

# PART OF THE THINKING SCHOOLS ACADEMY TRUST



"Transforming Life Chances"

# MARKING AND FEEDBACK POLICY

Date	Jan 2022
Review Date	January 2024
Ratified	
Next review	

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### Aims of the Policy

To provide incisive feedback to pupils, to ensure that pupils know what they can do to improve their knowledge, understanding and skills.

To ensure there is consistent good practice in using formative assessment to improve pupils' learning.

To promote a pupil's ability in assessing their own progress enabling them to have a clearer understanding of what they are doing well and what they need to do to make further progress.

To make sure pupils' responses to marking and feedback promotes sustained improvement.

#### Principles of the Marking and Feedback at All Faiths

Teachers can choose the most appropriate method of pupil feedback and assessment for learning from the following list. The method of feedback chosen will be dependent on the task, ability of the children and the expected outcome of the feedback:

- **'Instant Feedback'** can take place whist the children are completing written tasks in a lesson. Teachers and TAs identify strengths in work and may highlight particular elements in green. Misconceptions are identified orally and signposted in pink pen in books; enabling the children to review their misconceptions (in purple pen where applicable). Work must be indicated with OF (oral feedback) but there is no need to record the content of the feedback. TAs must follow the above expectations when live marking.
- **Group feedback** can take place if a teacher identifies common misconceptions in written work. The teacher will model common misconceptions with the group and edit an example, inviting children to contribute their understanding. The teacher may also use effective models and ask the children to reflect on 'what they are missing in their own work' or 'where they went wrong in their own work'. The children may edit their work accordingly to their feedback in purple pen.
- Self-assessment can be used to enable the children to assess their learning against a learning objective. The teacher may choose to ask them to assess against a list of success criteria or against given answers in Maths (purple pen) and edit their work accordingly.
- **Peer Assessment** can be used to enable children to work collaboratively to identify strengths and misconceptions in their written work (purple pen).
- Distance Marking can be used to give written feedback to individual children. Teachers will then identify strengths, (either by highlighting or in green pen), and next steps written in pink (think pink). The teacher may choose to give the child a question to answer or may ask them to review the task completed in purple pen. The impact of 'next steps' or 'misconceptions identified' may also be addressed in future work in the book the child does not need to write a written response in purple. We expect that writing receive distance marking one to two times per term for

We expect that writing receive distance marking one to two times per term for their extended writing pieces. Please use 'two stars' to summarise strengths (green) and a wish (pink)- format (as per English policy). Please note: We only expect distance marking to be done for writing.

#### Written Feedback

Where teaching, learning and assessment are outstanding, pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral to improve. Teachers must model correct grammar, sentence structure and handwriting so that pupils know the expected standard to aspire to.

All adult support should identify developmental spelling and grammar mistakes. The correct spelling could either be written in the margin for the pupil to practice, or left for the pupil to correct, in purple.

#### Marking and feedback tools:

 $\checkmark$  - Correct in green. Ticks may be used to indicate a successful aspect of learning, for example a pleasing use of language when writing or a correct calculation in mathematics.

• - Incorrect work is not marked with an 'x', instead it is marked with a pink bullet point.

G - Grammar errors are underlined and indicated with a 'g' in the margin and may be indicted within the sentence with a pink line.

Sp - Spelling errors are indicted with three pink dots under the word and and sp in the margin and may be given to the child to practice.

P - Punctuation errors are indicated with a 'p' in the margin.

Phrases which don't make sense can have a 'swiggled' line underneath

Omitted words can be indicated with: below the line.

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If **additional** support is used in a guided group, or work is heavily scaffolded, it should be indicted with:

TS – Teacher Support

TA – TA support (STA for signing TAs). TAs should indicate the nature of the support if it is not obvious to the teacher.

#### Feedback in Early Years

Marking in the Early Years is unique. We aim to give all feedback verbally as a large amount of learning takes place through exploration and play. Staff observe children during child-initiated play then input vocabulary and ask questions using the Q matrix. This guides the children to extend thinking and learning. This is recorded either on a paper or online via the children Tapestry journal.

We aim to give our pupils effective and constructive feedback that makes children feel proud of their achievements and to begin to use their thinking skills to improve or extend their learning and play. Work produced by the children and kept as evidence is clearly marked in green pen by the adult. They use the marking codes and annotations listed below. Staff date and initial the work once seen and verbal feedback has been given.

Marking codes for EYFS

AI- Adult Initiated (usually a focus session)
CI- Child initiated (the child has chosen their own learning/ play)
I- Independent (worked without an adult)
AS- Adult Supported (help from an adult)
PS- Peer Supported (help from a friend)

Adult's evidence direct speech and questions as an observation on the back of the work or on Tapestry. '

## Methods of Monitoring Practice

- 'Book Looks' learning by Subject Leaders or SLT (all outcomes reported to the Leadership Team).
- Observations/visits to the classrooms/team teaching and support in class by the Leadership Team.
- Verbal and written feedback to be given to individual teaching staff when support is deemed necessary.

#### THE IMPACT OF THIS POLICY

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A. Teacher's regularly provide high quality, incisive feedback which impacts positively on pupil outcomes.

B. Pupils act on feedback and make progress over time.

C. Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.