

RUSSELL LOWER SCHOOL
MARKING AND FEEDBACK POLICY
Reviewed Spring 2023
Next review Spring 2026

Introduction

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at Russell Lower School. Our philosophy is

"We aim to create a classroom atmosphere where effort, persistence, achievement and progress are acknowledged and rewarded and where children know they can, and will, make mistakes as this is part of learning."

Rationale

Russell Lower School is committed to providing relevant and timely feedback to pupils, whether verbally or written. Marking intends to serve the purposes of valuing pupils' learning, helping to identify areas for development or next steps, and evaluating how well the learning objective (LO) or we are learning to (WALT) has been understood and achieved. Marking should be a process of creating a dialogue with the child, through which feedback can be exchanged and questions asked. Effective marking and feedback will lead to progress.

At Russell Lower School, we aim to:

- Enable the child to know what they need to do next to improve further;
- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations whilst still accepting the need for some differences of approach within the age ranges and allowing for cultural differences where necessary;
- Improve standards by encouraging children to give their best and improve on their last piece of work;
- Create a dialogue which will aid progression;
- Develop children's self-esteem by recognising that children flourish on praise, but become disheartened and unmotivated by negative responses to their efforts. ('Can do' culture.);
- Use the marking system as a tool for formative ongoing assessment;

Principles and procedures of Effective Marking

Effective marking should:

1. Ideally be done with the child within the lesson (Over the shoulder marking). 'Distance' marking is less effective. If distance marking is used, create specific time for the children to read, reflect and respond to marking
2. Be manageable for staff
3. Be positive, motivating and constructive for children. A range of rewards such as smiley faces, comments, stickers and certificates may be given. (All at the individual teacher's discretion.)
4. Be at the child's level of comprehension
5. Be written in handwriting that is legible and a model for the child. Highlighter pens are used to mark the children's work. Red pens are not to be used
6. Ensure all pieces of work have a LO or WALT and a date. All work must be marked in some way.
7. Link marking to the LO/WALT/success criteria (SC) of the work set

8. Give clear, specific areas for development, next steps or challenge
9. Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know
10. Involve all adults working with children in the classroom – LSAs should have feedback modelled to them by the teacher and they should be giving feedback too (including using marking symbols and colours)
11. Be consistently followed by teachers and LSAs across the school – all classrooms should display the marking symbols laminated sheet prominently for adults and children to reference
12. Link marking to targets: individual Special Educational Needs and Disabilities – (SEND) groups, layered targets, etc. as appropriate
13. Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given
14. Where appropriate, allow for the pupils to mark their own work and that of their peers. (Peer marking – See Below.) This will require 'training' initially but will be highly effective in the long run
15. It should be evident if work was completed with support or independently. In Foundation Stage it will be assumed work has been completed with support unless indicated. In years 1 to 4 it will be assumed work has been completed independently unless indicated
16. Use the agreed Marking Code (See Below) so that we are all consistent

Effective marking and Feedback Strategies

1. Verbal Feedback (VF) – Research (Sutton Trust Teaching and Learning Toolkit) has shown that verbal feedback can have an enormous impact on learning. It is discussion of work and direct contact with the child. It should be **specific** about what the child has done well and what the child needs to do to improve further. It should be accompanied by the VF symbol or stamp.

For example: 'You have used capital letters at the beginning of sentences correctly George. Well done. Now look at this sentence (*underline in orange*) can you see where you need two capital letters for a different reason? Can you change it? (VF written next to change)

A focused comment will help the child 'close the gap' between what the child has achieved and what they could have achieved. Useful 'close the gap' comments are:

A reminder prompt e.g. 'What else could you say here to give more information?'

A scaffold prompt e.g. 'What was the dog's tail doing?' or 'The dog was so angry he...'

An example prompt e.g. 'What about: He ran around in circles looking for the rabbit or, the dog couldn't believe his eyes, or one of your own that describes the dog's reaction?'

Monitoring

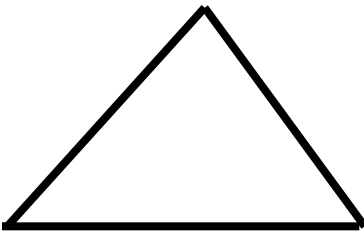
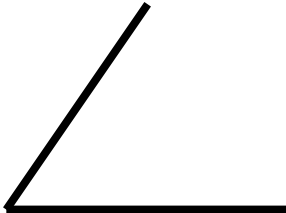
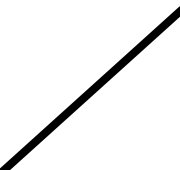

Marking and Feedback will be monitored on an on-going basis and at least termly by all staff in SDMs and the Senior Leadership Team. It will form part of our annual Monitoring and Evaluation cycle. Staff will be given feedback to support the on-going development of increasingly effective feedback, and therefore learning.

Russell Lower School Peer Marking

When we become marking and feedback partners we agree to:

- Get our partner to talk about what they were hoping to achieve in their work and to give their view about whether they have achieved it
- Respect our partner's work because they have done their best. For example, we will write neatly and highlight carefully
- Only try to improve things that are to do with the Learning Objective (LO/WALT) or Success Criteria (SC)
- Tell our partner good things we see in their work
- Listen to our partner's advice because we are trying to help each other do even better in our work
- Try to make our suggestions as clear as possible. Give examples and suggestions if possible.
- Be fair to our partners. For example, we won't talk about their work behind their back
- Keep our comments positive, supportive and kind

Our Marking Symbols

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|---|--|
|  | You have fully understood our learning objective and you have been very successful. Well done! |
|  | You have nearly met the objective. Why not ask for some ideas on how to improve? |
|  | Your work does not yet show that you have understood the learning objective. |
| I | Your work was done independently. |
| S | Your work was done with some support from an adult. |
| VF or verbal feedback stamp | You received verbal feedback from an adult that helped you improve. |
|  | Next Steps to improve further. |
| © | Now try this challenge. |
| | Needs Improvement This part of your work could be improved. Even better if... |

A solid green square, used as a marking symbol for 'Good' performance.

Good

This is an example of where you have met the learning objective really well.

The following marking symbols are used to indicate success against the learning objective at Russell Lower School. Wherever possible we aim to mark with the children so they can respond immediately to feedback given. See the 'Marking and Feedback Policy' for guidance on how to apply these symbols.