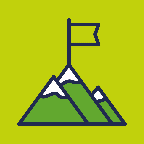
WRITTEN MARKING & FEEDBACK GUIDANCE

(updated in line with DfE Managing Workload Toolkit)

The purpose of marking children’s work is to give them timely feedback that will in turn help them to improve. At Greenfields, we understand how important it is to give children feedback, to accelerate progress for children who have previously underachieved, but also to offer additional individualised challenge and support.



Our teaching approach is rooted in our school values …be bold ~ you are capable of changing a situation... become the explorer of tomorrow

Children are taught to believe and understand that they should have bold ambitions for themselves; that hard work and determination will lead to good results and that there is always a goal to aim for; we are not of a fixed intelligence - this is reflected in the way we mark the children’s work.

The feedback given to children in their books is intrinsically linked to our school values:

 … be brave ~ confront your fears and take a chance... mistakes are the best lessons

… be original ~  never stop asking questions... seek out the answers

The following guidelines are an extract from our Assessment for Learning Policy that describes our non-negotiable approach to the written marking and feedback of children’s work.

We believe that the marking and feedback of children’s work should follow the three ‘M’ principles. It should be **MEANINGFUL**, **MANAGEABLE** and **MOTIVATING**.

**MEANINGFUL**: marking should serve a single purpose, to advance pupil progress. Oral feedback, working with pupils in class, reading pupils work etc. all help teachers to understand how well a child is progressing.

**MANAGEABLE**: time taken to mark does not always correlate with successful pupil outcomes and leads to wasted teacher time. Feedback can take the form of spoken or written marking, peer marking, marking in class and self-assessment etc. Whatever the marking it must have an impact on pupil progress.

**MOTIVATING**: marking should help to motivate pupils to progress. This DOES NOT MEAN ALWAYS WRITING IN DEPTH COMMENTS OR BEING UNIVERSALLY POSITIVE: short, challenging comments or verbal feedback at the time are more effective.

🡪 Class teachers mark in red pen, all other staff mark in blue.

🡪 Every time a new learning objective is taught, it is printed onto a sticker and stuck at the top of children’s books. There is no requirement to have a printed learning objective for every lesson.

🡪 The expected outcome, what teachers expect children to be able to demonstrate after a lesson or series of lessons, is shared with children at the start of the block of teaching and at the end.

🡪 Where a child has made an error, or has a misconception, staff should intervene as close as possible in time to the error or misconception. This is indicated by the visual image;

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| --- |
| https://lh7-us.googleusercontent.com/JSkVRVki-4ZuiuwUbt6VXozGR2ZahCfqWcHnDIDxnth1BCOaCAAmtzSOvAKBy7FTL1Av11ZX7yC-Acjr5sEgez_Y-DunJA_EK5OwDEDf1_SRnjkxMGjYD1jjkedptihi14Iyl3EIuehTOQOpOHVT  25+35 = 50            crossing 10’s boundary |

Staff should discuss the error or misconception with the child.  If a written comment is appropriate, it should reflect the key points from the discussion. There is no requirement for over wordy or extended written feedback. In the vast majority of cases, a word or key point should suffice. If staff feel that children require further explanation, or to ensure that the misconception is clearly highlighted it may be appropriate to highlight the specific part of the work that requires attention. e.g.

🡪 It is an expectation that work children complete will receive feedback. This could be in the form of ongoing feedback during a lesson, or a written comment at the end of an extended piece of work if this is deemed necessary to move the learning on.

We actively encourage staff to assess in an on-going manner throughout the lesson, recording their verbal feedback as above. It is important that the child shows they have made improvements following verbal feedback, to show the impact of the teacher’s intervention. **Feedback of this nature does not need to be ‘re-marked’ at the end of the lesson.**

🡪 Children must be given the opportunity to respond to their feedback and to make any necessary improvements. This may be the next day, but where possible during the lesson when verbal feedback has been given. There is no requirement for children to write comments to the teacher which might show that they have read a particular comment.  It is expected that feedback is meaningful and has impact, therefore children’s response must evidence that the misconception or error has been addressed or rectified.

e.g.

|  |
| --- |
| https://lh7-us.googleusercontent.com/JSkVRVki-4ZuiuwUbt6VXozGR2ZahCfqWcHnDIDxnth1BCOaCAAmtzSOvAKBy7FTL1Av11ZX7yC-Acjr5sEgez_Y-DunJA_EK5OwDEDf1_SRnjkxMGjYD1jjkedptihi14Iyl3EIuehTOQOpOHVT  25+35 = 50            crossing 10’s boundary  5+5 = 10  20 + 30 = 50  10+50 = 60 |

🡪 Where a child has completed their work and achieved all of the expected outcomes, staff will use a question either verbal or written to extend children’s knowledge further this could be in relation to depth or breadth of understanding. This is shown with the visual image;

Children would then record their responses to the question.

The question should be individual relating to the child and their current work.