

Heytesbury Primary School

Marking and Feedback



School	Heytesbury C of E Primary School
Author	Hannah Elson
Last Amended	October 2021
Review Date	October 2022

At Heytesbury Primary School, we believe that quality marking and feedback are an integral part of learning. We place high quality marking and feedback at the heart of teaching in our schools and the purpose is to help children make progress and achieve well.

Statements related to marking and feedback from the new Ofsted Framework (Sept 2019)

- *Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.*
- *Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.*

Schools need to consider the following when deciding upon their consistent approach across the school

- Do the marking and feedback strategies help pupils move forwards with their learning and is it helping them to know more, remember more and be able to do more?
- The best use of staff time in terms of managing staff workload.

Purpose

- For teachers to know start points of pupils in the next lesson, where pupils need to improve and how teaching needs to change/adapt.
- To provide pupils with information on what they have done well and how they can improve.
- For feedback to promote thinking.

Effective feedback principles

- Verbal feedback, given in the moment, during a lesson is the most effective way of ensuring progress. Verbal feedback from teachers and TAs should be given as often as possible. It does not always need to be recorded. It can help to target common errors and build confidence.
- Feedback should be given promptly so that the improvement can be immediate. There needs to be a focus on how to put things right and how to make things better. It should make children think about their work and how they could develop it. Feedback should be clear, focusing primarily on progress and not effort.
- Restrict written comments to those that inform pupils how to improve or those that give instructions for actions they should take, otherwise use codes. Feedback should link to the learning objective. Use hints and suggestions, rather than complete solutions. It is better to ask 'How could you...?' than 'You should...'
- Marking/feedback needs to inform planning for the next day/week.
- There should be a good balance of feedback by teacher (VF) and RTM
- There must be checks that pupils have done what has been asked ie actually responded to feedback and the applied that feedback.

Marking Codes / Practice

- VF – verbal feedback
 - CT – class teacher supported
 - TA – teaching assistant supported
 - If no code, it must be independent work.
 - HP- House Point
-
- Foxes/Badgers - children using green for editing/ marking
 - If something is incorrect use a dot not a cross
 - Incorrect spellings will be identified at an appropriate level for the individual child and a suitable response to the marking will be set. This will be done in reference to the common exception words.
 - A common mistake is fed back to the class/cohort/group – this will be identified on the planning, possibly as a starter. This is not acknowledged in books as is on planning.
 - Individual errors may be fed back individually and VF written.
 - Lessons may contain RTM (respond to marking).
 - Children should be taught how to identify their own errors and improve their work.
 - Adults to mark in blue or black
 - RTM about presentation may be added if needed but should not dominate the feedback.