

London Steiner School

Marking and Feedback Policy

The marking and feedback policy is closely linked to the Assessment Policy which outlines forms of pedagogical assessment, how they are used in London Steiner School (LSS) and the methods of record keeping. It sets out the methods and expectations of how teachers give feedback to children to enable them to progress in their learning and development. While recognising teachers' autonomy, it provides form and structure for a consistent approach across the school.

1. Legislation and Guidance

This policy (along with the Pupil Assessment Policy and the Pedagogical Meeting Policy) reflects the requirements set out in the [Independent Schools' Standards Part 1 \(paragraph 2\)](#)

In addition, it also reflects the following legislation:

- [The Equality Act 2010](#)
- [The Special Educational Needs and Disability \(Amendment\) Regulations 2015](#)

2. Introduction

Effective marking and feedback is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes, and making decisions about what teachers and pupils need to do next. Its primary aim is to enable pupil progress.

The advice given in the report ***Eliminating unnecessary workload around marking** Report of the Independent Teacher Workload Review Group*, is that marking should be **meaningful, manageable, and motivating**. (1)

Hattie and Yates, 2014 (2) conclude feedback is effective when:

- The process "resides in what is received and interpreted by the student, rather than what a teacher gives or believes has taken place"
- The learner knows the criteria in advance
- It cues attention to the task or aim (rather than the child)
- It engages the learner just above the level they are at
- It encourages self-motivated learning
- The classroom climate is one in which mistakes are accepted and learning from them assumed
- When teachers acknowledge their own need to learn and modify their teaching

At LSS we aim to work with the above ideas. Teachers will do their best to ensure all children are provided with feedback in such a way that it will improve their learning, empower them to learn, encourage them to develop self-motivation and help them to develop self-confidence in their work.

3. Purpose

The purpose of marking and feedback is:

- To provide encouragement by recognising areas of work that are good
- To identify and bring to the child's, areas that need improvement, whether artistic, practical, or academic
- To allow each child to have a feeling of empowerment over their work
- To encourage corrections in order to learn from mistakes
- To inform successive planning, teaching, and learning

4. Principles

- Marking of children's work involves both written and verbal feedback.
- Children are encouraged to carry out age-appropriate self- evaluation (even in class one a pupil can comment on how neat a piece of work is, or whether it is properly finished, for example)
- Differentiation is a key aspect of marking. Marking and feedback will take account of the abilities and needs of a pupil. This includes pupils with SEND.
- Marking is linked to learning objectives and children will be made aware of the expectations.
- Teachers will look for strengths and then identify improvements.
- Marking and feedback are age appropriate.
- Age-appropriate peer-marking and feedback is encouraged.
- Information for parents is provided via parents' evenings, individual teacher/parent meetings, school reports, or as required.
- Marking will be manageable for the teacher who then has time for good preparation and teaching. (1) Good classroom management will allow for plenty of oral feedback and discussion of work and make use of peer marking. Written feedback will be of excellent quality and meaningful to the child.

5. Children's engagement with marking

- Marking will be meaningful and motivating
- Children will be clear about what is expected from a piece of work (Learning objectives)
- Children will regularly work together, mark each other's work, and be encouraged to offer positive feedback to each other.
- Age-appropriate self-evaluation is encouraged.
- Oral feedback will be in the form of dialogue, giving the children time to ask questions and deepen their understanding.
- Children will be given time to read and consider written feedback and be encouraged to ask for clarification if they do not understand a comment.
- Children will be encouraged to correct mistakes or make improvements in line with objectives and where appropriate, in line with previous learning objectives.
- Children will be clear about the next step in light of feedback received.
- Children are helped to understand that mistakes are part of the learning process.

6. Age appropriate marking and feedback

The Educationist Ron Berger has three rules for feedback: 'feedback should be kind, specific and helpful' (3)

Classes 1 – 3

Oral: What has been done well? What can be done better?
Suggestions for improvement from the teacher and pupil together.

Written: Focus on positive reinforcement – praise, stars, ticks or similar - a system the child has been made familiar with and understands.

Classes 4 and 5

Oral: As above with a little more expectation on guided self-evaluation.

Written: Positive reinforcement, and sometimes written suggestions on how to improve a particular learning point for the next piece of work.

Classes 6 – 8

Oral: Acknowledge and value work done. Encourage self- evaluation. Suggest improvements or corrections.

Written: Workbooks will be returned with a comment which guides pupils' corrections. Teachers will differentiate corrections and mark them against the expectations previously agreed with the children. For example, "use punctuation correctly"

7. Books and expectations

Children are helped and encouraged to self-monitor in maintaining good habits in their books. They are taught and expected to:

- Work following in sequence without unnecessary gaps
- Keep books neat and tidy without doodles etc.
- Complete work set (taking into account differentiation)

Main lesson books

These are a record for the child, the teacher, the parents and the wider community of the child's progress and achievement over the course of a year. They are a record of Ipsative assessment. The children are encouraged to consider layout and presentation and to take pride in their books. Feedback and marking of main lesson books consist of oral discussion (teacher led self-evaluation) for improvement in layout and presentation, and comments at the end of a main lesson block on how well advice was taken.

Practice books - literacy

These books are for drafting some tasks that will later be transferred to the main lesson book. The teacher will design the task with a learning objective in mind, pupils will be taught and encouraged to check their own work by understanding the learning objectives (success criteria), before the teacher gives oral or written feedback on the work. The children then have the opportunity to review and correct their drafts, sometimes in older classes (class 6 onwards) being asked to produce a second draft, taking into account previous learning objectives, before transferring the final piece into their main lesson books.

Marking may be;

- **Verbal**; the teacher will offer some positive feedback, recall the learning objectives, and guide self-correction
- **Written**; constructive comments and corrections to help the child progress towards achieving the learning objective.

Maths skills lessons book work

- Work is marked either by:
 - Self-correction; the process and right answers given on the board
 - Peer correction; as above
 - Teacher correction; either in class or books taken for correction.
- The children are encouraged to maintain good lay-out with space on the page for work/calculations
- Work is differentiated.
- All children will learn to identify their mistakes, sometimes with the help of a peer.
- As part of the learning process, mistakes will be corrected.

Practical work - handwork, modelling, etc.

- Pupils will be guided towards self-evaluation.
- They will be given positive comments, recognising their achievements and also suggestions and/or specific tasks to improve their work.
- Teacher-led, peer appreciation is encouraged in a review process.
- Written feedback is provided to parents in a yearly report

Painting, Drawing, Form Drawing

- Pupils will be guided towards self-evaluation. They will be given positive verbal comments and suggestions about how to improve their work.
- Teacher-led, peer appreciation is encouraged in a review process.
- Written feedback may sometimes be offered in main lesson books
- Written feedback is provided to parents in a yearly report

Movement

Movement in main lesson, P.E. Games and Eurythmy, use oral feedback to support the children's learning and development. This feedback is summarised in written form to parents in a yearly report.

Performing Arts

Oral feedback is given to support children's learning and development. This may include guided peer feedback. Oral feedback from teachers, peers and parents may follow performances. Sometimes written evaluations are called for and written feedback will be given.

8. Intent and Impact Forms

These are a record of outcome (summative) assessment. They are used at the end of every main lesson block. They list the learning objectives and the assessment criteria. Comments are made next to the assessment criteria and copies given to students in class 6 and above. Students (class 6 and above) are also given blank copies to assess their own learning progress. These forms provide the basis of discussion with the student about their learning, encouraging the beginning of self-reflection, ownership of their learning processes and self-motivation. (see appendix of Pupil Assessment policy)

9. Monitoring of marking and feedback

One of the functions of the weekly Pedagogical Meeting is to share and reflect on practice with the aim of CPD. This includes marking, feedback, and assessment. (See policy on Pedagogical meetings.)

Monitoring is linked to the staff appraisal policy and is carried out by:

- Classroom observations
- Book scrutiny - outcomes in books reviewed against the learning objectives
- Pupil feedback forms and discussions (from class 6)
- Pedagogical self-reflection and discussions in meetings
- Peer mentoring

10. Equal Opportunities

- This policy is designed to ensure differentiation is taken into account.
- Teachers will abide by the Inclusion and Equality policy when marking and giving feedback.

11. References

1. Report of the Independent Teacher Workload Review Group. (2016) Eliminating unnecessary workload around marking

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

2. Hattie, J. A. C., & Yates, G. C. R. (2014). Using Feedback to Promote Learning. In V. A. Benassi, C. E. Overson, & C. M. Hakain (Eds.), *Applying Science in Education: Infusing Psychological Science into the Curriculum* (pp. 45-58): College of Liberal Arts at University of New Hampshire Scholar's Repository.
3. Berger R. (2017) Rules for Critique https://www.youtube.com/watch?v=cWMH_X4lvOk

Related Policies

LSS Curriculum Policies (Parts 1,2,3)
LSS Pupil Assessment Policy
LSS Pedagogical meeting Policy (from September 2020)
LSS Inclusion and Equality Policy
LSS SEND Policy
LSS Staff Appraisal policy

Review by/date	Helen Kinsey July 2021
Approved by/date	College of Teachers July 2021
Approved by/date	Trustees July 2021
Next review	July 2022

