

Foxmoor Primary School Marking and Feedback Policy

This policy forms part of the Foxmoor Assessment Policy. We recognise the role of effective marking and feedback in promoting pupil progress, as it is a fundamental contributor to the core aim of our school assessments: to inform teaching and learning and help pupils move on in their learning.

Overview

At Foxmoor, we endeavour to make decisions about what we do based on the positive impact it will have on the progress, learning and experience of our pupils. We make decisions about our practice by considering the most effective and efficient way to achieve this, rather than just following the latest 'fad'. We are also mindful of staff wellbeing and workload commitments which certain practices might impact on. Marking is an unhelpful burden when the time it takes is not repaid by a positive impact on pupil progress.

As such, we recognise that:

- Marking is a vital element of teaching, but when it is ineffective it can be demoralising and a waste of time for teachers and pupils alike.
- The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.
- There is no 'one-size-fits-all' approach. A balance needs to be struck between a core and consistent approach and trusting staff to focus on what is best for their pupils and circumstances.

Three principles

Our approach to marking and feedback seeks to mirror the school's values of 'Excellence through Enjoyment', by ensuring the most appropriate approaches are utilised at the right time to allow both staff and pupils to engage in a positive dialogue to take learning forwards.

At Foxmoor, we endeavour to make marking:

- **Meaningful:** It will vary by age group, subject and what works best for the pupil and teacher.
- **Manageable:** Marking practice will be proportionate. We bear in mind the impact on staff workload, and think about how often and how deeply we mark.
- **Motivating:** Marking will help to motivate pupils to make progress. This does not necessarily mean writing in-depth comments or being universally positive.

Two purposes

It is important that as a school we maintain consistency. This is demonstrated via consistent high standards, rather than unvarying practice across all classes.

At Foxmoor, marking and feedback can take many forms, including spoken or written marking, peer marking and self-assessment. The type of feedback will reflect the most appropriate form to meet either or both of the two key purposes:

1. To motivate the child through valuing a pupil's work and effort
2. To make use of an opportunity to move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something

As a school, we encourage staff to use their professional judgement to decide when to provide whole class, small group or individual feedback, and when it is appropriate to provide verbal feedback, to surface mark, or when a next step comment is the right approach. This judgement needs to be based on what will most positively impact either of the two key purposes.

Evidence of marking and feedback

School leaders expect that the three principles and two purposes are adhered to and are shown to be effective, but recognise that this will look different in different subjects and age groups. Effective feedback should be in line with our school's high expectations, and enable pupils to make appropriate progress.

The main indication of marking and feedback happening would be seeing it in action live, via learning walks, lesson observations or other informal class visits. Pupils will be able to talk about their learning and progress (in an age appropriate depth), and feel confident they are able to access support and guidance when necessary.

Written evidence of the feedback given is incidental to the process; we do not provide additional evidence for external verification, such as for a book scrutiny, performance management or Ofsted. Extensive written marking potentially has a huge opportunity cost attached to it; we would rather Foxmoor staff spend that time reflecting, planning and resourcing the best quality lessons.

However, it is reasonable to expect that over time there will be incidental evidence of the different forms that marking and feedback will take: written annotations; pupils will be able to talk about oral discussions, amendments and corrections; and there will be editing performed by pupils.

Staff will often make notes related to their own observations made during lessons to help them be responsive to the needs of their class and adapt their future planning and teaching. However, there is no expected format for staff to use for this purpose; it is recognized that staff will do this in a manner that is efficient and effective for them.

There is an expectation to mark both statutory assessments and internal assessments, as outlined in the school assessment policy, consistent with any official guidance documentation. Additional staff time (through using staff meeting time) is allocated for this purpose to support staff with this.

What does feedback and marking look like in practice at Foxmoor?

It is vital for staff to evaluate the work that children undertake in lessons, and use information obtained from this to allow them to respond and adapt their teaching.

Feedback occurs at one of three common stages in the learning process, and will ordinarily focus on the lesson aim:

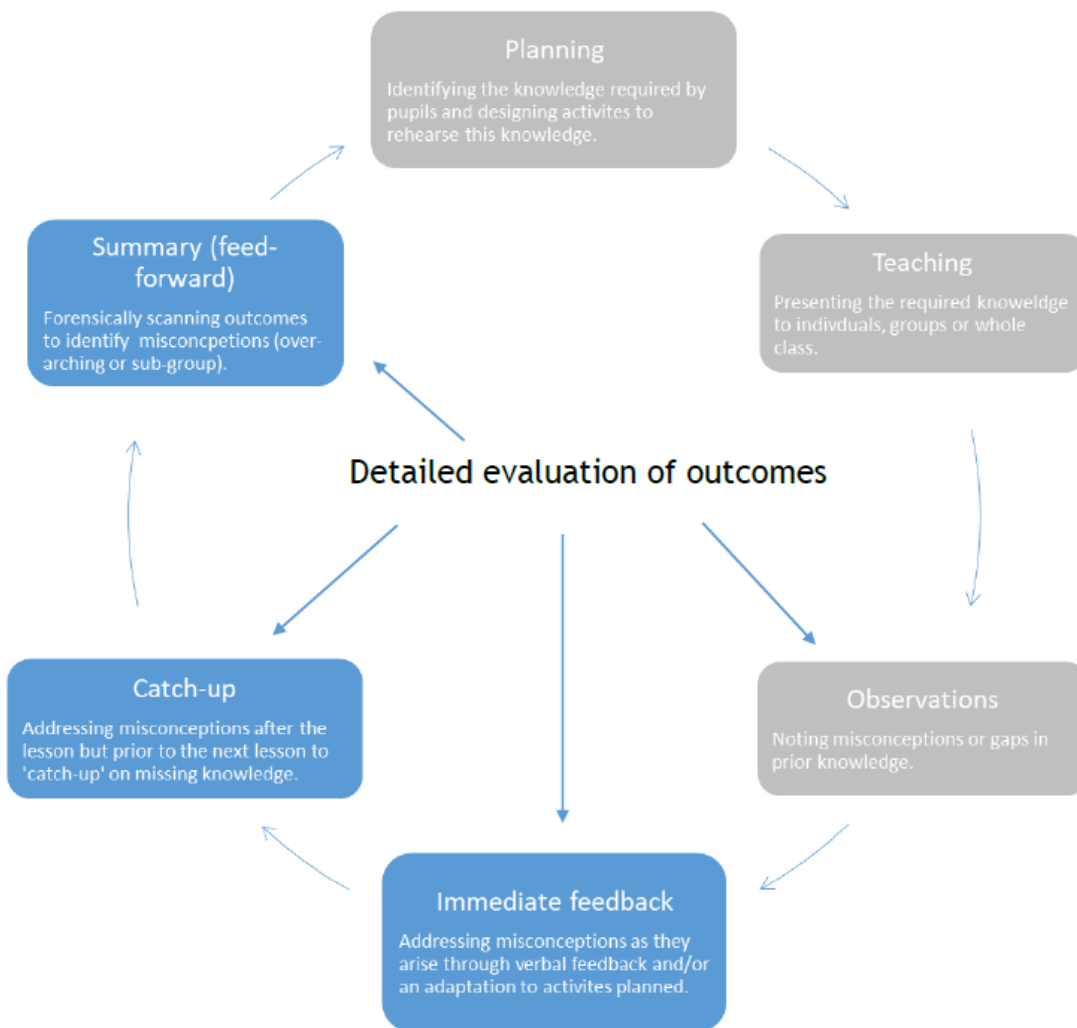
1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in motivating pupils and driving pupil progress. Therefore, as a school we place considerable emphasis on the provision of immediate feedback. Where feedback is based on the review of work completed, the focus will often be on providing information for the teacher to further adapt their teaching.

At Foxmoor, these practices can be seen in the following actions:

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Live – it takes place during a lesson with individuals (helicoptering), groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers. • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions. 	Lesson observations; learning walks; incidental annotations or marks within pupil work.
Responsive (catch-up)	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • May be delivered by a teaching assistant based on guidance from the teacher. • An element of the child's responses to catch-up are recorded in their workbooks to show progress over time. 	Learning walks; catch-up observations; book looks.
Summary (feed-forward)	<ul style="list-style-type: none"> • Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during the following lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant. 	Planning looks; lesson observations; learning walks; book looks.

Feedback occurs at one of three common stages in the learning process:



Additionally, the following aspects will be consistent across school:

- Staff will use green for marking pupil work to help distinguish staff annotations and comments from the pupil's own work.
- Foxmoor use rewards, such as stickers or team points, to help incentivise high standards and to help motivate pupils to work to their best ability.
- When marking, staff may use these specific codes (age appropriately) to support the efficiency of providing feedback and to help pupils understand their feedback:

// new paragraph required

Sp. Spelling mistake

When i get home Circles used to highlight grammatical errors such as a punctuation mistake

? confusing/unclear

✓✓ (Double tick) Highlight elements within the work the pupil has done particularly well

Presentation of work

Through feedback, pupils will be reminded (age appropriately) to follow certain agreed conventions in how to present their work:

- Work in books will have a date and title:
 - The presentation of these will develop through the age groups, with older children expected to increasingly write these independently and efficiently.
 - For maths lessons we use the short date: *21/03/2023*.
 - For English lessons we use the long date: *Tuesday 21st March 2023*.
 - For other subjects, the format of the date may vary depending on the nature of the work.
 - For core subjects, titles will be in the format: *Aim: To...*
 - For science this will sometimes be in the format of a question: *Which rocks are permeable?*
 - Pupils are expected to leave a line space between the date and title, and a line space between the title and the start of the work (date-gap-title-gap-work).
- Maths:
 - We write one digit per square (although for certain work such as fractions and mixed numbers this will vary to ensure the intended numbers are clear).
 - We use an open 4 rather than a closed 4.
 - We do not write a decimal point in a separate square; we write it on the line between digits, and raised above the bottom line to ensure it is visible.
 - We do not use commas to organise larger numbers within calculations.
 - Children use a bracket to separate the question number and question answer rather than a decimal point.
- English:
 - When self-editing work, pupils use a different colour to that which they originally worked in to clearly show any amendments or adaptations they choose to make.
 - We use a windscreen approach to record each pupil's attainment in English writing. This involves marking each individual pupil's piece of independent writing according to year group specific expectations, and making a judgement about whether the work represents 'working towards the expected standard', 'at the expected standard' or 'above the expected standard' for that year group.

Commitment going forwards

School Leaders will:

- Use the three principles set out in this policy to regularly review our school's marking practice as part of an overall and proportionate assessment policy in partnership with staff and governors.
- Evaluate the time implications of any whole school marking and assessment practice for all staff to ensure that the school does not make unreasonable demands on any particular members of staff.

- Include opportunities (through staff meeting time allocation, INSET time allocation, during wider subject development work) for regular and timely discussions around marking and feedback, to ensure consistency across school and shared understanding of best practice.
- In partnership with staff and governors, monitor marking practice as part of our regular monitoring cycle and evaluate its effectiveness on pupil progress.
- Challenge emerging fads that indirectly impose excessive marking practices on schools.
- Stay informed about current Ofsted expectations as detailed in the School Inspection Handbook and accompanying clarification documents. School leaders are aware that Ofsted recognise marking and feedback, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback – these are for the school to decide through our assessment policy. Ofsted are interested in the overall effectiveness of marking policies on outcomes for pupils.

Staff are expected to:

- Actively review and reflect on own practice to ensure marking adheres to the principles in this policy.
- Develop a range of assessment, marking and feedback techniques to support their pedagogy, which are for the two key purposes outlined in this document and which aim to be efficient, effective and manageable.

References to research

We have devised this policy from reflecting upon recent research and reports into marking and feedback, alongside staff discussions focused on what is effective and works for us as a school.

Some of the articles and reports used to inform our policy are listed below:

[Eliminating Unnecessary Workload Around Marking: Report of the Independent Teacher Workload Review Group \(March 2016\)](#)

[Verbal Feedback Toolkit \(UCL, August 2019\)](#)

[Teacher Feedback to Improve Pupil Learning: Guidance Report \(EEF, October 2021\)](#)

[Marking Mythbuster \(The key, January 2022\)](#)

[Marking and Evidence Guidance for Primary Mathematics Teaching \(NCETM, April 2016\)](#)

[Making Marking Meaningful \(Bishop Grosseteste University, 2022\)](#)

[Ofsted School inspection Handbook \(July 2022\)](#)

[DfE feedback and marking school workload reduction toolkit \(DfE, 2022\)](#)

We held an initial staff meeting on 16th November 2022 to discuss effective marking and feedback:

[Foxmoor teaching staff reflections on effective marking and feedback \(Staff meeting on 16th November 2022\)](#)

We held further SLT and staff meetings during 2023 to reflect on best practice, and to discuss and agree the new policy.