



# **Marking and feedback at Micklands**

## **Introduction**

Marking and feedback is a very important part of developing a child's learning and understanding. It is well-researched and evidence shows that effective marking and feedback is essential in ensuring that children make good progress.

Children benefit from feedback in a number of ways:

- They learn what they have done well and how to further improve their work;
- They are able to identify and address any errors or misconceptions;
- They know that work will be seen by an adult and/or peer, giving them purpose and a reason to apply themselves.

Teachers benefit from marking and giving feedback as it helps them to:

- Have an accurate and up-to-date understanding of each child's progress and attainment;
- Inform planning, ensuring that the pace and pitch of their lessons is well suited and that scaffolding and challenge is given where and when needed;
- Inform their teaching, guiding them on how to adapt to different learning styles and where to direct questioning.

This document provides teachers with information on Micklands' approach to marking and feedback. It is not intended to be a set of rules for compliance, but rather a coherent strategy that we believe to be most effective in supporting pupil's progress.

## **Workload and wellbeing**

While understanding the importance of high-quality marking and feedback on pupil progress, we also recognise that, outside of delivering lessons, marking and feedback can be one of the most time intensive elements of teaching.

Teachers are encouraged to think carefully about the marking that they will undertake at the planning stage of the teaching cycle (see below). They should consider what the purpose of their marking will be and adapt the level of depth required accordingly. At all times, marking should focus on where it will have the biggest impact on learning. Marking that has minimal impact on progression should be avoided.

To make the most efficient use of their time, teachers are encouraged to enter data into the assessment tracking system at the same time as recording their marking. This will avoid spending additional time on gathering this data at the termly assessment points.

We understand that marking can be challenging at times and encourage teachers to talk to their line manager if they are finding things difficult.

## **Marking as part of the planning process**

Considering the form of marking and feedback, what area of learning it will focus on and on which children it will be focussed is an important part of the planning stage. This can also help with managing the marking and feedback workload.

For example, teachers might consider in depth marking for just six children each day. This will ensure that all in the class have regular in-depth feedback, without the teacher having to do this for thirty pupils in one evening.

Teachers should also consider the opportunities that the children will have to improve following their feedback. For example, in-depth marking of a pupil's use of character description may not be appropriate if the teacher is not planning for the children to write a narrative in the very near future. In this instance, it may be more appropriate to focus on a transferable spelling, punctuation or grammar skill that can be applied to the next piece of writing.

Teachers should always be mindful to plan in opportunities for children to respond to their marking and should not underestimate the value of this.

## **Different forms of marking and feedback**

- **Self** – Self marking and editing is a very important skill for children to develop and should take place in most pieces of work. Children should self-assess all pieces of work using the marking codes.
- **Peer** – Peer marking has benefits for both the child whose work is being marked and for the child marking. The former receives the feedback they need in order to improve and the latter takes on the role of expert in the area, encouraging them to look critically and closely at the work produced. Teachers will need to assure themselves that peer marking is accurate through their own marking.
- **Verbal** – This form of feedback involves the leading adult talking to the child about their work and providing areas for improvement. Research shows that this form of feedback is even more effective than written feedback.
- **Live marking** – This involves marking children's work while they are still completing the task. This can be effective in ensuring that any errors or misconceptions are quickly addressed within the lesson.
- **Whole class** – The leading adult feeds back to the whole class about their learning or the work they have produced. Close monitoring of the class' work throughout the lesson is essential in this case in order to identify a common area for improvement which can then be fed back to the children.
- **Group** – As above, but with a smaller group of children that have been working on the same activity.
- **Basic written marking** – This is expected for all pieces of recorded work in all books and only involves highlighting achieved learning objectives and success criteria, indicating the level of support given (through a marking code) and ticking to indicate that it has been seen. A recognition of achievement or effort (e.g. "Well done") may be recorded, but is not expected.
- **In-depth written marking** – This is not expected on every piece of work, but does provide children with detailed feedback on their work and identifies specific areas for improvement.

## **Use of AI**

AI can be a useful tool in assessing children's work. It is able to use images of children's work and assess this against given criteria in order to be able to help determine a child's achievement and next steps. This can be particularly useful for assessing longer pieces of writing against National Curriculum age-expectations.

Teachers must ensure that real names are not included on pieces of work as AI will be able to detect this. Fictional names are acceptable within narratives, but anything that is real personal information should be blocked out. Teachers should also remember that AI is a tool that can be used to support marking, feedback and assessment; all content produced by AI should be checked for accuracy. Please see the school's AI policy for more information.

## **Who can mark?**

- Teachers
- Supply teachers
- HLTAs
- Teaching assistants
- Children (with teachers acknowledging accuracy)

## **When should work be marked?**

Every effort should be made to mark work before the next piece of work is started.

## **Equal opportunities**

All books must be marked fairly and equally and comments about content made in accordance with the Equal Opportunities Policy.

Expectations should be consistent regardless of gender, ethnicity, class or religion.

## **Monitoring**

Marking and feedback will be regularly monitored to assess the impact it is having on progress and attainment.

During monitoring, the person conducting the activity will be looking to see that the most important elements of marking and feedback are in place. Specifically, that:

- It has been conducted in a timely manner;
- Is accurate;
- Is effective in driving pupil progress and attainment.

## **Marking in different subjects**

While the main principles of marking and feedback apply to all areas of the curriculum, some areas differ and specific marking or feedback is required/not required.

All written marking should be in green pen, with children's response to marking written in purple pen.

### **Phonics:**

- The majority of phonics feedback will be verbal as the children respond to hearing and repeating letter sounds and blends. Due to the nature of phonics teaching, this will likely take the form of group feedback.
- Children should receive feedback on all written work in phonics books – this is most likely to be given as verbal feedback.
- It is unlikely that targets will be set in this subject due to the expectation that children within the groups will progress through the sounds at the planned pace.
- Use of the application of phonics in writing will be marked according to the writing guidance (see below).
- Regular phonic testing and the results of these are likely to be more informative than day-to-day marking and assessment when considering groupings.
- Feedback addressing poor presentation may be appropriate.

### **Reading:**

- Feedback on the accuracy and fluency of reading will be given verbally, either individually, as a group or as a whole class. It is important that achievement in this area is noted by the teacher or teaching assistant, so that this can inform future planning, learning and recording of achievement on the assessment system.
- All written reading activities should be marked and consideration of how this will be conducted should be made at the planning stage.
- Depending on the impact on the children's learning and the suitability of the activity, this may take a variety of the 'different forms of marking' as described above.
- Identification of areas for improvement should take place regularly, particularly for those children working at below age-related expectations. It is important that the children then have the opportunity to improve through the future activities they are set.
- Where areas for improvement have been identified, marking should highlight progress and achievement in these specific areas. This will show how the children have been supported to develop and also allow the children to monitor their own progress.
- The majority of spelling, punctuation and grammar errors will be addressed in writing marking (see below), however teachers should be aware of encouraging accuracy through self and peer correction/markings.
- Learning objectives and success criteria should be highlighted in green to show achievement. Partial achievement should be identified dashing the appropriate learning objectives and success criteria with a green highlighter.

- If a pupil has achieved the lesson objective and success criteria independently within the lesson without significant scaffolding or adult support, it should be assumed that they are confident in this area and the assessment tracking system should be updated accordingly.
- Marking codes should be used for all recorded pieces of work (see below).
- Children should indicate their confidence level using these codes (see below).
- Marking should also address poor presentation when required.

### **Writing:**

- All writing activities should be marked and consideration of how this will be conducted should be made at the planning stage.
- Depending on the impact on the children's learning and the suitability of the activity, this may take a variety of the 'different forms of marking' as described above.
- Identification of areas for improvement should take place at least once in each unit of work. This will often be determined from an unsupported longer piece of writing.
- It is important that the children then have the opportunity to improve through the future activities they are set, before they are assessed again.
- Children working at below age-related expectations will need to be set next steps in learning more regularly to support their efforts to make accelerated progress.
- Where areas for improvement have been identified, marking should highlight progress and achievement in these specific areas. This will show how the children have been supported to develop and also allow the children to monitor their own progress.
- Spelling, punctuation and grammar errors will be largely addressed through marking in writing books.
- When marking spelling, punctuation and grammar errors, teachers should be mindful to focus on the areas that will have the most significant impact on the child's progress and attainment. This may mean that other errors are not identified at that point in time (although consideration of these should also be considered in the planning process).
- Asking children through marking to correctly spell a word (e.g. 5 times) and/or to rewrite/edit a sentence with the correct grammar and/or punctuation can be an effective form of marking. It is essential that children are given time to respond to this.
- Learning objectives and success criteria should be highlighted in green to show achievement. Partial achievement should be identified dashing the appropriate learning objectives and success criteria with a green highlighter.
- If a pupil has achieved the lesson objective and success criteria independently within the lesson without significant scaffolding or adult support, it should be assumed that they are confident in this area and the assessment tracking system should be updated accordingly.
- Marking codes should be used for all recorded pieces of work (see below).
- Children should indicate their confidence level using these codes (see below).
- Marking should also address poor presentation when required.

### **Maths:**

- All recorded maths activities should be marked and consideration of how this will be conducted should be made at the planning stage.
- Depending on the impact on the children's learning and the suitability of the activity, this may take a variety of the 'different forms of marking' as described above.
- Calculation errors should be identified through marking and feedback. This should be indicated by a dot, rather than a cross.
- Where several errors occur, indicating that the child has not understood a mathematical concept or process, an explanation of how to complete the task successfully should be given. This is likely to be most effective through verbal feedback, but written instructions may also be appropriate.
- Where errors occur, asking children through marking to correct their work and/or attempt a further question can be an effective form of marking. It is essential that children are given time to respond to this.

- The majority of spelling, punctuation and grammar errors will be addressed in writing marking (see above). However, misspelling of mathematical words (e.g. names of shapes, months, names of numbers etc.) should be addressed. Teachers should be aware of encouraging accuracy through self and peer marking.
- Number formation errors should be addressed through marking of maths books.
- Learning objectives and success criteria should be highlighted in green to show achievement. Partial achievement should be identified dashing the appropriate learning objectives and success criteria with a green highlighter.
- If a pupil has achieved the lesson objective and success criteria independently within the lesson without significant scaffolding or adult support, it should be assumed that they are confident in this area and the assessment tracking system should be updated accordingly.
- Marking codes should be used for all recorded pieces of work (see below).
- Children should indicate their confidence level using these codes (see below).
- Marking should also address poor presentation when required.

#### **Foundation subjects:**

- There is no requirement to mark foundation subject books. However:
  - All work completed by children in books should be reviewed by the teacher.
  - Any mistakes or misconceptions should be addressed in future lessons.
  - Poor presentation should be addressed.
  - Each unit has an end assessment task. This should be used to inform recorded assessment and future learning.
  - Children should be made aware of how well they are achieving in each subject. This will most likely be in the form of verbal feedback.

#### **Practical subjects/lessons:**

- It is unlikely that written feedback will be appropriate for practical lessons (such as PE, musical performance and oracy).
- In these cases, it is likely that verbal feedback, either individually, as a group or as a whole class would be most appropriate.
- It is important that achievement in these subjects/lessons is noted by the teacher or teaching assistant, so that this can inform future planning, learning and recording of achievement on the assessment system.

#### **Early morning work:**

Early morning work provides a good opportunity for children to respond to marking and feedback. This can be through completing follow up activities set during marking (e.g. correcting spellings, completing another maths question etc), or could be a consolidation/extension task. Any substantial additional work set in subject books during early morning work (e.g. a challenge in maths or improving a written paragraph) should be marked as part of the subject marking described above.

Early morning activities are often used as a practice and retrieval opportunity and not generally used as an opportunity for assessment. Not all children will complete this work due to the time they arrive in school.




Written feedback is not required in early morning work books; however, teachers should consider verbal feedback so that the children have a sense of purpose for their work.

#### **Homework:**

Homework is an important part of learning at home and, as such, should always be checked to see that it has been completed.

Due to the fact that it is rarely possible to use homework as a reliable indicator of achievement, it is not necessary to mark homework other than to indicate that it has been read.

# Marking codes

Highlighting of learning objective/success criteria	<ul style="list-style-type: none"><li>• Your teacher thinks you understand this work.</li><li>• Your teacher thinks you understand some parts of this work.</li><li>• Your teacher thinks you need some more practise of this work.</li></ul>
	You feel that you understand this work really well.
	You feel that you are beginning to understand, but might need a little more practise.
	You feel that you don't understand how to do this work.
<b>I</b>	You completed this work on your own.
<b>S</b>	You were supported by an adult or other child in this activity.
<b>R</b>	You had resources that you needed to help you with this activity.
<b>SP</b>	You made a spelling mistake.
<b>NS</b>	This is your next step to work on.
<b>VF</b>	Your teacher has given you feedback by speaking to you, your group or your class.