

MILL HILL PRIMARY ACADEMY



Marking and Feedback Policy

Updated: September 2022
Next Review Date: September 2023

Marking and Feedback Policy

1. Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming highly effective and fully engaged learners.

Effective marking and feedback are integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aim to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

2. Processes

There are three types of marking/feedback used at Mill Hill Primary Academy.

1. Immediate – at the point of teaching.
2. Summary – At the end of the lesson/task
3. Review – Away from the point of teaching (Including written comments).

Feedback	What it will look like	Evidence
Immediate	Gathering evidence from teaching (Mini whiteboards, work in books, partner talk etc.) Takes place in lesson (live marking in blue pen) with individuals and groups by the teacher and LSP. Often given verbally and actioned by pupil immediately in purple pen. May involve LSP to provide support or challenge. May re-direct the focus of teaching. May include annotations from marking code (Appendix 1)	Lesson observations/learning walks. Some evidence of marking codes. Evidence of progress in books.
Summary	Takes place at the end of a lesson or activity often includes whole groups or class. Provides an opportunity for evaluation of learning in the lesson. May take the form of self or peer assessment Will guide a teacher's future planning.	Lesson observations/learning walks. Some evidence of self and peer assessment. Changes made to future planning.
Review	Takes place away from the point of teaching. May involve written comments/ annotations for children to respond to. Use of green pen for good and pink pen to think. Provides teacher with opportunities for AFL. Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. May lead to targets being set for children.	Acknowledgement of work completed. Written comments and responses/actions. Adaptation of teaching sequence Assessment sheets completed (depending on subject)

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3.Non-negotiables for Marking.

Live marking to take place during the lesson in blue pen – Year 1 – Year 6

Review marking, away from the children, is to be carried out in green (good) and pink (to think) pen.

Children must respond to any feedback in purple pen.

EYFS to highlight work using the same strategies as above (green and pink), but feedback to the children will be verbal.

All marking should be in clear, legible handwriting.

The marking code is to be followed in all cases. (see Appendix 1)

The marking code should be accessible to all pupils in the learning environment.

4.Frequency of marking

There are no minimum expectations around frequency of the use of the 3 feedback strategies implemented at Mill Hill Primary Academy. Progress in children's learning and understanding is the key principle and work in books must reflect this – the feedback given will be different for different children, with the teacher choosing the best strategy for each particular child. Children's work will be the evidence that feedback has taken place.

5.Priorities for marking

Letter formation/handwriting

Spelling

Punctuation

Grammar

Ideas to further improve

When giving immediate (live) feedback, successes can be demonstrated with a tick (blue) or verbal feedback and improvements to be in blue. Teachers should not try and "fix" everything within the piece of work but focus on the most imminent gap.

When review feedback is being used, questions that have been answered correctly are to be given a green tick and errors identified with a pink dot. Challenge questions (if needed) are to be written in pink. Children should follow up any feedback given in purple pen.

6.Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks. During lessons, LSPs should also offer verbal feedback and live marking to pupils if directed to do so by the class teacher.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

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It is the responsibility of the Vice Principal and Assistant Principal to liaise with the Subject Leaders and to feed back to the Principal and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Principal to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

7. Equality of Opportunity

All pupils are entitled to have feedback on their work in accordance with this policy.

8. SEND and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean verbal feedback only is given and response is scribed.

9. Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Senior Leadership Teams and Subject Leaders. It will be monitored for whole school consistency and evaluated for impact on pupil outcomes.

The Senior Leadership Team will also monitor the impact of precise and effective feedback through work scrutiny in both Maths and English as part of lesson observations to monitor the quality of teaching and learning in the school.

In Foundation Stage, this will also include scrutiny of observational assessment and content of the Learning Journey.

This will be triangulated with pupil interviews to ascertain how verbal feedback and marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and the impact of the policy on pupil outcomes, and feedback will be given to individual teachers.

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Appendix 1

Live marking will be carried out in blue pen.

Review marking will follow the idea that green pen is good and pink pen makes us think.

Marking codes are to be used to identify priorities for improvement around Spelling, Punctuation and Grammar.

✓ = this learning is good.

P = Punctuation error.

Sp = correct your spelling



squiggly line under word = improve.



= missing word.

() around words = re-write or omit.



Correct answer.

■ or ■ Error, needs checking

Challenge questions to be written in blue or pink, depending on when it is given.

S = work was supported