

<b>Policy title</b>	Marking and Feedback Policy
<b>Written by</b>	Principal
<b>Policy owner</b>	Principal

<b>Status</b>	Approved
<b>Summary of change</b>	“Learning Objective” changed to “Knowledge Outcome”

## 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 Knowledge outcomes with pupils.
- Identify and share the steps needed to achieve the Knowledge Outcome – Success Criteria, where relevant,

## Specific Feedback on Learning - Maths

Each lesson, pupils should write the short date (one digit per square) and stick a knowledge outcome label into their maths books. Some pupils may write the knowledge outcome into their book, however this should not detract from the learning taking place and therefore teachers should make a judgement about whether a label is more appropriate.

The date should be at the top of the on the left-hand side (above the Knowledge Outcome), and the knowledge outcome 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 right 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 pictorial representation, which reflects the verbal feedback that the teacher has given. If it does not affect learning, there is no need to write anything - teachers do not need to write that they have given verbal feedback as this would be evident in the pupils' work. The pupil should respond immediately to this feedback.
- 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. 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. **This will be addressed in a rapid intervention.** Rapid interventions will be evidenced in maths books and will show the child's progress.

### 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 are expected to mark all extended writing including short burst writing in both English books or foundation subject books. There is no need to mark the activities in Toolkit books unless a significant misconception exists – this is at teacher's discretion. Teachers may wish to correct spellings e.g. high frequency or common exception words, or the spelling focus for that week, 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, teachers should use the assessment grid (see English Protocol) to support them to identify an appropriate target for each child. This may be linked to their use of grammar, punctuation, vocabulary or to their composition of that particular genre.
- The teacher should then use the assessment grids to plan for the Talk for Writing unit of work.
- Targets should be put on the sticker proforma and stuck into the inside cover of the child's English book. As they achieve this target, the next target should be placed underneath.

## Short Burst Writing / Hot Tasks

Teachers should constantly monitor a pupil's writing target when marking. This ensures that if the child is not making progress with this target, intervention is planned to address this.

When a child meets their target, a new target should be set and stuck into their book underneath the next piece of work. Teachers must be confident that the child can meet the target consistently and independent of adult support and not just as a one-off.

Target stickers are presented as follows:



We mark all writing (including that in foundation subjects) using the CUPS and ARMS model. Teachers actively teach their pupils to edit their writing using this model so that pupils are taught to check their writing contains these features.

An A3 copy of the CUPS and ARMS poster (CUPS only in KS1) should be displayed at the front of each classroom. CUPS and ARMS posters can be found in Appendix 1 and 2.

An A5 copy of the CUPS and ARMS poster (CUPS only in KS1) should be stuck into the back of each child's English book.

The inside cover of each child's English book should demonstrate the targets that have been set (and therefore those that have been achieved) by each child.

C – Capitalisation – are there capital letters in place for months, days, names, titles, start of sentence etc.?

U – Understanding – does the writing make sense?

P – Punctuation – is the writing punctuated appropriately for the stage of development of the child?

S – Spelling – are high frequency words / Word Aware words etc. spelt correctly?

- A – add words or phrases to enhance the writing
- R – remove unnecessary words or sentences to enhance the writing
- M – move sentences or words to add effect
- Su – substitute words or sentences to add effect

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 using the model above. When pupils are in upper key stage 2 and have been taught this model effectively, the teacher may only need to say to the pupil 'Check for CUPS and ARMS'.

The teacher and Teaching Assistant should provide feedback to all pupils using CUPS and ARMS either during the session or after. This should actively ensure progression in the child's writing. They should write in green either 'CT /TA' at the top of the work on the right-hand side and place a smiley face at the bottom of the work if the child has achieved the objective. If the child has not achieved the objective, the writing should still be marked using CUPS and ARMS but it may be that the teacher needs to intervene with the pupil to re-teach the objective. In this case, a speech bubble should be placed at the bottom of the work in green.

On the left-hand side of the page the teacher or TA should place the letter (CUPS or ARMS) that corresponds to the missing element in that line of writing, which needs to be corrected. For example, if a child had missed a capital letter or placed a capital letter incorrectly, a C would be placed on the left-hand side at the start of that line of writing.

When initially teaching editing using CUPS and ARMS, teachers may position the letter next to where the feature is incorrect. As this progresses, this may move to be at the bottom of the whole piece of writing.

The child should then edit their writing to respond to this marking.

In Key Stage 2 pupils should edit in a blue handwriting pen.

In Key Stage 1 pupils should edit in pencil above their initial writing.

Any inaccuracies in the spelling of high frequency words should be identified by putting a S on the left-hand side of the writing. If there is a need for the child to practise this spelling, the correct spelling should be written by the teacher at the bottom of the writing in green.

If a child needs to edit a whole sentence, they should use an asterix to indicate this and write the new sentence at the bottom of the piece of writing to ensure that their writing meets the expectation of our presentation policy.

It is expected that the teacher will find time for the pupil to practise these spellings and respond to all feedback.

### **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 face or similar in green pen.

- There will be some pieces of work where the Maths (e.g. graphs in Science or Geography) or English (extended writing in a foundation subject) feedback method may be more suitable – for example when completing an extended piece of writing in History.
- Teachers should assess all work and identify when any misconceptions 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 however teachers should determine which children have acquired the relevant knowledge.
- 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 purple pen.
- Children who write in pen should neatly cross out (in pencil) any edits using a single, horizontal, straight line.

### Appendix 1 – KS1 CUPS Poster

**C Capital Letters**

Months, days, 'I', names, people, places, things, titles and start of sentences.

**U Understanding**

Does it make sense?

**P Punctuation**

(!?, ;:)

**S Spellings**

Does it look right?

Appendix 2 – KS2 CUPS and ARMS poster

**C** **Capital Letters**

Months, days, 'I', names, people, places, things,

titles and start of sentences.

**U** **Understanding**

Does it make sense?

**P** **Punctuation**

**S** **Spellings**

Does it look right?

**A** + Add words or phrases.

**R** Remove words or phrases.

**M** Move words or phrases.

**S**<sub>U</sub> Substitute words or sentences.