

Nonsuch Primary School

This policy is embedded in our school's mission statement of, 'Working Together We All Achieve'.



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| Policy | Marking and Feedback Policy |
| Date | March 2023 |
| Date for review | March 2026 |

We serve our community by providing an education of the highest quality. We believe our school should be a place where we all want to be, a place where children and adults feel safe, happy, secure and nurtured.

Rationale

Marking and responding to children's work is a crucial component in assessing their performance, progress, levels of attainment, and ultimately, raising standards throughout Nonsuch Primary School. Effective marking serves to inform and enable staff, pupils, and parents/carers in this process.

The way in which feedback is provided to pupils through marking can significantly impact their own judgments and feelings about their levels of achievement/attainment and the ways in which they work. Therefore, all comments and responses, regardless of form, must be constructive and based on evidence that pupils understand and can relate to. At Nonsuch Primary School, the marking and feedback policy is an integral part of a set of assessment, record-keeping, and reporting policies.

Marking is a critical aspect of the assessment process and reflects the school's objectives of promoting the highest possible standards for each pupil. The marking policy aims to foster a positive self-image and increase pupil independence in learning. Furthermore, the marking policy is aligned with the school's policy on equal opportunities, ensuring that all pupils receive fair and unbiased feedback.

Overall, Nonsuch Primary School's marking policy facilitates pupil progress and achievement while fostering a positive learning environment that encourages critical thinking, self-awareness, and self-regulation. The school aims to support pupils in reaching their full potential through effective marking practices while promoting a culture of high expectations and continuous improvement.

Aims

The aims of marking and responding to children's work at Nonsuch Primary School are multifaceted and designed to support pupils' ongoing learning and development. The primary objectives of marking are:

- to use it as a teaching tool to inform pupils of their performance,
- to focus on specific improvements and corrections related to the current piece of work,
- to encourage pupils to develop their ability to proofread, edit and improve their work independently before presenting it to the teacher.

Furthermore, the marking and feedback policy expects pupils to:

- use various methods to indicate their understanding of their learning,
- to articulate how they think their work can be improved,
- to respond to and provide feedback on their peer's work,
- to facilitate collaborative learning and constructive criticism development.

Marking is also utilised as an assessment tool to:

- inform teachers of pupils' achievement and attainment levels, facilitating the next planning stage.

Finally, the marking and feedback policy aims to create a common, agreed-upon, continuous, and developmental methodology throughout the school, which is well understood and utilised by both teachers and pupils.

Overall, the aims of marking and feedback at Nonsuch Primary School are designed to promote pupil independence, critical thinking, and self-reflection while providing teachers with valuable information to support ongoing pupil progress and achievement. The policy seeks to foster a culture of high expectations, collaboration, and continuous improvement, promoting the school's broader objectives of promoting excellence in teaching and learning.

Methods of Feedback and Marking

There are several different methods of feedback and marking that teachers can employ, each with its own unique benefits and challenges. These methods include whole class feedback, group or individual verbal feedback, live marking, peer marking, self-marking, marking away from the point of teaching and assessed marking.

Whole Class Feedback:

Whole class feedback involves the teacher providing feedback to the class, as a whole, rather than to individual pupils. This method can be useful for identifying common areas of difficulty and providing tailored support to groups of pupils with similar needs. This is a frequent feature in Nonsuch's lesson design and pedagogical approach.

Group or Individual Feedback:

Group or individual verbal feedback involves the teacher providing feedback directly to pupils, either in groups or individually, through spoken comments and suggestions.

Live Marking:

Live marking is an assessment strategy used at Nonsuch where a teacher provides immediate feedback to pupils during a lesson, either through verbal feedback or written comments on the student's work. Children then act upon this feedback using a purple pen.

This approach offers several benefits to both students and teachers, including:

- Increased engagement and motivation: Live marking can provide students with real-time feedback on their work, which can help them to stay engaged and motivated throughout the lesson,

- Immediate support and guidance: Live marking allows teachers to provide support and guidance to pupils as they work, helping them to correct mistakes and address misconceptions before they become ingrained,
- Personalised feedback: By providing feedback in real-time, teachers can tailor their comments to the individual needs of each student, providing personalised feedback that can help them to make more progress,
- Improved learning outcomes: By providing feedback as students work, teachers can help to improve their understanding and mastery of key concepts, which can lead to better learning outcomes and academic achievement,
- Increased teacher-student interaction: Live marking can facilitate greater interaction between teachers and students, allowing teachers to build stronger relationships with their students and provide additional support where needed.

Overall, live marking can be a powerful tool for promoting student engagement, supporting learning, and enhancing teacher-student interactions in the classroom.

Peer and Self-Marking:

Peer marking and self-marking are two assessment strategies that involve students in evaluating their own work and that of their peers. Peer marking involves students assessing each other's work and collaborating to share best practices. Self-marking, on the other hand, involves students evaluating their own work with the guidance and support of the teacher and teacher assistants as needed.

In some lessons, when engaging in deliberate practice, students are required to attempt a section of work and then self-mark before moving on to further work. This strategy ensures that any misconceptions or errors can be addressed in the lesson, allowing for more efficient and effective learning.

Peer marking and self-marking have been shown to affect student learning and engagement positively. By involving students in the assessment process, they become more aware of their strengths and weaknesses and can identify areas where they need to improve. Additionally, these assessment strategies promote collaboration and active learning, which can lead to deeper understanding and retention of information.

Overall, peer marking and self-marking, with deliberate practice, can enhance the learning experience and help Nonsuch pupils achieve their full potential.

Marking Away from the Point of Teaching:

Marking away from the point of teaching involves the teacher reviewing pupils' work after the lesson and providing feedback and suggestions for improvement either through verbal or written communication in the next lesson. It is important to acknowledge that some teachers may need to mark away from the point of teaching. This could be due to various reasons, such as time constraints or needing a more detailed analysis of student work.

Despite this, we believe that there are significant benefits to this approach. For example, this approach can allow teachers to identify common misconceptions or areas where

pupils are struggling, which can be addressed in subsequent lessons, leading to improved learning outcomes.

Assessed Marking:

Assessed marking is an essential component of our marking and feedback policy, as it provides valuable information on student progress and informs the planning of future lessons and small group work. In Nonsuch's approach to assessed marking, summative assessments take place after an assessment has been completed.

The purpose of assessed marking is twofold. Firstly, it provides valuable information on areas where pupils have demonstrated strengths and areas where they require further support. This information is then used to inform the planning of subsequent lessons, enabling teachers at Nonsuch to tailor our teaching to the individual needs of each student and ensure that they are able to make progress.

Secondly, assessed marking is used to report back to parents and carers on student progress through consultations. This feedback is based on the assessment outcomes and the corresponding marking, allowing parents and carers better to understand their child's strengths and areas for development.

Our policy strongly emphasises ensuring that assessed marking is fair, consistent, and manageable for teachers. We believe that this approach enables us to provide meaningful

feedback to students and support them in making progress while ensuring that parents and carers are well informed about their child's progress.

Marking Codes

At Nonsuch Primary School, marking codes found in pupils' work will relate to the learning objective or the basic spelling, punctuation and grammar misconceptions. Therefore, marking elements are presented differently throughout the school.

Reception:

In the Reception class, marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special books

| Marks Made: | Meaning of Marks: |
|----------------------|--|
| Green highlighted LO | The pupil has achieved the LO |
| I | The task was completed independently |
| S | The task was completed with some support |
| CL | Capital letter needed |
| FS | Full stop needed |
| ✓ | Correct answer/response |
| • | Think carefully again |

KS1 and KS2:

| Marks Made: | Meanings of Marks: |
|----------------------|--|
| Green highlighted LO | The pupil has achieved the LO |
| ✓ | Correct answer/response |
| • | Think carefully again |
| CL | Capital letter needed |
| FS | Full stop needed |
| P | Punctuation is incorrect or missing |
| SP | Spelling error: correct spelling may be given or the children need to look it up if they should know it. |
| // | New paragraph needed |

