

Research Base:

Education Endowment Foundation report: A Marked Improvement?

DFE: Teacher Workload: Marking Policy Review Group report

Various blogs on Whole Class Marking and Feedback

The Learning Rainforest by Tom Sherrington (Feedback and Review, pages 209-216)

Marking and Feedback



Hamble Primary School

023 80453298

Information for Parents

By working together we help our children to succeed.

At Hamble Primary School we are committed to providing the best possible educational outcomes for the children. We are determined to provide these outcomes within an environment that takes account of the best use of teacher time. We have reviewed our school marking policy to ensure that staff time is utilised with the maximum efficiency and the greatest impact on teaching and learning.

Basic / 'Secretarial' Errors

Staff will identify errors that should be embedded practice for the age of the child, for example, picking up on common words that a specific child should be spelling correctly. This could also include the identification of specific punctuation. Staff will limit the amount of 'secretarial' corrections within a piece of work, so that the child does not become demoralised.

Whole Class Marking / Feedback

Staff are expected to look through and check each piece of work undertaken by the children they are responsible for. A Whole Class Marking and Feedback Sheet is then used to enable the staff to identify any points that need to be re-taught or, conversely, would be useful to share with the rest of the children as an example of good work in that particular area of learning. This sheet will also serve as a record to aid assessments in that particular subject and/or provide information for aspects of learning that specific children need more work on.

The use of the Whole Class sheet means that there will be far less written marking within the children's books. In most cases there will be no written marking at all, there may be some indication of achievements and / or the initials of the member of staff.

We expect there to be some acknowledgement from the adult that the work has been looked at, for example their initials or

a tick.

Previous research suggests that providing feedback is one of the most effective and cost-effective ways of improving pupils' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year. A Marked Improvement, EEF report

In line with the information above, we aim to provide children with effective verbal feedback whenever possible. As a minimum there is an expectation at our school that work undertaken by the children in one lesson has an influence on the following lesson planned within that unit / sequence.

Child or Peer Marking

There are times when the children will be involved in self or peer marking. This will be as part of the planned learning journey and will serve to support the children with the identification of success or errors. This should be seen as part of the metacognitive process (talking through the approach to undertaking / solving a problem), allowing the teacher to gather children appropriately and address specific misconceptions or errors more immediately. Where this is planned into the lesson, children have correctly answered questions they will be provided with an additional extension task to undertake whilst the teacher is talking through specific points with those who need it.