

Marking and Feedback policy

Aims

We mark children's work and offer feedback in order to:

- ❖ Show we value their work and encourage them to do the same
- ❖ Boost self-esteem and aspirations, through use of praise and encouragement
- ❖ Give a clear general picture of how far they have come in their learning and what the next steps are
- ❖ Promote self-assessment, recognise their difficulties and accept guidance
- ❖ Share expectations
- ❖ Gauge their understanding and identify and address any misconceptions
- ❖ Provide a basis both for summative and formative assessment and inform individual tracking of progress
- ❖ To inform future lesson planning

Principles of marking and feedback

- ❖ The process of marking and offering feedback should be a positive one
- ❖ The marking should always be against the lesson's learning objective
- ❖ Where met individual learning targets are acknowledged
- ❖ Comments should be appropriate to the ability of the child
- ❖ The best marking and feedback is the dialogue that takes place 'in the moment' between teacher and pupil while the task is being completed in a focus group

Assessment and feedback during the lesson

- ❖ In Yrs 4 – 6 all pieces of work will contain the date and Learning Objective, younger children and SEN children may be supported with this and make use of a title instead of a full written objective.
- ❖ The teacher will discuss the steps to success or success criteria throughout the lesson where appropriate. For example, having made an observation as to the children's progress, drawing the children together to address a misconception or move learning on where progress is good.
- ❖ LSA's should mark the work of the group they have worked with, and they should work with different groups over the course of the week.
- ❖ The children will be encouraged to assess their learning against the success criteria.

Assessment and Feedback after the lesson

- ❖ Every piece of work will be marked during or as soon after the lesson as possible and against the learning objective and success criteria. This must be before the next lesson to avoid lost learning opportunities. Ebor – staff in green, pupil's responses in purple. Victoria – staff in black, pupil's responses in green.
- ❖ Feedback should reference the marking symbols.
- ❖ Shorter marks (e.g. tick and brief comment) can be used.
- ❖ Detailed marking should happen in maths, English and topic books at least twice each week in addition to the work marked by the LSA's.
- ❖ Teachers will comment on spelling and grammar in the following cases:
 - If spelling and grammar were part of the lesson focus
 - If it is the spelling of a high frequency word or phoneme that all pupils should know
 - If it is related to the child's target
 - If it relates to technical or key vocabulary
- ❖ Written comments should be neat, legible without either spelling or grammatical errors.

- ❖ All marking comments should be as specific as possible, referencing what has been learned and what will be learned next. Specific tasks and questions should be set for the children to respond to.

Next Steps and ROAR (See appendices below)

- ❖ Work must be marked prior to the next lesson
- ❖ ROAR = Read it, Own it, Act upon it, Respond.
- ❖ Next Steps time should be given for the children to reflect upon the comments at the start of every lesson (See appendices below for ideas)
- ❖ Time for Next Steps should be planned into lessons or during morning session (first ten minutes) to allow children to respond to their feedback regularly
- ❖ Feedback should include questions and activities for children to engage with, ensuring their response has purpose and moves their learning on.
- ❖ Where pupils have been asked to respond to work staff must check this has been done and that the responses are checked for accuracy – this can be done by either a teacher or an LSA.

Feedback in Early Years

Early Years staff respond to children's work/learning verbally 'in the moment' although they will always "mark" that the work has been assessed/discussed.

Productivity Expectations

In Key Stage 1: There should be a minimum of 3 pieces of work in books each week.

In Key Stage 2: There should be a minimum of 4 pieces of work in books each week.

Where lessons dictate less written work in books e.g. due to drama, discussion or practical tasks, these should be evidenced through photographs under the date and learning objective. When this happens, there should then be the same amount of written entries found in the topic books. (Use topic books as additional writing evidence, due to less being evident in the English books.)

Presentation

Listed below, in the appendices, are the presentation guides for Key Stages and subjects. These should be followed vigorously and copies of the presentation guides should be stuck in the inside cover of books and on display as regular reminders to the children.

Conclusion

This policy's principles and practice have been written by the school's SLT and the Executive Principal and regular monitoring will take place to ensure that it is applied consistently throughout each school.

Appendices:

Reflecting & Responding to Feedback Next Step ideas

Type of feedback	Structures	Possible responses
Oral	Effective questioning Teacher / child discussion Oral prompts for improvement	Use symbol to show discussion took place. Immediate editing / checking of work. Child taking notes for future reference. Notes in workbooks.
Written	Highlight improvements and next steps Reminder of learning objective / success criteria. Scaffolding (give child prompts to work through) Examples (give children specific examples or suggestions they can use)	Child edits and improves work. Redraft. Worked examples. Use the suggestions to improve the work marked or in the next piece of work.

Planning for reflection, review and respond

Timings - when, how, how long

How progress can be shown as a result of feedback

- speak to the child, evident they know
- TA speaks and records discussion
- redraft
- improvement evident in next piece (green highlighter)
- answer the teacher's question
- work through a scaffolded example
- go back and edit/up-level
- being aware of their own starting and current point in learning, e.g. pre-assess or go back to the start of the unit and add to your mindmap

Marking Symbols

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Abbreviations:

- ❖ VF = Verbal Feedback
- ❖ I = Independent
- ❖ S = Support
- ❖ Tick = Correct
- ❖ Cross = Incorrect
- ❖ Green Highlighter = Growth/development/met success criteria
- ❖ Pink = Progress Needed (Think) / not met success criteria

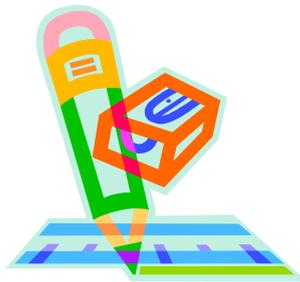
Symbol	Example	Function
Λ	my I like Λ dog	omission <i>Put that word in there.</i>
○	monday the cat hid	wrong case <i>(upper or lower)</i> or Demarcation <i>(. , ? !)</i>
_____	<u>bicos</u>	wrong spelling <i>See correction or check dictionary.</i>
	End. After	new paragraph
┌ └	┌ Please check spelling.	Next steps <i>This is what you need to do now to improve or move learning on.</i>



PRESENTATION GUIDE (English/Topic) - KEY STAGE 1

- All book covers MUST remain clean and tidy
- Work in pencil (unless told otherwise)
- Start every piece of work with the date that is written and not in number form e.g. Monday 30th October, to the left of the page
- Leave a line between the date and the title
- Use a short title that summarises the learning objective, left side of the page
- Mistakes should be crossed out with a single line using a ruler (you may be asked to rewrite any work that has been presented untidily)
- All worksheets and photographs should be dated and stuck carefully into your book by a member of staff.
- Colouring should be in pencil crayon (only use felt tips if told to)
- Never doodle in your English book

Remember to take pride in your work at all times!



PRESENTATION GUIDE (English/Topic) - KEY STAGE 2

- All book covers MUST remain clean and tidy
- Work in the pencil or pen (if you have your open license) given to you by your teacher (unless told otherwise)
- Start every piece of work with the full underlined date e.g. Monday 30th October, to the left of the page
- Leave a line between the date and the title
- Use a 'L.O.: To be able to' statement as the title, left side of the page
- All ruling should be done with a pencil and ruler
- Mistakes should be crossed out with a single line using a ruler (you will be asked to rewrite any work that has been presented untidily)
- All worksheets and photographs should be dated and stuck carefully into your book by a member of staff.
- Colouring should be in pencil crayon (only use felt tips if told to)
- Never doodle in your book

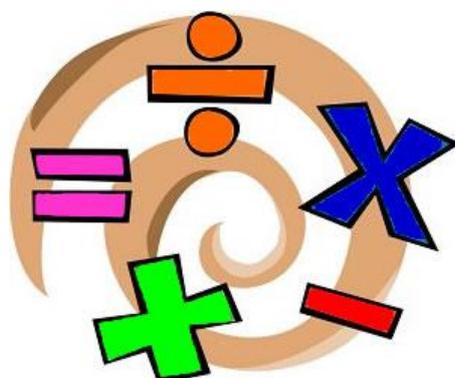
Remember to take pride in your work at all times!



PRESENTATION GUIDE (Maths) - KEY STAGE 1

- All book covers **MUST** remain clean and tidy
- In maths, work in **pencil**
- Start every piece of maths work with the date on the left hand side (use the short date e.g. 07.09.14)
- Leave a line between the date and the title
- Use a short title that summarises the learning objective, also to the left of the page
- All worksheets should be dated and stuck carefully into your book by a member of staff.
- All ruling should be done with a pencil and ruler
- Mistakes should be crossed out with a single line using a ruler (no rubbers should be used except for graphs and diagrams)
- Remember to write one digit per square when trying to solve calculations

Remember to take pride in your maths work!



PRESENTATION GUIDE (Maths) - KEY STAGE 2

- All book covers MUST remain clean and tidy
- Start every piece of maths work with the underlined date on the left hand side (use the short date e.g. 04.09.17)
- Leave a line between the date and the title
- Use a 'L.O: To be able to... ' statement as the title, also to the left of the page
- All ruling should be done with a ruler
- Mistakes should be crossed out with a single line using a ruler (no rubbers should be used except for graphs and diagrams)
- All worksheets and photographs should be dated and stuck carefully into your book by a member of staff.
- Remember to write one digit per square when trying to solve calculations

Remember to take pride in your work at all times!

