



Feedback and Marking Policy



Date agreed: October 2022

Date for review: October 2023

Rationale

Feedback and Marking

Feedback and marking is a powerful way of communicating and responding to children's work. It is a learning conversation and can give inspiration, advice, set out the next steps for learning, contribute towards assessment and involve the pupil.

Working with our children we want Feedback and Marking to make a positive difference to learning – *Together we can make a difference.*

Purpose of the policy.

The purpose of this policy is to set out expected practise in feedback and marking at each stage of the children's learning so that there is consistency of approach and clear guidance on expectations in this area. Applying this guidance will lead to high quality marking and strong learning conversations across all subject areas.

When feedback and marking we will be mindful our school aims:

Educating for Wisdom, Knowledge and Skills by following a broad and balanced curriculum that stimulates a sense of curiosity and excitement about the world whilst developing the full potential of all children

Educating for Hope and Aspiration by providing a safe, nurturing and caring environment where all children can take risks, build resilience, flourish and demonstrate courageous advocacy in action.

Aims of policy

The aims of this policy are

- To have clear agreed guidance on feedback and marking that all staff follow
- To ensure consistency in approach to feedback and marking
- To ensure feedback and marking is incisive and moves learning on
- To use feedback and marking to engage children in assessment
- To use feedback and marking to develop the learning conversation with each child

At St Mary's School feedback responds to each child appropriately and can show detailed and useful information related to the teaching objectives.

This information is used to inform the emphasis given to the next steps of the teaching for the whole class, group or individual. This immediate link between assessment and learning will contribute to ensuring standards of learning are consistently high.

Purposes of feedback is:

- To enable children to improve their work, responsibly and confidently
- To enable the child to know how to take the 'next step'.
- To model learning approaches and methods
- To motivate children
- To serve as a record of progress and achievements
- To provide the teacher with feedback on how well the pupils have understood the current work and enable him/her to plan the next stage of teaching and learning
- To enable the teacher to make judgements about pupil attainment and pupil progress at points of the year.

Children need:

- To engage in learning by responding to feedback comments and following these up to further improve.
- To know what the good qualities about their work are.
- To know what they should do to make their work even better.
- Opportunities to develop their reflective skills by involvement in self-assessment and peer assessment to encourage responsibility for their work.

Teachers therefore need to:

- Give specific time for children to respond to feedback as part of Quality First teaching
- Establish whether the learning objective has been met – this may be a class, group or individual objective.
- Clarify misconceptions or move learning forward by stating next steps or set a challenge for the child as appropriate.
- Use marking to contribute to on-going assessment and help inform assessment judgements.
- Refer to any relevant individual learning targets.

Time to respond

If needed, children **are** be given time before the next lesson to respond to marking comment. This will consolidate the learning or move it forward and ensure that marking has the greatest impact on future learning and progress.

In English writing there are dedicated whole lessons to editing as part of the sustained writing part of a unit of work. Editing is valued and made accessible to all children.

Revisiting Next Steps that have been responded to

When marking the next piece of work teachers should revisit the previous 'next step' and evaluate the child's response, ticking where work has been completed correctly or having a

further discussion to address misconceptions (marked TD to show a verbal discussion between pupil and adult).

Procedures and practise

Marking should be done **in blue ink** to contrast with what the children have used.

The agreed marking for each stage of the children's education are as follows:

Early Years Foundation Stage

What feedback looks like in EYFS

Verbal feedback is the most appropriate for Foundation Stage children.

- Any written feedback on a child's work should be shared with child and as much as possible marked in front of the child.
- Either the teacher or teaching assistant who has been working directly with the group may mark the child's work. It should not be done by a parent helper or any other adult.
- While the children are in their early stages of writing the adult always records their thoughts.
- In English a successful piece of wow work at the start of the next writing session. This is to inspire all children.
- Pieces of independent work overtime are saved and shared during the child's focus weeks

Key Stage 1 and Key Stage 2

What feedback looks like in English

At An Baya Primary School we use The Write Stuff approach to writing.

Within each unit of work there are two types of lesson which need feedback; sentence stacking lesson and independent writing.

The feedback and marking is different in each of these.

'Sentence stacking' lessons

During writing in sentence stacking lessons the teacher (and teaching assistants) are involved in 'live' feedback moving around the class and giving verbal feedback to the child in the moment. A written response may be used if appropriate.

Whole class marking strategies are used if there has been a whole class misconception. A common spelling error may be addressed through the shared write the following day as a quick reminder to the whole class or individual as appropriate or in a spelling lesson.

Within the sentence stacking lessons if a child is having scaffolded support with sentences and being asked to fill in a key word then a tick will be put beneath each phoneme the child

correctly spelt and an 'sp' near the part where children needed support. This detailed marking will enable small step progress to be seen.

E.g.

c	r	i	m	s	o	n
v	v	v	v	v	sp	

Year 1

During Year 1 the children do not move onto long independent writing until the Summer term. Therefore, marking in sentence stacking lessons is more in depth with highlighted pink for wow work and green for growth being used to move the learning forward.

Marking Independent sustained writing

Our approach to editing is to teach the child skills of improving and editing their work.

All editing is at 'sentence level'; focusing on spelling, punctuation, ensuring sentences make sense and are the best sentences for that point in the writing or adding in more sentences to improve the writing.

The emphasis is on guiding the child to re-read and the location of errors, however it is for the child to decide how to improve.

We use 3 types of editing marks with children for their independent writing

E1 – Revise – a SPAG error, E1 is put in the margin for the child to spot where the error is and correct this.

E2 – Rewrite – rewrite a sentence. The sentence to focus on will be marked with an asterisk at the beginning and end. It could be that the sentence does not make sense or is not powerful enough. It is up to the child to decided how to improve the sentence.

E3 – Reimagine – add extra details in a sentence, put a ^ at the end of a sentence where the child needs to develop the idea and deepen the moment. Rewritten sentences can be added on strips of paper and put into writing a flap.

We give each child actionable editing tasks, using our judgement as a teacher about the number and type of task.

E.g.

E1 - 4 revise to find in this category

E2 - 2 rewrites to do

E3 - 1 re imagine task

Children are then sent to editing 'stations' to complete tasks. As teachers we use our judgement about the time given for this it might be one or two lessons.

Editing by children should be completed in purple pen.

Once editing tasks are complete the work on the writing is done.

We will then respond to the edited piece of work with positive comments on the child's achievement in writing for this unit. There may be a target for next time.

Working in this way ensures that writing feedback is dynamic, purposeful and is building the child's editing skills.

What feedback looks like in Mathematics

- Tick correct answers
- Put a dot by incorrect answers, child should write revised answer in green pen.
- All areas of misunderstanding should be addressed whether verbal feedback or written. Use green highlighter or the pen you are marking in to indicate where a misconception has been made.
- Improvements in progressive work must be evident
- Significant misconceptions MUST be addressed in the next lesson or shown to be addressed by teacher discussion (code TD) or by rapid intervention before the next lesson.

Self or peer marking

Children can self and peer mark where appropriate. However, teachers still need to look at this self-marked work and misunderstandings need to be addressed

What feedback look like in Religious Education

- Good elements and opinions relevant to the skills being taught will be ticked.
- If appropriate, questions that encourage reflection on the beliefs of the pupils or others will be used to help them to explore the concept further – these are to be responded to in the next session.

What feedback looks like in Science

All written work will be at least marked against the LO or SC

Feedback is generally based on understanding and knowledge of scientific processes.

All areas of misunderstanding should be addressed.
Wider misunderstandings can be noted on plans and addressed in future lessons

Self or peer marking

Children can self and pair mark where appropriate. However, teachers still need to look at this self-marked work and misunderstandings need to be addressed.

What feedback looks like in History and Geography

All recorded work will be at least marked against the LO or SC, a tick is made if this has been achieved,

Feedback is generally based on achieving the learning objective or success criteria.

All areas of misunderstanding should be addressed.

Wider misunderstandings can be noted on plans and addressed in future lessons

Self or peer marking

Children may mark very clear questions, for example one word answers or simple comprehension exercises.

What feedback looks like in Physical Education

Verbal feedback at the time of the activity is the main form of feedback.

Feedback usually takes the form of examples and demonstrations

Mini plenaries are used to help to address misconceptions during lesson.

Wider misunderstandings can be noted on plans and addressed in future lessons

Self or peer feedback

This is based on the Learning Objective and Success Criteria.

The children evaluate the outcome of skills learnt

What feedback looks like in Art and Design and Technology, computing, PSHE, French and Music

Verbal feedback is the primary method of feedback

Feedback usually takes the form of examples and demonstrations.

Mini plenaries are used to help to address misconceptions during lesson.

Wider misunderstandings can be noted on plans and addressed in future lessons

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Self or peer feedback

This is based on the learning objective and success criteria.

The children evaluate the outcome of skills learnt (and product)

Use of marking ladders

Marking ladders are a key tool in the development of self – assessment among pupils.

Marking ladders are used to assess the skills and knowledge that have been learned in a variety of subject areas, they must include the objectives that are being assessed, a column for pupils to assess themselves and a column for teachers to assess.

Code for marking ladders:

- ✓ A clear understanding

- For an understanding that shows a lack of consistency
- . Not showing a clear understanding

Marking ladders will be used: at the end of a topic and at the end of a unit of RE work.

General marking codes

The whole school

- ✓ Correct
- Incorrect

sp	Incorrect spelling
S	Minimal support/ structuring is given to the work. (All work is assumed independent if not coded)
S2	Children are prompted to check their work makes sense/ spelling is accurate. (All work is assumed independent if not coded)
S3	Children heavily guided in their work. (All work is assumed independent if not coded)
Su	Supply
TD - (Teacher Discussion)	<p>Verbal feedback given by teacher or TA when a child has not responded to E codes but has not addressed errors accurately.</p> <p>This must be dated with short date</p> <p>i) Where a next step has needed to be clarified with the child</p> <p>ii) Where misconceptions cannot be addressed through marking alone</p> <p><i>Normal discussions and verbal reminders as part of everyday practise do not have to be coded as TD</i></p>
P - Prompting to remain on task	Children have been prompted to make sure that they remain on task and complete the work independently.

Resources

The templates for marking ladders are stored on the server, these should be populated in conjunction with the correct skills for each year group.

Teaching assistants and marking

Our teaching assistant have been trained in live marking within lesson.

Teaching assistants must feedback to the teacher about how individuals they are working with have progressed. This will generally be verbally,

Intervention programmes

When the teaching assistant is running an intervention programme, they will follow this marking and feedback policy. Marking should be initialled by the teaching assistant and monitored by the class teacher.

Responsibilities

It is the responsibility of the Writing lead, Maths lead, EYFS Lead and Headteacher:

- To monitor the consistent use of this policy across the school
- To give feedback to staff as needed
- To ensure the policy is reviewed and at least annually

It is the responsibility of subject leaders:

- To monitor feedback and marking when carrying out book looks
- To give feedback to staff as needed

It is the responsibility of all classroom teachers:

- to ensure that all classwork is marked according to the feedback policy
- to explain the marking system to their pupils
- to ensure that assessment information informs further curriculum planning
- to be aware of children's individual needs and modify their comments appropriately
- to model clear instructions and joined handwriting when giving written feedback in books

Special Needs

The policy has indicated that where recording of comments is proving difficult then the teacher or teaching assistant can scribe for the child.

Equal Opportunities

Our feedback is tailored to each child's individual learning and needs to move the learning on for the child.

Children with additional needs or EAL may need some adaptations such as a scribe or use of stickers to show good attainment and effort early on rather than long verbal interactions.

Health and Safety

There are no health and safety or online safety issues with this policy.

Parental involvement

Parents will be informed during parents evening from looking in books. A copy of this policy is available on the school website.

Governor involvement

Monitoring reports on work scrutiny are available to all governors and discussed at the appropriate governors' meeting.