



Feedback & Marking policy

Formally adopted by the Governing Board of:-	Fairstead Community Primary and Nursery School
On:-	6th December 2021
Policy Review	See Policy Log

Reviewed: September 2021

Intent

The policy is designed to ensure that marking and feedback consistently provides evaluative and effective opportunities for children to develop and extend their learning and leads to impact and progress within the lesson and in future pieces of work in all subjects.

Successful marking, feedback, and opportunities for children to assess their own and peers' work, lead to well - developed attitudes to learning, ensuring they become reflective learners and helps them to close the gap between what they can do currently and what they need to do to progress.

"Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop" Foreword from Chair, Dawn Copping (DFE)

"All marking should be meaningful, manageable and motivating and should serve a single purpose – to advance pupil progress and outcomes" (DFE – reducing teachers workload).

All members of staff are expected to be familiar with the policy and to apply it consistently.

A staff meeting was held in October 2021 to familiarise new staff with the marking policy and to

Marking and Feedback should:

- Relate to the learning objective and/or targets as agreed in pupil meetings
- Be **manageable** for the teaching team and **meaningful** for the children.
- Be motivating for learners.
- As appropriate, give children a next step in the form of 'Even Better If
- Allow time for children to read, reflect and respond to their Even Better If
- Respond to individual learning needs, taking opportunities to mark face to face (live marking) where possible.
- Show pupils that their work is valued
- Provide ongoing assessment to inform future planning
- Be progressive according to both age, key stage and ability. [OG1]

Can I Questions? (Learning Objectives)

- These should be clearly displayed at the start of a piece of work after the date. Where appropriate Learning Objectives can be prepared by the teacher on labels and placed into the pupils' book in the appropriate place.
- These should be directly linked to the year groups National Curriculum objective (which will be seen on the lesson plan), not the activity that is being completed. This should be in child's speak as a 'Can I', not a direct quote from the NC.
- At the end of the session, the teacher should highlight the child's achievement towards the objective in the following colours:

Green = Achieved

Orange = Not yet

- Children will self-assess each lesson next to the learning objective to identify how well they think they have achieved their learning in the following manner:

tick = Achieved


dot = Not yet

Success Criteria

- Success criteria to be evident on planning under NC objective – these should be no more than three steps, age appropriate and in child speak.
- Success criteria will be specifically focused on skills being learnt during the session, or related to knowledge to be included.
- In some lessons, children and teachers will unpick exemplar work and create their own success criteria. This promotes metacognition and children taking control of their learning.
- For each lesson, there will be a printed label for each child (either on sticky labels or one to be trimmed and glued in).
- Template for SC can be found in whole school 'Marking and Feedback' folder.

Success Criteria and Can I?


Lessons at Fairstead begin with a 'Can I?' question. This frames the learning that children will be doing. The 'Can I?' remains the same for all children in the class, including those with Special Educational Needs.



Model/unpick

Children will be judged against given success criteria. Teachers will provide models of 'What a good one looks like', or live model the creation of an end product, including how they used the Success Criteria to reach the objective. Over time, children will develop the metacognitive skill to unpick their learning and assess their own learning and those of their peers using the success criteria.

Learners have an opportunity to engage in meta-cognitive thinking about their own progress.



Open to Learning

Success Criteria:

- 1.Me (purple pen)
- 2.My peer (pencil)
- 3.My teacher (green)

😊	😊😊	😊😊😊	😊😊😊😊

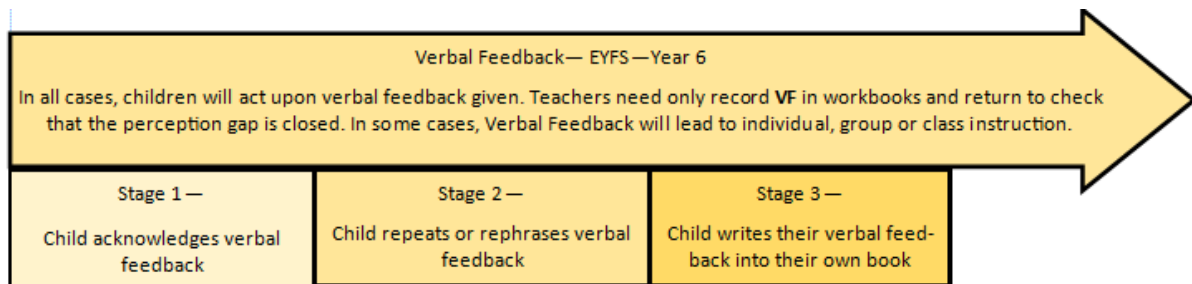
Not met
Met
✔

Can I write a using a descriptive scene so that my story is exciting?				
	😊	😊😊	😊😊😊	😊😊😊😊
I can use different length sentences and explain their effect.				
I can use adjectives and adverbs.				
I can punctuate my work correctly.				

Live Marking

This is a developmental comment against the learning objective that intervenes to support, consolidate, accelerate or challenge the child's learning during the session.

- If evident during the lesson that children have achieved the 'Can I?', it can be highlighted during the session.
- Verbal feedback is part of the live marking process and is important in supporting learning. Verbal feedback will come in the form of 3 different levels:




- It is important that the adult explains any misconceptions to the child so that they can edit their work and develop their understanding – VF (verbal feedback) can be written in the margin to show where prompts have been given. The work that is then continued after this should show an improvement from the VF that had been given.
 - Examples could be:
 - Underlined words for spellings to be checked, phonics
 - Using finger spaces
 - Using the correct punctuation
 - Handwriting, letter formation
 - Specific advice on how to improve their work
 - Example calculation to support their maths
- Next steps for learning are important in order to deepen the child's understanding, these can be carried out during the lesson as challenges or during response time.
- Next steps should be written in green pen or with sticky labels if after the session the child needs greater guidance in their work.
 - These will take the form of an **EBI** comment
- It is advised that adults use Blooms questioning to support next steps – see marking and feedback folder for examples. These could be displayed in the classroom to support children when peer assessing.
- Dojo points will be given for pieces of work where appropriate, teachers will use children's work as an exemplar to others through teacher or child reading out examples.
- Teachers should ensure that they use neat and legible handwriting when commenting on children's work. Agreed symbols in secretarial features of live marking should be used consistently in appropriate key stage.

Summative feedback




- Closed tasks or exercises to be ticked and incorrect answers to be indicated by a dot for the children to follow up.

Secretarial features for live making – Stampers and symbols

KS1

	<u>English stampers to be used to indicate</u> Finger spaces Full stops Letter formation Upper/lower case letters stamp Segmenting and blending stamp
VF	To indicate verbal feedback given and will indicate a prompt has been given
S	Capital S in a circle to indicate supported work
c	C in a circle to indicate copied word from a word bank or word mat
ph	ph in a circle to indicate children where supported to use and apply their phonics
mp	mp (modelled part) in a circle to indicate teacher modelling/scaffolding

KS2

<u>Stamper</u>	<u>Code</u>	<u>Meaning</u>
	VF	Verbal feedback has been given
	S	Further instruction has been given
	EBI	Specific written feedback to be acted upon.

Presentation - non-negotiables

- The teaching team should expect high levels of presentation at all times.
- Work on all pages in the book
- Date and learning objective needs to be **spelt correctly** and clearly written.
- KS2 to write and underline the date and title using a ruler, the date will be numerical in maths books. Use of a ruler should be modelled and taught by the teacher. Only pencil to be used in Maths books.
- Use a pen if handwriting award has been gained or a pencil to write. Ensure the pencil is appropriate length and sharpened.

- In maths books, a ruler should be used to draw shapes, graphs and labelled diagrams.
- In maths books, when writing numbers, one digit should be written in its own square.
- If work needs to be stuck into a book, edges should be trimmed and work should be stuck in neatly and straight. Again, this needs to be taught by the teacher.
- Clearly agreed agreement on books expectations by teachers and children should be at the start of all new books.
- Photographs are used to record and evidence practical sessions, these can include the child or use of name cards (only use first names or initials). Only the child's own face can appear in their book.

Self and Peer Assessment

We want to encourage children to be reflective learners and to have a real grasp of their own strengths and areas to develop. By being involved in marking their own work, or by giving feedback to a peer, based on clear success criteria, pupils can demonstrate a sophisticated level of understanding about the learning taking place in a lesson or over a period of lessons.

Self and Peer assessment can be carried out in a variety of ways, there is no one set method, however, should be age or ability appropriate. This should be evidenced using a purple polishing pen. This will be used from KS1.

Purple Pens (KS1 and 2)



Children will begin to up-level and respond to marking comments using their purple pens once they are capable of taking on written feedback, or immediately in the case of verbal feedback.

This may take the form of ticking or dotting correct answers themselves, responding to comments, rewriting an answer or editing written work for missed punctuation or grammatical errors before or after taking it to a member of staff. Children will respond to EBI in Purple Pens

Development of Spelling, Punctuation and Grammar

- It is important to develop independence in children so that they are able to find and correct their own spelling, punctuation and grammar errors using a variety of tools. Work that has been improved should not be rubbed out, but instead evidenced to show where improvements have been made.

Children should evident where self-improvement has occurred through:

1. Crossing through words with a single line and writing corrections above.
2. Place a star next to paragraphs to improve and re-write the edited version below.
3. Use the purple pens to show where missing punctuation should go.

Development of calculations and mathematical skills

- It is vital to demonstrate the importance of use of written workings within their mathematical work. Children should be actively encouraged to evidence their thinking to aid teachers in AFL and next steps.
- Evidence in books should show:
 1. Methods used to work out calculations and problems – this will include number banks, multiplications, reasoning explanations.
 2. Corrections next to incorrect workings – again, these should not be rubbed out.
 3. Corrections on incorrect number formations.

Teaching Assistants

- Should follow the marking policy and be actively involved in live marking during the session.
- Where supply teachers have covered for a short period, they should initial the page to indicate that it was not the usual class teacher, however, are still expected to mark books following school policy.
- Cases where a supply teacher is used over a long period of time the marking policy should be adhered to.

Student teachers

- Where a student teacher is working with a class, they should mark work under the guidance of the class teacher and in line with the marking policy.

Monitoring and evaluation

- Marking and feedback will be monitored by the Leadership team through book scrutinies and learning walks.
- During the monitoring cycle children will be selected at random by the Leadership team.
- Teaching staff are expected to participate in moderation meetings.
- The governors of the school will receive reports from the head teacher to evaluate the impact of this policy. Any implications relating to issues for the whole school will be considered for inclusion in the school development and improvement plan.