

Morpeth First School



Marking, Feedback and Response Policy

April 2021

Rational

At Morpeth School we take a professional approach to the tasks of marking work and giving feedback on it. All children are entitled to regular and comprehensive feedback on their learning. Marking is an integral part of formative assessment. It is most effective when it supports the target setting process, both short term and long term.

Marking of a pupil's work should be regarded as a regular means of communication with pupils about their individual progress. This communication needs to be in a form which is clear and able to be understood by the individual pupil.

Symbols are a visual method of providing children with clear feedback on what they have done well and what they can do to further improve their work. The use of "purple editing pen" is a tool used in school as a rapid response to a pupil's misconception or to correct basic skills. It can also be used to extend their thinking to a deeper level. Next steps are a way of providing links to learning for pupils. Children will self and peer mark to provide them with immediate feedback when appropriate.

Aims

To motivate pupils further by praising achievements.

To show that we value their work, and encourage them to do the same.

To assist pupils by setting clear targets to focus on aspects of work, where further development is needed.

To provide the teacher with feedback on how well pupils have understood the current work and inform planning for the next steps of teaching and learning.

To enable the teacher, and pupils, to make judgments about attainment.

To enable pupils to make links with their learning and begin to set their own targets eventually as they become older.

Guidelines

Marking and feedback should be appropriate to the task set and the student's response to that task. There is no 'one size fits all' model.

Planning for a lesson or teaching sequence should consider opportunities for feedback and how and when students should act upon it.

Much of the feedback offered to students could be verbal. Written feedback might be offered to students to move their learning forward if it is the most efficient and effective way to address their errors and support them in developing sufficient understanding to access the next part of a topic.

It should not be a routine expectation that next steps or targets be written into students' books. The next lesson should be designed to take account of the next steps. It should not be an expectation that recurring errors or common misconceptions be addressed through individual comments in individual student's books. Where a number of students share a misconception, this should be addressed in the next lesson or purple pen time.

The most important activities for teachers are the designing and teaching of the lessons. Marking and feedback strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers.

What to mark and what to offer feedback on?

If the piece of work is a large piece of work or has taken considerable effort on the part of the pupil to complete, then marking should reflect this with a written comment as well as marking symbols.

The teacher's intended purpose for the task, and the students' work on that task, will determine what type of marking and/or feedback is appropriate. Where a task is designed to build aspects of basic skills/fluency such as accuracy, efficiency of method, use of skill etc. it is likely that marking will be an appropriate response either by the student, their teacher or by a peer.

Teachers should attempt to regularly respond to pupils' self-assessment comments in their books (when a response is appropriate) to build up a successful dialogue with the pupil about their learning.

Consideration should be given to the way that this feedback is offered in order for it to have the greatest impact. Where classwork is designed to build students' understanding of a concept, it is likely that much feedback will be given verbally, allowing students to act immediately on it.

The provision of written feedback should be both efficient for the teacher and effective for the student. If "purple pen time" has been necessary for a child and they

have worked with an adult, their feedback would be verbal; therefore a lengthy written comment is not needed. (VF)

Purple Pen

Teachers use the purple pen strategy to rapidly address misconceptions that may block future learning for the pupil or to support children in corrections needed for basic skills/non-negotiables.

Purple pen opportunities may take place in or out of a lesson, but ideally should be as close to the lesson as possible to achieve the greatest meaning/relevance for the pupil.

Most feedback will be of a verbal nature if in a small group context.

If the issue is related to mis-spelled word the child should know (e.g. Spelling appendix for a pupil's specific year group), then purple pen can be used to underline the misspelled words with a SP symbol used (no more than three in each piece of work). The child would be required to rewrite them underneath the correct spelling provided by a teacher.

Purple pen can also be used to expand upon a pupils understanding by asking questions in a greater personal depth that the child can respond to. These responses should be marked to acknowledge the response.

Next steps

Next steps are used to signpost children and enable them to make links in their learning. Next steps should support them in developing sufficient understanding to access the next part of a topic.

For older children, they may use "next steps" to comment upon and identify the next steps they will take in their learning to embrace an ethos of independent learners within school. It is not expected that next steps be included on every piece of work.

Acting on written feedback

As the students progress through our school, they should become increasingly responsible for their learning. Helping them to act effectively on feedback provided on their work is part of the teacher's role.

It is an expectation that key stage one children will respond to their learning with a self-assessment symbol regularly and key stage two children will respond with a short phrase or sentence. (exceptions may apply for older children who are working way below age related expectations and they would therefore be required to provide a symbol or verbal feedback)

Homework

Homework is commonly set in order to build on an idea or concept that has been taught and discussed in class. Where this is the case, simple marking of the homework will be appropriate.

As with classwork, it may be appropriate to offer feedback if certain misconceptions have been exposed but it should not be the expectation that written feedback will routinely be given for this type of task.

Where a significant number of students in the class have shown the same misconception, then this should be addressed in the next lesson, rather than through repeated written comments in students' books.

Supply and Student teachers.

Supply teachers need to respond to work marked in books using the school marking policy symbols and should indicate "supply" on work. It is the expectation that all class teachers acting as a mentoring role for a student teacher model the marking policy of the school and check that the student teacher is following this accurately in books also.