







Clee Hill Community Academy

Marking and Feedback Policy

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Responding to Children's work: a guidance for Best Practice

- https://d2kic4wvoliusb.cloudfront.net/eeq-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1675679513
- [EEF recommendations](#)

Principles			Methods		Implementation
1 Lay the foundations for effective feedback	2 Deliver appropriately timed feedback that focuses on moving learning forward	3 Plan for how pupils will receive and use feedback	4 Carefully consider how to use purposeful, and time-efficient, written feedback	5 Carefully consider how to use purposeful verbal feedback	6 Design a school feedback policy that prioritises and exemplifies the principles of effective feedback
					
<ul style="list-style-type: none"> • Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. • High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address). 	<ul style="list-style-type: none"> • There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. • Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. • Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective. 	<ul style="list-style-type: none"> • Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. • Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress. 	<ul style="list-style-type: none"> • Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary. • The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1-3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils. • Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders. 	<ul style="list-style-type: none"> • Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. • However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1-3) are followed. 	<ul style="list-style-type: none"> • Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development. • Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1-3). Policies should not over-specify features such as the frequency or method of feedback.

Introduction

The aim of this guidance is to ensure that all children have their work responded to in a way which improves their learning and achievement whilst developing their self-confidence. It relies upon us being a 'Growth Mindset' School which sees mistakes as a positive, showing areas to build upon their learning.



Principles and Ethos

Our marking policy is based on the Educational Endowment Foundation report, 'A marked Improvement'. The studies and feedback reviewed in the Teaching and Learning toolkit (EEF, Sutton Trust & Durham University) found that on average the provision of high quality feedback led to an improvement of an additional eight months progress over the course of a year – showing the importance of effective feedback.

Effective feedback is an essential part of the education process. At its heart, it is an interaction between teacher and pupil; a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving progress. Responses are more useful if they are given as soon as possible. They can be written or oral and should be regular and frequent.

Marking at Clee Hill Community Academy should be:

✓ Meaningful

Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

✓ Motivating

Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. Feedback can take the form of spoken or written marking, peer marking and self-assessment. If the hours spent do not have the commensurate impact on pupil progress: stop it.

✓ Manageable

Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments: sometimes short, challenging comments or oral feedback are more effective. An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress.

Marking in Practice

Teachers write in black pen.

Highlighting

Using our 'Pink for Think' and 'Green for Growth' marking, both staff and children are able to consider strengths in their work and areas which need to be improved or corrected. Although pink highlighting may be used to identify mistakes (something a student can do, and normally does correctly but not on this occasion), feedback should focus, where possible, on correcting errors (when a child has not mastered a concept or has a misunderstanding) in order to 'move a child's learning forward. Highlighters are used to indicate pinks and greens.

Using pink and green marking, comments may be limited and purely highlight strengths and areas to develop. To reduce teacher's workload, only short words or phrases are used. For example:

- Adjectives
- Powerful verbs

This is sufficient information to say, "Well done. You have used a range of interesting and appropriate adjectives in your writing. Now go back and review the verb choices underlined in pink and improve them".

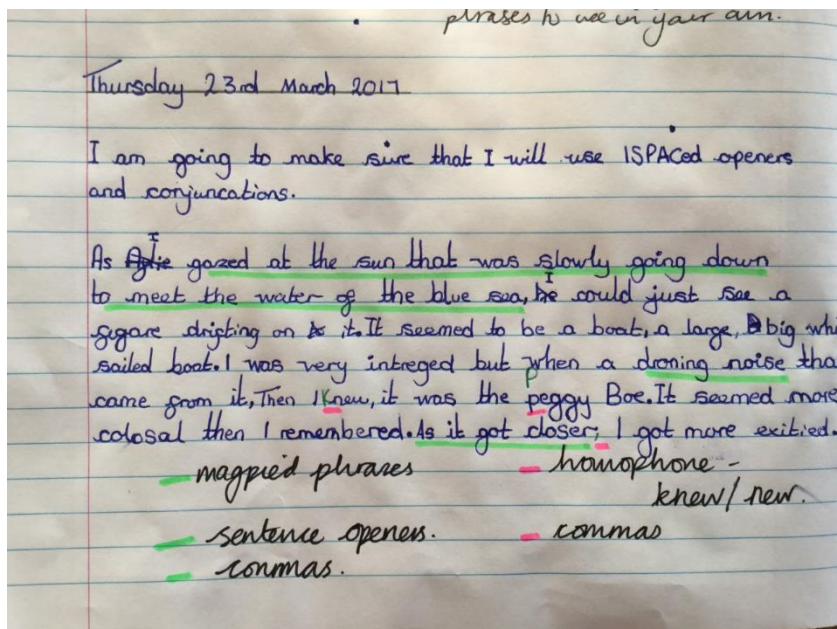
In line with our Growth Mindset philosophy, pink highlighting should be seen as a positive way to improve writing. Pupils are encouraged to see mistakes as part of the learning process.



Comments

Written feedback may help to clarify strengths and areas of development or encourage pupils to become more reflective about their work. It should be constructive and specific.

Poor Examples of Dialogue Marking	Good Examples of Dialogue Marking
Do questions 4 again.	Can you see a pattern in your previous answers that will help you answer Q4?
Good work	What do you think is your next step?
28 is the wrong answer – try again	28 is the wrong answer – Why?
Can you make it scarier?	Improve the highlighted verbs to add more suspense
You have made some silly mistakes...concentrate.	Practise these calculations using the expanded method.
Well done.	Convince me if this works with all numbers.

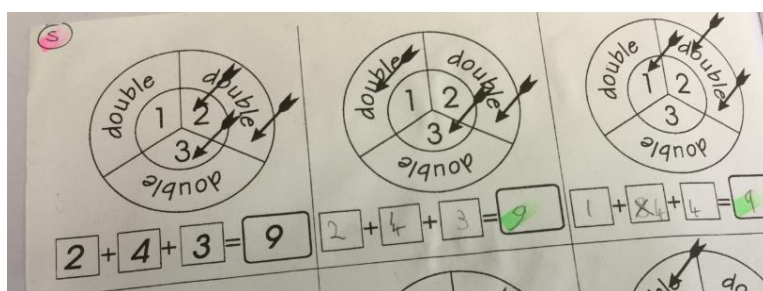


If a child requires more detailed verbal feedback, or has a great deal wrong, then a simple comment should address this i.e. 'We will work on this tomorrow'. This errors should be picked up on quickly and misconceptions should be addressed in order to prevent a child from 'falling behind'. This may be in the form of support, an intervention or pre-learning for a lesson.

Detailed comments

Some marking may include detailed comments if this is useful for assessment purposes, i.e. "Great use of a number line to add 2 digit numbers." A simple coding- S- support/ I - independent- may also be used for assessment purposes.

We completed some of these together as a group. Elena understood the concept of \times and \div on a number line but needed some support understanding how she could use her knowledge of times tables facts.



Group marking

At times, it may be appropriate to evaluate a group of children and target next steps. Pink and Green boxes will show what MOST children have as strengths and areas to develop which allows for opportunities for marking to feed directly into planning.

Whole class feedback sheets will be used to identify general strengths and areas for development.

Things we have done well	Things we could improve
<ul style="list-style-type: none"> • Vocabulary • Fronted adverbials • Story plot • Adjectives 	<ul style="list-style-type: none"> • Tense • Speech punctuation • Creating suspense • Checking basic punctuation including commas

I am really pleased that I have:

★ _____

Next time, I will try to:

✦ _____

Whole class feedback sheets will inform future planning and interventions.

Live Marking

Research indicates that oral feedback and live marking (at the point of learning for either misconceptions or additional challenge) is more effective than distance marking and therefore, whenever possible, staff should aim to give verbal feedback (noted as supportive modelling / live-marking and feedback within books within the lesson) at the point of identification of a misconception within a lesson so that pupils can act upon advice immediately.

Expectations, Presentation and Standards

Teachers need to be explicit about standards of expectations, which must be modelled clearly during the whole class teaching. This includes:

- quality and quantity of writing tasks
- presentation

Teachers should insist that all pupils:

- underline dates and titles with a ruler
- use a ruler to draw straight lines and margins
- copy dates and titles correctly
- start sentences next to the margin
- use individual squares to write numbers
- glue work in neatly
- take care to produce neat handwriting.

All teachers must take care with their own handwriting and spelling - we are role models for pupil presentation and standards

Children are encouraged not to use rubbers in work for corrections. They use one neat line to cross through mistakes.

Spelling

Spelling must be addressed at an age and stage appropriate in all written pieces. Marking of spellings should initially focus on key word spellings or words which follow specific patterns (like -ed endings).

An incorrect spelling is highlighted in yellow highlighter. Children correct the spelling using a dictionary or their have-a-go spelling books in green pen. Children write the correct spelling above the word in green pen.

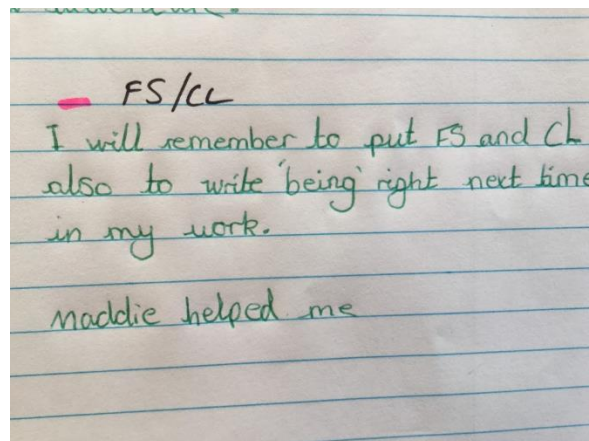
Occasionally, key word spellings will be written at the bottom of the page for children to practise three times.

Spellings that are incorrect are recorded at the back of the English book for children to practise.

Marking of spelling should help pupils to understand how to spell words using spelling strategies in line with the teaching of spelling.

Response Marking

Children should feel engaged and motivated by the marking process. Children respond to improvements using green pens. This can be during the lesson or afterwards. Pupils will be given daily opportunities to respond to marking. This will be introduced from Year 1 as pupils are ready. As pupils move through Key Stage 1 and 2, this will be evident in each subject area for each lesson taught. Sometimes children's responses to marking is not good enough. Teachers should address this as often as possible and model. Feedback should be specific and actionable.



Peer Marking

In KS1, peer marking is a verbal process which is modelled by the class teachers. In KS2, peer marking is completed using pink and green highlighters or pencil crayons. If children mark another child's work, they sign their name.

Self-assessment

Children use pink and green pencil crayons or highlighters to self-assess their work.