

Marking and Feedback Policy

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Rationale

In order for pupils to take an active and reflective role in their learning and develop an exemplary attitude towards learning, it is vital that they receive timely and well-considered feedback. Providing feedback on pupils' work demonstrates that the work is valued and supports future learning. Consistently high quality, constructive feedback will ensure that pupils make rapid gains, when used as an integral feature of teaching and learning.

Aims

- To generate high levels of engagement, motivation and commitment to learning across the school;
- To promote self-esteem;
- To contribute to Assessment for Learning practices, informing planning;
- To provide a consistent approach, understood and used by all staff and pupils;
- To ensure rapid and sustained progress
- To correct and assess, extend and challenge.
- To evaluate teaching effectiveness.
- To model expectations.

The Provision of Feedback

As part of effective Teaching and Learning practice, teachers will:

- Share Learning Objectives with pupils.
- Identify and share the steps needed to achieve the Learning Objective – Success Criteria.

Specific Feedback on Learning - Maths

Each lesson, pupils should write the short date (one number per square) and stick a learning objective label into their maths books. The date should be at the top of the on the left hand side (above the date), and the learning objective label on the left hand side. We place an emphasis on presentation at all times and therefore teachers should ensure that the expectations of presentation are modelled within maths.

When a child works with an adult as part of a guided session:

- Green pen is used by the adult to write 'CT / TA' (Class Teacher / Teaching Assistant) at the top left of the child's work – this indicates that the child has worked with an adult and has received instant and integrated feedback during the lesson. The adult has also assessed learning and progress.
- All calculations in maths should be marked correct or incorrect – where possible this should be completed by the children. Children should use pencil to mark calculations. Adults should use green pen.
- When working in guided groups with pupils, adults may find it useful to annotate pupils' work during the session. Annotations should reflect the intervention and may take the form of modelling, prompting, correcting, or 'wishes' in KS1. If it does not affect learning, there is no need to write anything. The pupil should respond immediately to this feedback.
- Green pen is used by the adult to initial pupil's work at the bottom on completion.
- No further assessment of these books is required.

If a larger group, or whole class, are completing a guided task this can also be noted in the same way.

All pupils must have time to make corrections to their learning or to have an extra challenge – this could be presented on the IWB at the start of the next lesson. All corrections are completed in pencil. Pupils should not rub out or change the incorrect calculation but should correct alongside or underneath.

Fly High stickers may be used to offer an additional challenge.

When a child works independently of an adult:

- All independent work is checked by the class teacher.
- Where the pupil outcome is 'as expected', a smiley face in green is used to indicate this.
- Where the pupil outcome is 'as expected' but there are 'minor corrections' required, a smiley face is drawn, and corrections are addressed by the teacher using a green pen.
- When the pupil outcome is 'not as expected', a smiley face with a speech bubble is drawn to indicate this and the teacher will make a note of their planned next steps for the child on their planning. This will be addressed in a rapid intervention. Rapid interventions will be evidenced in maths books.

Minor Corrections

What constitutes a 'minor correction'?

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. getting the place value slightly wrong, despite the fact that the rest of the calculations are written accurately.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, focused mathematical vocabulary etc.

Simple rule of thumb: A child should see a minor correction and think, *"Oh yes, I missed that"* rather than, *"Oh, I didn't know that"*

NOTE: Where many minor corrections are needed when checking a pupil's work, teachers should give careful consideration to the use of the green smiley face. Many minor errors may indicate that the child is not working with due care and attention and feedback may be required to discuss this. It may also indicate that the pupil was not given adequate time to check through their work before handing it in for assessment. Repeated errors are no longer minor errors, they must be teaching points in future lessons.

Specific Feedback on Learning – English Writing

Teachers only mark writing that is in English books. There is no need to mark the activities in Toolkit books unless a significant misconception exists. Teachers may wish to correct spellings within Toolkit books.

Whilst we always strive to focus on teacher workload, we understand that feedback is an essential tool to enable our pupils to make good progress in writing. For this reason, we complete the following elements of marking and feedback:

Cold Tasks

- At the end of this piece of writing, an assessment grid should be stuck into the English book, below the writing (see English Protocol). An example of an assessment grid for each text type and year group can be found in P:\Policies\Curriculum\English\Writing Resources. Assessment grids can be edited by the teacher, where required.
- ONLY the teacher should complete assessment grids in cold tasks. This is to ensure that assessment of the cold task informs planning and the writing of the model text.
- The teacher should tick in pink the features that the child has achieved.
- Key features that the child has not yet achieved, which will form the focus of teaching over the next two weeks, should be highlighted in green (on the assessment grid) to show the children their next step. The teacher can determine how many next steps are highlighted. The teacher may wish to correct this target (e.g. full stops) in the pupil's writing in green.
- Any inaccuracies in the spelling of high frequency words should be identified, at the bottom of the writing. Up to five words should be listed at the bottom of the work, in green, for the pupil to practise the spelling. It is expected that the teacher will find time for the pupil to practise these spellings and respond to the feedback.
- The teacher should then use the assessment grids to plan for the Talk for Writing unit of work.

Short Burst Writing

We recognise that feedback has the biggest impact when it is instant and during the lesson and therefore where possible, in short burst writing, teachers should provide as much verbal feedback as possible.

- The teacher and Teaching Assistant should provide verbal feedback to the group that they are working with. This should actively ensure progression in the child's writing. The teacher or TA should then write VF at the end of the work and their initials in green. If the adult wishes to remodel something, this should be completed in green pen.
- For all other pupils, who have not worked with an adult in the lesson, their work should be marked to identify something that the pupil has done well – in pink, and a next step for development – in green. Teachers may underline or highlight the positive or development point, however it is essential that the pupil is able to explain what this means and what they have done well or need to do better. If this would not be clear through highlighting or underlining e.g. the structure of a complex sentence, the teacher should write a comment or use a wish in KS1.
- Any inaccuracies in the spelling of high frequency words should be identified, at the bottom of the writing. Up to five words should be listed at the bottom of the work, in green, for the pupil to practise the spelling. It is expected that the teacher will find time for the pupil to practise these spellings and respond to the feedback.

Hot Tasks

- Pupils should always be given the opportunity to edit at the end of their writing time. This may be more effective in pairs. Pupils will have written on alternate lines in KS2 to support this process.
- At the end of the piece of writing, an assessment grid (with the same features as the assessment of the cold task) should be stuck into the English book, below the writing. An example of an assessment grid for each text type and year group can be found in P:\Policies\Curriculum\English\Writing Resources. Assessment grids can be edited by the teacher, where required.
- KS2 pupils should first self-assess (or peer assess) against the criteria.
- The teacher should then complete the assessment grid for the hot task. This information should feed into assessment within Target Tracker.
- The teacher should tick in pink the features that have been achieved and highlight in green the next steps.
- The teacher may wish to correct minor errors in green if this will impact on the pupils' future learning – it may be the case that the teacher follows this up verbally with the child.

All pupils should be given time to make corrections and edit their writing.

Corrections and editing should be made in pencil.

Dedicated Improvement Time

Pupils should always be given adequate time to self or peer check their work to limit the number of errors made and corrections needed. This ensures they hand in their very best, leaving teachers to focus on assessing learning rather than correcting mistakes.

Checking time is dedicated time to allow children to identify and correct mistakes, not to correct misunderstandings or make improvements.

This 'checking time' must be an integral part of every Maths and English lesson.

Feedback and marking in other subjects

All work should be acknowledged, this could be through a tick, smiley or similar in green pen.

- There will be some pieces of work where the Maths or English feedback method may be more suitable – for example when completing an extended piece of writing in History.
- Teachers should assess all work and annotate their planning when identifying any misconceptions that will need to be retaught or revisited.
- Where children have made errors they should either be corrected in green (if they are a minor correction) or crossed for the child to correct, following intervention.
- There is no requirement for extensive written feedback.
- Any inaccuracies in the spelling of high frequency words or topic-specific vocabulary should be identified, at the bottom of the writing. Up to five words should be listed at the bottom of the work, in green, for the pupil to practise the spelling. It is expected that the teacher will find time for the pupil to practise these spellings and respond to the feedback.

Pupil editing of work

- Proof reading and editing of work is an essential part of the national curriculum.
- Checking and editing work is a skill in itself and needs to be taught in order for children to edit successfully.
- Edits should be completed using a child's normal writing implement.
- Children who write in pen should neatly cross out (in pencil) any edits using a single, horizontal, straight line.