



# St. Paul's Dorking

Church of England (Aided) Primary School

## Marking and Feedback Policy

Created: September 2020

### Introduction

At St Paul's School we believe that for our vision of 'Inspiring learning, Nurturing wholeness' to be realised, that timely, succinct and appropriate feedback is key. We believe that children need both positive affirmation as well as collaborative guidance that helps them to understand where errors have been made and to support them to make the necessary changes in order to secure learning. This policy was written in light of current research and guidance with regard to feedback, recognising that when it is done well, this is the most effective methods for improving outcomes for pupils (Education Endowment Foundation 2018).

### Aims and overview

This policy is largely directed towards marking and feeding back in English, but is also relevant to the teaching of Maths (see specifically Stage 3, page 7) and foundation subjects (see Stage. 4) It is based on the following aims:

- **IMPROVING THE LEARNER – NOT THE WORK**
- **MOTIVATING OR PRAISING CHILDREN**
- **REDUCING TEACHER'S WORKLOAD**

This document is also intended to give teachers guidance on how and when to deploy different types of responses. Hence, the type of feedback available for teachers to use is ranked according to what will most **benefit the learner – not by subject.**

Oral feedback (see page 2 – Stage 1 for more detail) should be the first tool that teachers use as a way of improving children's learning; research shows that this is the most effective type of feedback. This is not to undermine the importance other methods, but these will largely depend on the subject, context of the learning and the teacher's workload.

## **Stage 1: TEACHER-LED ORAL FEEDBACK DIRECT TO THE CHILD**

### **THIS STAGE COVERS LEARNING ACROSS ALL SUBJECTS**

**AIM: giving feedback to improve or progress the learner**

Feedback can be given during or after the lesson BUT should be **oral** and **specific\***. Detailed recording and lengthy comments are not necessary as they can detract from the immediacy of the feedback, but the teacher may write ‘VF’ (verbal feedback) in the child’s book to indicate where learning has been improved through feedback. *\*Specificity of feedback is a key determinant of its impact on performance’.* \*  
EEF Marking Review, April 2016

Feedback should be driven by Guided Group work, but can be extended outside of this to other key children. Teachers should not feel the need to be ‘tied’ to a group for a lesson. By using Quality First Teaching, which staff have been trained to use, teachers organise the seating in the classroom to allow quick, oral feedback to be given.

Teachers will use informal formative assessment to understand the children’s progress needs and adapt their teaching strategies accordingly.

### **Encouraging self-editing and building an improvement culture**

If children are working on whiteboards as part of a writing session or if they have done a shorter piece of writing in another subject, they can be encouraged **verbally** to make at least one improvement before they show the teacher.

‘Well done, but before I read it properly, can you make at least one improvement?’

When writing in their books – in English and in other subjects – children should be encouraged to check with a purple pen.

“Well done for finishing. Now get a purple pen and improve your work – especially capital letters for names of countries.”

Improvement success should be shared and celebrated under the visualizer with the rest of the class – particularly when children make them under their own initiative.

## **Stage 2: STRATEGIC MINIMAL MARKING**

**SUBJECT: ENGLISH** – this type of feedback will mostly only be used in English, but could be used in other subjects depending on teacher workload.

**AIM: giving MINIMAL written feedback **AFTER the lesson** to improve or progress the learner.** *Whilst this remains an important way of teachers being able to progress children, it should not take precedence over stage 1.*

Teachers can use keywords or a short note in children's books to give feedback after the lesson that is **supported by a dialogue with the child**. Children are encouraged to make their improvements using a purple pen.

The written feedback given by the teacher can be concise and even as brief as:

'Commas – purple pen'

*Here the **short** comment serves the need of reminding the teacher what to talk to the child about ('go back and check your use of commas, especially within subordinate clauses') rather than it being an isolated, longer comment for the child to interpret. Children can be given a purple pen to go back and add in the missing commas.*

Short, sharp pieces of responding like this may be given at the start of the day when children are coming in or at the start of the lesson.

Other suggestions for comments in children's books:

- '3 missing full stops.' (Verbal feedback would be: 'You've missed 3 full stops. Now go and add them in with a purple pen.')

*Some children may be given more open-ended direction e.g. improve your work using a purple pen.*

- 'Write how many improvements you have made'.

*The child can then respond with: 'I made 3 improvements' with the changes shown in purple.*

- *With a purple pen, underline where you have used the word 'so'. Now, use a different conjunction or a full stop.*

**Stage 3: effective use of Success Criteria (*independently* or with a *classmate*).**

THIS STAGE COVERS LEARNING ACROSS ALL SUBJECTS although 3a is more relevant to English.

**a) Using the Success Criteria to *independently* improve work.**

The Success Criteria should scaffold the learning of the children and act almost as a shopping list for a longer piece of writing. In English during the ‘imitate’\* phase, a good Success Criteria scaffolds the learning appropriately. It should contain key elements of any oral rehearsal work that has been done in class and scaffold the children through the imitation part of the learning, providing a ‘one-stop shop’ for their writing. For example:

SC

- 1. The or A**  
The bell sounded as...  
A skeleton stood in the corner
  
- 2. -ly (adverb)**  
Nervously, she tiptoed over crumbling floorboards.  
Impatiently, he banged his fist. Calmly, she stroked...
  
- 3. Preposition phrase**  
**Under** the table...  
**On** top of a pile of old boxes...  
**Inside** a drawer
  
- 4. ing**  
Stepping forward...  
Taking a deep breath...  
Feeling anxious...
  
- 5. Subordinating conjunction**  
 Whilst or As...  
 Because...  
 When...  
 After.../ Before... *Before she turned the handle, Jazzy...*
  
- 6. WHICH, WHO or WHERE to extend a sentence**  
The skeleton, which....., suddenly waved a bony finger!

Note: teachers can seek further guidance on what to include on the Success Criteria, using the ‘Sentence Structure Progression’ that has been developed for use internally.

With a clear Success Criteria, children can be empowered to use it to guide and improve their writing. This can be as simple as telling them to add in at least one part of their SC that they have not included so far.

**b) self-assessment**

As mentioned earlier, when making improvements, children should do so with a purple pen. They are encouraged to check back regularly and can make changes in purple pen to allow them to see how / where they have improved their work.

**c) peer assessment**

With a clear, well-structured SC, children can be asked by teachers to swap books and assess each others' work; they may also suggest improvements using the Success Criteria as a guide.

In KS2 Maths, answers can be shown under the visualiser at the end of a lesson. Children can mark their own or partners learning. *Teachers can then acknowledge mark this work with a tick and give house points appropriately.*

In other subjects, the teacher can mark a piece of work under the camera, with children self or peer-marking at their desks. *Teachers can then acknowledge mark this work with a tick and give house points appropriately; children can mark in purple pen.*

\*The model of 'imitate' and 'innovate' is based on Pie Corbett's Talk For Writing. During the 'imitate' phase children are working more closely with the teacher, using his / her model. This is normally the first stage of writing. During the next part, children are encouraged to 'innovate' more. This may involve changing the setting, or characters, but keeping some of the core elements from the previous piece of writing. This builds the writerly skills of the children, whilst giving them the freedom to develop their own ideas.

#### **Stage 4: A sticker, a stamp, house points or a ‘well done’**

**THIS STAGE COVERS LEARNING ACROSS ALL SUBJECTS**

**AIM: motivate and improve the self-esteem of the learner**

In some instances, a sticker, a stamp, house points or a ‘well done’ may all be that is needed to acknowledge the learning. For all subjects other than English, this is how most learning should be marked, with teachers using oral feedback to help children improve their work. This is further supported by research in the EEF marking review – see below.

While simple ‘acknowledgement marking’, or the provision of a short comment such as ‘good effort’ may have been commonplace in the past, it is likely that these forms of marking could be reduced without any negative effect on student progress. A simple mantra might be that teachers should consider marking less, but marking better. Clearly moving to a form of selective marking could substantially reduce marking workloads.

\* EEF Marking Review

#### **Stage 5 : Secretarial**

**AIM: to capture incorrect spellings or poor punctuation**

**THIS STAGE COVERS LEARNING ACROSS ALL SUBJECTS, but is most likely to be used in English**

It is still very important that incorrect spellings are captured by writing them in the margin for children to copy into their spelling book and practise.

To reduce workload and make this system effective, spellings can be written in the margin in green or red pen – without the need for a highlighter. This still remains a very important part of the marking process – particularly in English.

Words should be captured in English primarily. However, in other lessons, if children are using subject specific vocabulary incorrectly e.g. temperature, Bible, soldier, then these should also be corrected. If children have not copied from the board correctly, they should be asked to look carefully and try again.

Children should be crossing out **with a ruler**.