



Brindle Gregson Lane

Marking and Feedback Policy

Coronavirus (COVID-19) update: Please note, annex a has been created in line with the current government guidance. Schools need to ensure that this template reflects any local guidance and the specific needs of their school. We will update any guidance in line with government advice.

NB: This policy is general and can be used to suit both primary and secondary schools; however, some of the terminology and marking and feedback techniques may require amending to be age appropriate.

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Statement of intent

Brindle Gregson Lane Primary School 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.

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.

1. Roles and responsibilities

1.1. 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.

1.2. Key Stage Leaders are responsible for:

- Ensuring all members of staff within their Key Stage are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their Key Stage 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.

1.3. 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.

2. Expectations

2.1. 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 books for review, as appropriate.
- Provide pupils with opportunities to reflect on feedback, using the [Feedback Form](#), which also allows them to respond to the feedback and ask questions.
- Remind pupils of their 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.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

2.2. 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.
- 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.

3. Workload

- 3.1. 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.
- 3.2. 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.
- 3.3. If a teacher has a query, their Key Stage Leader will be available to offer guidance and support regarding the school's procedures.
- 3.4. If a teacher is unsure about the effectiveness of their own practices, the SLT will help with developing an approach to marking and feedback that is more suited to the teacher.

4. Marking

- 4.1. 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
- 4.2. Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.
- 4.3. When distance marking there are a number of questions teachers will keep in mind, including the following:
- Are the comments easy for the pupils to understand?
 - If parts of the work need improvement, are the comments constructive?
 - Do comments highlight particular points for improvement?
 - Have positive comments been highlighted?
 - Is the pupil likely to understand why the work is correct or incorrect?
 - Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?
- 4.4. Pupils will be given ample time to reflect on their feedback and will be asked to complete the [Feedback Form](#), if appropriate.
- 4.5. Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.
- 4.6. Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.
- 4.7. Rewards will be given to pupils in the following ways:
- Stickers placed on work
 - Praise in front of whole class
 - Displaying excellent work around the classroom
 - Notes to parents
 - Verbal praise in a one-to-one setting
 - Housepoints
- 4.8. Teachers will assess whether pupils understand their feedback by asking them to complete the 'Reflection' section of the [Feedback Form](#).
- 4.9. 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.

Marking in Maths

4.10. 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.

4.11. 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

Marking in Literacy

4.12. 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 technique:

- 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
- Allow specific time for pupils to read, reflect, and respond to marking

5. Feedback

5.1. 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.

5.2. 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.

- 5.3. The school utilises a [Feedback Form](#), where appropriate, which teachers date and complete, detailing the type of work that was undertaken and the areas for improvement. This document is given to pupils for them to review and reflect upon, including writing down any questions.
- 5.4. 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.
- 5.5. 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.
- 5.6. 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.
- 5.7. Verbal feedback can act as a way to give immediate and effective feedback to pupils.
- 5.8. Teachers will mark on pupils' work when verbal feedback was given.
- 5.9. 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.

6. Improvement plans

- 6.1. 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.
- 6.2. 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.
- 6.3. Following these surveys, the Headteacher will create a marking and feedback improvement plan.
- 6.4. The Headteacher will circulate any plans to improve practice to SLT who in turn will distribute these plans to members of staff within their department.
- 6.5. The Headteacher and SLT will meet to discuss any issues that have arisen in regards to marking and feedback, as appropriate.
- 6.6. Teachers will pass any concerns regarding the school's marking and feedback practices to their Key Stage Leaders.
- 6.7. Teachers' marking and feedback will be reviewed by the SLT on a 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 termly basis for a formal discussion regarding the success or shortcomings of the current marking and feedback practices.

7. Monitoring and review

- 7.1. This policy is reviewed annually by the Headteacher.

- 7.2. Any changes or amendments to this policy will be communicated to all staff members by the Headteacher.
- 7.3. The scheduled review date for this policy is September 2021.

Marking and feedback during the coronavirus (COVID-19) pandemic

Appendix

The school is committed to ensuring the health and safety of staff members and pupils alike; however, we understand it is crucial to pupils' learning that a degree of normality is retained, particularly with regards to their learning and their development.

In line with the above, the school has made a number of amendments to our day-to-day procedures. This policy outlines how the school will continue to mark and offer feedback to pupils during the current pandemic and while subsequent restrictions on normal practices are in place..

1. Marking pupils' work

- 1.1. From September, the school will begin to work towards delivering the normal curriculum; therefore, teachers will mark pupils' work in line with the main body of the policy when the delivery of that particular subject has returned to normal.
- 1.2. Staff are able to take pupils' work books home to mark them. Where work is taken home using electronic means, this is done in accordance with the school's Data Protection Policy.
- 1.3. When marking pupils' work, teachers will take the current pandemic and the effect it may have had on pupils' work – teachers will be guided by their professional discretion and judgement.
- 1.4. Marking practices are reviewed monthly by the Headteacher and subject leaders to ensure they remain manageable for teachers.
- 1.5. A teacher's marking and planning practices will not be used to evaluate how well they are teaching during the current pandemic.
- 1.6. It is at the teacher's discretion whether they use internal assessments to conclude topics and assess pupils' learning. Where this is the case, the classroom teacher will discuss the feasibility of assessments being undertaken with their line manager.

2. Feedback

- 2.1. Where pupils are learning remotely, e.g. due to them following public or clinical health advice to stay at home, feedback will be given in accordance with the Pupil Remote Learning Policy.
- 2.2. Work completed at home will be submitted via email/Seesaw or through the school's e-learning portal.
- 2.3. Where pupils are working remotely, classroom teachers will consider setting online quizzes to help pupils gain feedback on their work while social distancing guidelines remain in place.

- 2.4. Teachers will offer feedback on a sample of the work completed by pupils online, and will not rely solely on online quizzes and educational games for pupils to understand how well they are learning.
- 2.5. Where teachers deem it necessary to offer pupils feedback, the teacher will outline a deadline to pupils and ensure they can keep to it.
- 2.6. Consistent and clear lines of communication are opened with the parents of pupils who are learning from home to ensure feedback is received and understood. The SENCO will contact parents of pupils with SEND to ensure they are completing their work.
- 2.7. Feedback is only sought to help inform the development of future learning and lesson plans, and not to assess pupils' performance.
- 2.8. The Headteacher liaises with the LA to ensure local guidance on marking and feedback for pupils who are learning in school is adhered to; however, this is done in accordance with the Social Distancing Policy.
- 2.9. The main method of pupils receiving feedback will be done through the school's Seesaw/virtual learning portal, where classroom teachers will upload daily videos for each pupil to access – videos will be used to praise pupils and offer teachers the opportunity to highlight areas where more work is needed.
- 2.10. Pupils who are in school will receive feedback in line with the main body of this policy.
- 2.11. Social distancing rules are observed when giving pupils feedback on their work.
- 2.12. Where possible, teachers will ensure fairness in the amount of feedback given to pupils in school and pupils learning remotely.
- 2.13. To minimise the impact on their workload, teachers will conduct group feedback sessions with pupils who are in school – these sessions will include discussions around how pupils came to their answers/conclusions.

3. Monitoring and review

- 3.1. This policy is reviewed weekly by the Headteacher in accordance with, and in reaction to, the latest government guidance.
- 3.2. The Headteacher communicates all updates to this policy to all parents and staff members.

Feedback Form

Teachers should utilise the following form when giving written feedback to pupils, providing details on what the feedback is in relation to. This form should then be passed to pupils for

them to reflect on, and write down any questions about, the feedback they have received – pupils should give the form back to their teachers.

Once this document has been completed, keep a copy to show how the pupil has progressed.

Name of teacher:		Name of pupil:	
Teachers' comments			
Subject:			
Successes:			
Areas of difficulty:			
Suggested methods for improvement:			
Pupils' comments			
Reflection			
Please tell me what you thought about this subject using the following phrases.			
I liked...			
I learned...			
I think I will...			
I still don't understand...			
I found... difficult because...			
I solved... by...			
I need help with...			
I could get better by...			
Questions for your teacher			

Please write down any questions that you have.			
Do you want to arrange a one-to-one meeting to talk about these questions?			
Please write down any other comments for your teacher.			
Teachers' review			
Was a one-to-one meeting arranged with the pupil to discuss any concerns or questions? What was the outcome of this?			
Was any further action taken? If yes, please provide details.			
Teachers' signature:		Date:	