

6. Feedback

6.1

a. Feedback should be given to:

- Motivate pupils.
- Establish an opportunity to make learning progress, by:
  - Rectifying a misunderstanding.
  - Reinforcing a skill or piece of information.
  - Improving on a pupil's understanding or ability to do something.

b. Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

c. To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:

- Clearly outlining which subject content will be covered in each class.
- Explaining the areas pupils will need to understand.
- Having a clear plan in mind for the progression of learning in the subject.
- Having a final goal in mind for the month/term/year.
- Having a number of progression plans that account for all abilities in the class.
- Making it clear what the objectives are from week to week, as well as final expectations.

d. The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.

e. Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: "are you trying to achieve A, B or C?" By doing this, teachers guide the pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.
- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil were writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.

f. Verbal feedback can act as a way to give immediate and effective feedback to pupils.

g. Teachers will mark on pupils' work when verbal feedback was given.

h. Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

7. Teacher Development plans

7.1

a. The Headteacher will conduct reviews of marking and feedback by distributing surveys to teachers, asking:

- How they feel the practices benefit pupils.
- How practices can be improved.
- Whether the workload associated with marking and feedback is proportionately reflected in the positive impact on pupils.

b. The Headteacher will conduct reviews of marking and feedback by distributing surveys to pupils, asking:

- Whether they read their feedback.
- If they find the feedback useful.
- If they receive too much or too little feedback.
- Whether they understand the comments when teachers mark their work.

c. Following these surveys, the Headteacher will create a marking and feedback improvement plan.

d. The Headteacher will circulate any plans to improve practice to the Senior Leadership Team, who in turn will distribute these plans to members of staff within their department.

e. The Headteacher and Assistant Headteacher will meet to discuss any issues that have arisen in regards to marking and feedback, as appropriate.

f. Teachers will pass any concerns regarding the school's marking and feedback practices to the Assistant Headteacher.

g. Teachers' marking and feedback will be reviewed by the Assistant Headteacher on a half termly basis to ensure that practices are consistent and effective.

- Teachers will submit five books from their class for cross-checking.
- A staff meeting will be held on a half Termly basis for a formal discussion regarding the success or shortcomings of the current marking and feedback practices.

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8. Monitoring and review

8.1

a. This policy is reviewed annually by the Headteacher.

b. Any changes or amendments to this policy will be communicated to all staff members by the Headteacher.

c. The scheduled review date for this policy is August 2024.