



Baydon St. Nicholas

Church of England (VA) Primary School

Roots to grow, wings to fly

FEEDBACK AND MARKING POLICY

DATE	REVIEW DATE	COORDINATOR	NOMINATED GOVERNOR
January 2024	January 2025	Emma Gilbert	Dave Madden

Feedback is an integral and important part of teaching and learning. Our aim is to create a culture of rich, effective and integral feedback between teachers and pupils in Years 1-6 in order to support great learning using those approaches which research and evidence suggest are the most useful.

We operate a “whole class feedback model” as well as feedback being an integral part to all lessons as part of the process of ‘responsive teaching’.

This policy also recognises the significant time that written feedback can take and therefore seeks to make the most effective use of teacher and support staff time.

Our policy is underpinned by some of the findings from the EEF Marking Review in 2016 as follows:

- Awarding marks or grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with the number of marks or grade level.
- The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress.
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.
- Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress.

Whole Class Feedback

Research shows that the impact of traditional and formal marking is very little on a child’s progress. Much of the time the comments aren’t read by the child, or they can’t read them, or they’re not acted upon. This is a lot of teacher effort for very little gain, so by freeing up teacher time to plan next steps for each child individually, this allows for the next lesson personalised to them. Teachers have to and will look at every book every day, but they will be making general notes rather than individual highlighting or comments or ticks.

Areas that teachers will be noting will cover:

- Misconceptions/errors
- Next steps in learning
- Good examples (that can be shared with the rest of the class)
- Any issues to look at in more depth with individual pupils
- Presentation issues
- Non-negotiable (e.g. capital letters at the start of sentences in KS2)

Marking in Books

We will sometimes mark something traditionally, but this will probably be when the teacher is actually sitting with the child, rather than afterwards away from them. If a teacher wants to make a quick comment about something that they see in a book they may still do that. However they will still be looking at each book every day, just not making a pen mark on it. Teachers and Teaching Assistants will endeavour to use purple pen.

Marking in Sketchbooks

Pupils are encouraged to take pride in their sketchbooks in terms of layout but the sketchbook does not follow the school's presentation or marking policy; we feel very strongly that it belongs to the child. The sketchbook is used as an initial way of recording responses to various stimuli. The most common form of this is through drawings. Pupils are encouraged to think of it as the place to practice, develop and focus their work; a place where it is 'okay to make mistakes'.

Peer Editing

As part of our English sequence teaching we have conference sessions where peer marking is involved. For these sessions pupils are encouraged to use green pen.

Spellings and Letter/Number Formation

There will be incorrect spellings or incorrect letter/number formation noticed by teachers in pupils books. When inaccuracies are noticed, pupils will, as appropriate, be asked to address these in the next session. There is a limit of three corrections per task.

Marking impact on workload

The Department for Education's own research into teacher workload has highlighted written marking as a key contributing factor to workload. Recommendations from the EEF and those of the DfE's expert group emphasises that marking should be: meaningful, manageable and motivating. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Common Questions

Is this possible with a whole class?

Yes, because even though each child is an individual, many of them will have similar strengths and weaknesses after each lesson. Those children can then be taught the next step together in the next lesson.

But my child is in the top/middle/bottom group!

Not anymore. The groups have been fluid for a long time at our school, as we do not believe children's abilities are fixed. The way we are marking now means that children may change group daily depending on how well they learned that day's lesson. Teachers are planning responsively all the time.

Are plans set before the start of the week and if not how can teachers change it daily?

Teachers know what they are teaching over the course of a term, and what they are aiming for the children to learn across a week. But the fine details, the "who needs what next" is done responsively, after each lesson, once every child's book has been looked at. Teachers then plan for the next lesson, and because they now know exactly what each child needs, they can plan the lesson to meet all of those needs. Before, the children had to fit into the teacher's plan (which meant there was a lot of pressure on the teachers to predict how each child would learn). Now, the teacher plans in direct response to the children's learning needs, as and when they appear.

My child thrives on knowing how well they did in a task. How will the teachers communicate this to them?

The beginning of every maths and English lesson can be used as whole class feedback, or it can be segmented throughout lessons following. Teachers can show children good examples of work through putting it up on the screen. They can also look at common errors and misconceptions and ask the children to look back in their own work to find whether they had these or not. This is a far more important skill to learn than the teacher telling them, especially in Key Stage 2. This is also the time when children will receive praise for their efforts: publicly they thrive on this, or privately during the lesson if they do not. Each teacher will know which the best way to do this is.