



# JAMES BATEMAN MIDDLE SCHOOL

*“Where pupils achieve and excel”*

## Marking & Feedback Policy

Created	Approved	Review due
September 2021	13 November 2021	November 2022

## **Introduction**

Assessing the learning of pupils is a fundamental aspect of teaching and learning and is vital in order to help learners make progress. Marking plays a small, but crucial role in this process.

## **Our guiding principles.**

This marking policy has been thoroughly researched. The main body of research used is the 'Marked Improvement' document produced by the [Education Endowment Fund](#). This is a 'meta-study' of the available research around marking. This marking policy should also be read within the context of wider of the Teaching and Learning policy which provides opportunities for on going assessment and feedback.

## **How did we arrive at this policy?**

The DHT ensured he was familiar with the document and created a presentation to the staff to ensure an effective consultation. The presentation was built around six key questions that are posed as part of the above research. These are:

- 1. Should pupils work be graded?**
- 2. Should we correct pupils work?**
- 3. How thorough does marking need to be?**
- 4. Do pupils need to respond?**
- 5. Should targets be set?**
- 6. How often should we mark?**

Each of the questions was presented to the teaching staff. The evidence related to each question was also presented to the staff; staff were then given time to discuss each question in turn and consider what this would mean for our practice. This policy is a result of the combination of the evidence and our interpretation of it. This policy is therefore structured around these six questions.

### **1. Should pupils work be graded?**

No. Grading pupils work in books does not lead to progress and promotes a fixed mindset, whereby pupils only understanding of their ability is by using a letter or number. Pupils focus too heavily on the grade awarded and not the written feedback given.

In Summary: Our school policy is that we do not grade work.

### **2. Should we correct pupils work?**

No. We recognise the clear distinction between a mistake and a misunderstanding.

A mistake is something a pupil is able to do but on a specific occasion has not. For example, a pupil may have forgotten to use a capital letter at the start of a sentence or has made a spelling mistake. These mistakes can be quickly addressed by the pupil independently. For these types of mistakes we use a set of symbols. We don't correct mistakes.

A misunderstanding is where pupils have not grasped a concept correctly. For example they may have not used correct place value when multiplying a two digit number by a two digit number. Where this happens pupils may be prompted using questions or a reminder to help them address the misunderstanding. If this does not work, the teacher will plan a further intervention in class to address any misconception.

In summary: If it's a mistake we signpost it (but never correct it) – if it's a misunderstanding we prompt and teach.

### **3. How thorough does marking need to be?**

For the purposes of this policy, 'thorough' does not mean 'detailed.' Thorough marking has the following principles:

- Responds effectively to the performance of the pupil. (see question 2)
- Is responded to by pupils. (see question 4)
- Is used to inform future learning.

Marking need not be lengthy. The purpose of marking is not to acknowledge what pupils already know or to tell them they're doing 'good work.' For that reason we do not require staff to acknowledge work or give praise in books. This is not to say praise and acknowledgment are not important, they should be a staple in the teachers' verbal repertoire to help motivate pupils. The purpose of marking is to support progress within a specific curriculum domain.

In summary, marking doesn't need to be lengthy to be effective.

### **4. Do pupils need to respond?**

Yes. Always. Pupils should be given time to respond to marking, whether to correct a mistake or respond to a misunderstanding. Our staff will ensure that pupils' responses are high in quality and support progress. Superficial responses will not be accepted. Teaching staff should ensure they read responses and amended planning accordingly. A written/stamped acknowledgement of a pupil response is not necessary.

In summary – pupils should always respond to marking.

### **5. Should targets be set?**

Yes. Targets should only be set if the pupils have opportunities to address/respond to them. Targets may be related to the outcomes of the lesson or to specific aspects of the concept(s) process/procedure.

In summary – Personalised targets should be set for pupils.

### **6. How often should we mark?**

Responses to questions 1-5 clearly set out the expectations for this. Individual curriculum areas may tailor the frequency of marking to their subjects. On average it would be expected that a pupil would be given a specific target on 1/3 of their written work. Targets may take the form of a written communication or a retrieval task to ensure recall to the working memory practiced.

## **Peer and self-assessment/marking**

Peer and self-assessment/marking is marking. For the purposes of this policy if a piece of work has been self or peer-assessed in line with this marking policy it IS marked. As with all pupil-led approaches clear criteria and expectations should be made explicit to the pupils and this type of marking should be quality assured by the teacher.

### **Practical application of the policy.**

A clearly defined protocol will be written with the staff and amended as necessary. This protocol will always be a working document. (see appendix 1)