

# Feedback and Marking Policy

## Monkston Primary School



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## Feedback and Marking Policy

### ADOPTION AND AMENDMENTS TO FEEDBACK AND MARKING POLICY

| <b>Section</b>        | <b>Board of Directors Meeting or Committee</b> | <b>Page and Year of Minute</b> |
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### **Ethos and Rationale**

At Monkston, we frequently reflect on our on our practice and continually look for ways to improve the education for our pupils. In the past, pupils have become heavily reliant on teachers improving their work and therefore, we endeavour to empower our pupils to take responsibility for improving their own work. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations.

More recently, the Department for Education’s research into teacher workload has highlighted written marking as a key contributing factor to workload. From these recommendations, we have developed alternatives to extensive written marking which can provide effective feedback in line with the EEF’s recommendations, and those of the DfE’s expert group which emphasises that marking should be: **meaningful, manageable** and **motivating**.

At Monkston, we recognise that verbal feedback is important and a key element in supporting pupils make excellent progress. We also accept some activities – e.g. more ‘closed’ right or wrong questions or calculations – do not require detailed marking in order for the learning intention to be met.

**However, we will endeavour to be as thorough as reasonably practicable in all curriculum areas in pursuit of the rapid progress to which high-quality marking contributes:**

## **Feedback and Marking Policy**

### **English marking**

During English lessons, teachers will 'live mark' pupils' work. This means that they will circulate the classroom while children are working and give pupils instant feedback on their writing. Teachers' feedback can be addressed immediately by the pupil and can encourage pupils to edit as they write. This approach also allows teachers to adapt their teaching quickly if they spot any misconceptions.

We appreciate that teachers may not be able to 'live mark' 30 pupils' work in the space of one lesson, so it is expected that they will acknowledge that they have read their writing by ticking or commenting on their work and addressing any spelling, punctuation or grammar errors.

### **Maths marking**

In maths, we accept that some activities – e.g. more 'closed' right or wrong questions or calculations – do not require detailed marking in order for the learning intention to be met. Self or peer marking may be used. All work will be stamped to show if the child has met or is working towards the learning intention.

All work completed will be scrutinised by the teacher; however, teachers are trained to spot the difference between an error and a misconception. A misconception may require more extensive written marking or will require further explanation either through a consolidation activity or catch-up session. If this is the case, this will be clearly marked on the work.

### **Marking across the curriculum**

We will endeavour to be as thorough as reasonably practicable in all curriculum areas in pursuit of the rapid progress to which high quality marking contributes. All pieces of work will be marked, but we accept that some activities – e.g. more 'closed' right or wrong questions – do not require detailed marking in order for the learning intention to be met. Where pupils have written more detailed responses, teachers will mark these tasks in more detail.

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### Symbols Used

We do not believe it is necessary for every teacher to strictly adhere to certain marking symbols, as long as they clearly explain their approach to their class at the beginning of the year. However, we do not expect any teacher to adopt elaborate marking codes with the potential to confuse pupils! The basic Monkston approach to the use of symbols is as follows:

- **Ticks** are used for correct answers and good ideas – double ticks may be used for a particularly good point. Teachers may also wish to use smiley faces!
- **Crosses or dots** are used for incorrect answers. The advantage of a dot for some activities is that it can be changed into a tick if the answer is revisited and corrected.
- **NL** is used for 'new' line and **NP** for 'new' paragraph.
- Monkston points [e.g. **1MP**] are used to reward excellent effort.
- **A stamp or double tick** should be used to indicate if the learning objective has been met.
- Teachers may give verbal feedback for a piece of work, but this should be noted on the work for future reference and consideration.

Teachers are free to use any colour to mark pupils' work, as long as it stands out clearly from the pupils' writing. Marking is fundamentally about valuing a pupil's efforts, providing clear improvement guidance and building a motivating relationship.

Teachers will endeavour to model the school handwriting policy in their written marking. At the very least, teachers' writing will be clearly legible.

Anyone other than the class teacher who has marked a piece of work should initial their marking.

### Marking by Teaching Assistants / HLTAs

Teachers may sometimes delegate the marking of closed activities – including some homework tasks – to teaching assistants. More open activities requiring developmental feedback should only be marked by teachers. HLTAs will mark all work that they are responsible for.