



# Manor

## Primary School

### **Feedback Policy January 2019**

#### **Rationale**

Marking plays a central role in teachers' work and is frequently the focus of lively debate. It can provide important feedback to pupils and help teachers identify pupil misunderstanding. However, the Government's 2014 Workload Challenge survey identified the frequency and extent of marking requirements as a key driver of large teacher workloads. The reform of marking policies was the highest workload-related priority for 53% of respondents. More recently, the 2016 report of the Independent Teacher Workload Review Group noted that written marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be "meaningful, manageable and motivating".

*A Marked Improvement, Education Endowment Foundation - 2016*

At Manor we believe the ineffective marking usually involves an excessive reliance on the labour intensive practices under definitions of deep marking, such as extensive written comments in different colour pens, or the indication of when verbal feedback has been given by adding 'VF' on a pupil's work. Therefore we are moving away from the type of marking to move children's learning on at a quicker pace and a manageable work load for teachers.

#### **The Schools expectations**

##### **Maths:**

- During journaling teachers (and TAs) should identify children who are struggling and those who need challenging. Questioning children to either scaffold or deepen their thinking
- Instant feedback should be provided during this time and children need to be correcting mistakes and responding to comments in green pen at all times
- Any misconceptions must be addressed
- Pink and green highlighting can be used, but the purpose of journaling is for the children to present their learning and the emphasis is on describing, evaluating and reflecting their mathematics. Over use of highlighting will detract from this
- Only give next steps where necessary (and within lessons whenever possible). This is because it may slow down the next lesson

- Wide spread misconceptions need to be addressed in afternoon sessions or catch-up interventions, to enable children to keep up with the chapter
- Children should only move onto the workbooks when they are ready to work independently
- During guided practice, identify children who aren't ready to move on and work with them whilst the others do the workbooks
- Workbooks are marked through pink and green highlighting. Where mistakes are highlighted pink the children must correct them in green pen
- Where there is a TA and a teacher, the teacher should focus on supporting the struggling learners and the TA highlighting the workbooks
- We do not write comments or next steps in workbooks

### **English, Science and Topic**

- Use the pink and green highlighters for in lesson live marking (green to go, pink for think)
- Red pen comments written by an adult to move children's thinking and learning forward if appropriate
- At the end of the lesson the teacher will look through the books and make a judgement about misconceptions and what things need to be changed for the next lesson
- There is no requirement for long in depth marking in which the children have to respond to – however when the children respond to any feedback given it should be in green pen
- Teachers will complete a short format (as seen below) with evaluations of the day and what needs changing for their own monitoring purposes

	Common Misconception	Key Chn to target	Individual misconceptions	Key children to target / adult support
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				