



# The Edge Schools' Federation

## Marking / feedback policy



Last reviewed on: 8.4.2022

Next review due by: 7.4.2024

## **Definition**

Teachers are responsible for ensuring that pupils in their lessons are given opportunities to make excellent progress. Marking and feedback is one of the tools which a teacher uses to ensure that this takes place.

Marking is the annotation of a piece of work using words and symbols in order to ensure progression. Marking can also be verbal in the form of spoken feedback. Children need acknowledgement that their work has been looked at and reviewed in depth, but written feedback is only given occasionally, when appropriate.

## **Rationale**

At the Edge Schools' Federation we consider that "live marking" (ie: discussion of work with pupils at the time it is being completed) is much more effective than written notations in a book. Staff can choose the best method of marking / feedback in order to help their pupils make the best progress. The more immediate the feedback, the more effective it is. Less detailed written marking will be supported by oral feedback during the lesson or at an early stage thereafter.

Why do we mark / give feedback?

- To show pupils that their work is valued
- To boost self-esteem and aspirations and encourage pupils to take pride in their work
- To celebrate success and motivate pupils
- To move learning forward and ensure progress is made towards the pupil's targets and lesson objectives
- To provide a dialogue between pupils / staff / peers
- To inform pupils of teachers' high expectations
- To promote independence
- To help in future curriculum planning

Marking / feedback should be:

- Consistent
- Supportive
- Constructive
- Diagnostic

## **Expectations**

We do not expect written feedback or marking (ticks or comments) on every piece of work. The largest proportion of feedback should be immediate and verbal, NOT written. However, pupil responses to feedback which has been given (in the form of editing or correction of errors) should be clearly visible in a different colour. There should be evidence of pupil responses to feedback on most pieces of work.

1. Lessons should be evidenced in books and / or on social media; this may be through a range of different methods eg: writing, annotated pictures, formal recording, notes, teacher labels. Expectations should remain high at all times – presentation is important.
2. The date and a learning objective for every session will either be written by the pupil or provided by the teacher on a sticky label at the start of each lesson. The level of support the pupil has received during the lesson should also be recorded (eg: VF – verbal feedback given, I – independent work, G – group work, P – paired work).
3. Pupils may self-evaluate their work and / or understanding and annotate this alongside the objective (eg: traffic lights, success criteria, smiley faces or similar)
4. Teachers or teaching assistants may make quality comments on learners' achievements and / or areas for development, when appropriate, either verbally or by writing directly onto children's work (teaching assistant to initial comments).

5. Marking symbols will be used to support pupils in editing and improving their work.
6. In number work, a dot will be put alongside an incorrect answer – children may have another attempt and write this answer alongside in a different colour.
7. In number work, reversal of numbers will be challenged and the correct formation modelled. Pupils will be expected to practice the correct formation.
8. In writing, poor letter formation will be challenged and the correct formation modelled. Pupils will be expected to practice the correct formation.
9. Key words which the pupil should be able to spell correctly will be identified and discussed with the pupil with the expectation that they will make improvements (age and ability appropriate). A sample of other more challenging words may be identified for correction (maximum of 3 in one piece of work).
10. Wherever possible, adults should discuss work in a dialogue with the pupil, offering guidance as to the extent to which the learning objectives have been met and suggesting next steps. The Edge Schools' Federation expects staff to utilise live marking during the lesson as much as possible; this may be completely verbal and not written in books. Teachers may choose to mark in depth if they wish to or where this may be appropriate.
11. Oral or written comments, stickers and stamps may be used to indicate praise; this is at the teacher's discretion and will only be utilised where the teacher feels that this supports the pupil to make progress. Pupils may be asked to show their work to other teachers or a member of the leadership team when they have displayed excellent effort or and / or achievement.
12. Teachers should use marking / feedback to assist with planning sequences of lessons, adapting their planning in the light of errors and misconceptions identified during lessons

### **Impact**

Marking / feedback at The Edge Schools' Federation will:

- be manageable
- relate to learning objectives which are shared with pupils and where the criteria for success are understood
- recognise effort as well as attainment
- encourage pupils to reflect on their work and respond to the comments they have received in a different colour.
- be given promptly and regularly to children
- use language that is consistent, unambiguous and appropriate to the child's maturity
- help children to understand their achievements and know exactly what they must do next to make progress
- be consistent throughout the school
- support formative assessment