



Royal Cross Primary School

Lancashire's school for deaf children

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| Policy Title: | Marking and Feedback Policy |
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| Author and Role: | Bev Hennefer, Headteacher with reference to The School Bus |
| Ratified by: | Governors Policy Committee |
| Responsible Signatory: | Clive Gregory |
| Date of signature: | Signature removed for GDPR purposes |
| Details: | This Policy: details colleagues' responsibilities for supporting children at Royal Cross School with marking and feedback. It reflects the beliefs of governors and staff and the implementation of this policy is a responsibility of all staff. The policy is designed to help staff understand their roles and responsibilities. |
| Cross reference: | Teaching and Learning Policy Assessment, Recording and Reporting Policy. |

EQUALITY AND DIVERSITY STATEMENT

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Statement of intent

Royal Cross 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.

Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

The policy is implemented in conjunction with the following school policies:

- Remote Education Policy
- Special Educational Needs and Disabilities (SEND) Policy

Roles and responsibilities

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.

Curriculum Leaders with TLR responsibility are responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of marking and providing feedback for their subject area.

- Monitoring the effectiveness of this policy within classes 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.

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.

Expectations

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/signed feedback should be given and how pupils should record this feedback, as appropriate.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful verbal/signed feedback.
- Provide pupils with opportunities to reflect on feedback.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Implement positive strategies that encourage pupils to welcome constructive feedback.
- 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 additional SEND and adapt how feedback is given, so that all pupils can understand and action any targets.
- 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.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Access 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.

Workload

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.

Teachers will ask themselves the following questions:

- 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.

- If a teacher has a query, the curriculum leaders will be available to offer guidance and support regarding the school's procedures. This may involve discussion with the senior leadership team.
- If a teacher is unsure about the effectiveness of their own practices, curriculum leaders will help with developing an approach to marking and feedback that is more suited to the teacher.

Marking

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

Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.

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 appropriate to provide accessible feedback for Deaf pupils?

Pupils will be given ample time to reflect on their feedback and will be asked to engage in dialogue with the class teacher.

- 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.
- Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards

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
- Letters to parents
- Verbal praise in a one-to-one setting
- Celebration Assemblies
- Visits to the Headteacher
- Certificates and WOW cards
- Sharing of work through Class Dojo to families

Marking in maths

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.

Teachers will use the following techniques when marking in maths:

- Ticking correct answers and leaving a dot on incorrect answers
- If a pupil has made a simple error, circle the correct part and encourage them to try again

- If an error shows a misconception or lack of understanding, this should be addressed either prior to, or during the next lesson
- For pupils who are able to do so, evidence shows that they benefit from having opportunities to occasionally mark their own maths work.

Marking in literacy

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 techniques where appropriate

- Give feedback on whether the learning objective has been achieved
- Correct up to 3 spellings, particularly those appropriate to the developmental level of the pupil.
- Correct punctuation and grammatical errors appropriate to the developmental level of the pupil.
- Allow specific time for pupils to read, reflect, and respond to marking
- Next steps would be shared with the pupil verbally, where developmentally appropriate.
- During this verbal feedback, teachers will explain how the work can be improved, making sure the advice is appropriate and linked to the developmental level of the pupil.

Feedback

Feedback should be given to:

- Motivate pupils.
- Address misunderstandings.
- 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.

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 / signed communication in the classroom or provided during one-to-one meetings.

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.

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.

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 through careful posing of questions. 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.

Verbal / Signed Feedback

Verbal / signed feedback can act as a way to give immediate and effective feedback to pupils.

Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice / facial expression:** It is important to demonstrate a positive demeanour for Deaf pupils who will 'read' facial expression and intonation rather than speech alone. This will give Deaf pupils confidence to try.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback as a one-to-one teaching intervention.
- **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. *This is a useful assessment process and can be repeated at the end of a topic to assess progress.*
- **Additional SEND needs:** When giving feedback, teachers will consider any additional SEND the pupils have, and will make adjustments to the way feedback is given and the targets that are set to suit their individual needs in line with the SEND Policy.

Remote learning

During circumstances where pupils are learning remotely, feedback will be given in accordance with the **Remote Education Policy**.

- Teachers will offer feedback on a sample of the work completed by pupils online.
- Where teachers deem it necessary to offer pupils feedback, the teacher will outline a deadline to pupils and ensure they can keep to it.

- 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 additional SEND needs to ensure they are completing their work and have adequate support to do so, in line with the SEND Policy.
- Feedback is only sought to help inform the development of future learning and lesson plans, and not to assess pupils' performance.
- Pupils who are in school will receive feedback in line with the Feedback section of this policy.
- Where possible and practical, teachers will ensure fairness in the amount of feedback given to pupils in school and pupils learning remotely.

Monitoring

Curriculum leaders and the senior leadership team will conduct reviews of marking and feedback through staff meetings with 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.

Curriculum leaders will conduct reviews of marking and feedback by working with classes to ask pupils:

- 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.

This feedback will support changes to this policy.

Teachers will pass any concerns regarding the school's marking and feedback practices to curriculum leaders and / or SLT.

Subject Monitoring

- Teachers' marking and feedback will be reviewed by curriculum leaders on a termly basis to ensure that practices are consistent and effective as part of their subject responsibilities.
- In addition, nominated Governors and SLT will carry out regular 'book-looks' to monitor the effectiveness of marking and feedback. 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.

Review

This policy is reviewed annually by the headteacher or as required.