



Feedback and Marking Policy

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| Audience: | Parents School staff Local Governing Bodies |
| Approved: | Sept 2020 |
| Other related policies: | Teaching and Learning Monitoring and Evaluation Curriculum Recording and Reporting |
| Policy owner: | Victoria Higgins |
| Policy model: | Sir Martin Frobisher Academy |
| Review: | Every 3 years |
| Version number: | 1 |

This policy forms part of a whole-school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes, progress and attainment.

The policy must be:

- Consistently applied by all staff
- Clear in purpose
- Manageable
- Productive in outcomes

Rationale

1. In order to make good progress children need to be clear about their strengths alongside areas for further improvement. They need clear guidance for improvement through constructive, appropriate feedback from the teacher. They need to know what they are aiming for, what progress they have made and how they can improve.
2. To support motivation, children need to develop a sense of pride and achievement in their efforts and must feel their work is valued by the teacher.
3. Feedback is a dialogue between teacher and child, where the child has the skills and opportunity to respond constructively in order to take an active role in their learning.
4. Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children and the outcomes need to be fed back into planning.

Principles

Valuable feedback may take many forms including written comments in books, discussion with an individual child, whole class/group feedback, pupil self-assessment and peer assessment. All children will experience the full range of these.

To maximise the value of the time teachers spend marking, the following principles should apply:-

- The system for feedback should be clearly understood by the pupils.
- Prompt and regular written/verbal dialogue with the children.
- Wherever possible marking takes place with the children, e.g. when staff are working with a focus group.
- Written /verbal feedback should be given after work has been completed to ensure that children are aware how they can improve their learning.
- Children are clear about the learning objective, success criteria and expected outcomes
- Teachers provide constructive suggestions as to how children can improve their work. Comments are phrased in a positive, encouraging way with the purpose of motivating the children.
- Suggestions/comments are followed up when the teacher next gives feedback where appropriate.
- Teachers acknowledge the quality of work as well as the quantity as appropriate.

- Children should be given time at the beginning of each lesson to respond to marking and feedback.
- The learning needs of individual children are understood and work is matched and marked appropriately.

Strategies

- The strategy for Feedback and Marking should be consistently used across the school.
- Each subject has a particular strategy for marking, as outlined below.
- For each lesson, children will be provided with a learning sticker which includes the learning intention for the lesson (See Appendix 1).
- Learning stickers within EYFS identify specific Development Matters statements that each activity plans to support, teach and develop. EYFS learning stickers also show the desired impact on learning. The Development Matters statements are ticked with Green Pen to show that the children are working towards the statements and a Pink Pen shows that the children have shown evidence of meeting the statements. (See Appendix 6).
- Throughout each lesson, verbal feedback will be given to children as and when necessary and evidenced when possible using Green Pen (teacher) or Purple Pen (LSA). If a child receives verbal feedback then the verbal feedback symbol will be recorded in the child's book along with a word or phrase to indicate the nature of the verbal feedback. (See Appendix 2)
- For each piece of work, children will be given the opportunity to reflect on whether they feel they have achieved the learning intention with the self-assessment box provided on the learning sticker (See Appendix 1).
- Self-assessment will be given in the form of "Give me Five" (see Appendix 5)
- Marking and feedback will be in two colours to clearly indicate praise and next steps (pink for 'positive pink' and green for 'green for growth' i.e. the next steps in learning).
- There will be occasions when it is appropriate for LSAs to give verbal or written feedback if they are working with a group. LSAs will complete any marking in purple pen.
- Work will be marked after each lesson, using the following principles:
 1. Any Success Criteria achieved will be evidenced in the child's work with a pink tick and underline.
 2. Any Success Criteria that has not yet been achieved will be underlined in green and this will become their next step or one of the boxes will be ticked on the learning stickers to identify the next step.
(Any feedback needs to be measurable, E.g. Can you put in 3 full stops? Complete this calculation: $24 + \underline{\quad} = 36$; Remember to leave finger spaces next time. Include an adjective in this sentence. Have another go at this question:)
 3. Teachers may use the assessment grids on the learning stickers to provide children with their next steps (see Appendix 3).
 4. It may also be necessary for teachers to comment in written or symbol form (see Appendix 2) on basic skills e.g. spelling, punctuation, handwriting, number bonds, times tables.
- Teachers will also respond to any previous feedback from children and ensure they have responded to previous marking.
- Any written comments teachers make need to be written in such a way as to model good presentation/handwriting/grammar.
- Teachers or LSAs will mark where there has been support given (see Appendix 2).
- Children will be given time at the beginning of each lesson to respond to marking, either by going back and improving based on teacher's feedback or answering any follow up question from the teacher. This will be done in blue.

- There will be occasions where the teacher feels a child has met all of the success criteria and a stamp/sticker will be provided at the end of the work to recognise this.

Remote Learning

Due to COVID-19 and school closures, our learning may be remote. At Sir Martin Frobisher Academy, the expectation for providing feedback whilst Remote Learning is:

- Teachers will give regular instant feedback during the lessons to the children who attend.
- When the teacher is able to see the work that the children are doing e.g. when using Assignments on Microsoft Teams, they will give immediate feedback on the work (where possible).
- If children complete Assignments on Microsoft Teams, teachers will mark this work or give a comment via the Assignments feedback section.
- If a child has not produced a piece(s) of work to mark, the teacher will send an email to parents/carers via Arbor on a Friday afternoon with 2 stars and a wish based on the lessons that week.

Individual Subject Marking Strategies

- Each subject has a slightly different strategy for marking. In order to ensure consistency across the school, these strategies have been outlined below:

| Lesson | Marking |
|---------|--|
| Reading | <ul style="list-style-type: none"> • All work live marked during the lesson. • Any work not marked by the end of the lesson to be acknowledged (Pink for positive work, good ideas, evidence of LI being met. Green for spellings, sentences which do not make sense etc.) • Assessment boxes to be ticked according to how well the child has met the LI and must inform teaching groupings for the next lesson. • Any work that needs gaps in understanding to be filled, should have a next step or be part of the next lesson. |
| Maths | <ul style="list-style-type: none"> • All work live marked during the lesson. • Any work not marked by the end of the lesson to be acknowledged (Pink for positive work, good ideas, evidence of LI being met. Green for spellings, sentences which do not make sense etc.) • Assessment boxes to be ticked according to how well the child has met the LI and must inform teaching groupings for the next lesson. • Teachers need to put the “Next step” symbol next to the next question you want the child to do (as the questions are progressive). • If a child needs to consolidate their understanding of a particular question or has completed all activities, teacher to print off a consolidation/challenge question with the next step symbol on for children to answer. This should then be stapled to the question page. • If the teacher feels that a Learning Intention needs to be covered further, this will be evidenced on their planning. It will form part of the children’s next steps or be covered and evidenced during the next lesson. |
| English | <p>Imitation Phase</p> <ul style="list-style-type: none"> • Assessment box on the learning sticker to be ticked according to how well the child has met the LI and must inform teaching groupings for the next lesson. • Any work that needs gaps in understanding to be filled, should have a next step. <p>Innovation Phase</p> |

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| | <ul style="list-style-type: none"> • Assessment box on the learning sticker to be ticked according to how well the child has met the LI and must inform teaching groupings for the next lesson. • Child responding to feedback/next steps on at least 2x pieces for the week (this doesn't have to be the same piece of work for each child). • Any work that needs gaps in understanding to be filled, should have a next step. <p>Invention Phase</p> <ul style="list-style-type: none"> • Assessment box on the learning sticker to be ticked according to how well the child has met the LI and must inform teaching groupings for the next lesson. • In depth marking of writing for individual children to support improvement. • Final piece of writing to be marked against Year Group Writing Criteria. |
| Art | <ul style="list-style-type: none"> • Assessment box on the learning sticker to be ticked according to how well the child has met the LI and must inform teaching groupings for the next lesson. • Verbal feedback given during the lesson. • No additional feedback required after the lesson. |
| History Geography DT | <ul style="list-style-type: none"> • All work live marked during the lesson. • Any work not marked by the end of the lesson to be acknowledged (Pink for positive work, good ideas, evidence of LI being met. Green for spellings, sentences which do not make sense etc.) • Assessment box on the learning sticker to be ticked according to how well the child has met the LI and must inform teaching groupings for the next lesson. • Child responding to feedback/next steps each lesson- this can be a reflective next step (I have learnt.../I remember that.../I have reached the LI by...) |
| PSHE/PE Music Computing RE/MFL | <ul style="list-style-type: none"> • Teacher annotated plans to evaluate children's understanding of LI. • Formative assessment recorded on O-Track fortnightly. |

Monitoring and Evaluation

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievement and progress.

When monitoring the marking policy, the performance indicators will be:

- Clear improvement in children's attainment
- Teacher, child and parent testimony concerning the usefulness of the marking
- Consistency in teachers' marking throughout the school demonstrating a whole-school approach
- An awareness on the part of the child of what is expected of them

Appendix 1 – Example Learning Sticker

Appendix 2 – Marking Symbols

Appendix 3- Example of Work

Appendix 4- Child's response

Appendix I – Learning Sticker


Date:

Self-Assessment

LI:

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Appendix 2 - Agreed Marking Symbols

| SYMBOL | MEANING |
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| Ⓢ | Supported work (Green=Teacher, Purple=LSA). |
| ⓈT | The work was set and marked by a Supply Teacher. |
| VF | Verbal feedback |
|  | Finger space |
| FS | Full stop |
| CL | Capital letter |
| SP | Spelling |
| G | Grammatical or punctuation error. |
| // | New paragraph |
| ^ | Missed a word/something needs adding |
| ✓✓ | "I like this!" |
| ✓ . | In Maths the tick is used for a correct answer. The dot is used to indicate that the response needs to be looked at. |

Appendix 3

Date: Monday 7th September 2020

Self-Assessment

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LI: To write a character description

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CL sp Peter pan has a green, silkee outfit. his teeth shine
sp like the moon when he smiles and ask he flies you can
FS smell the fresh scent of lavender float past you He is
as happy as a bouncing bunny rabbit and is friendly
and Peter Pan wants to be boy for the rest of his life
sp and he is kind and silly and lovelee.

Appendix 4

Date: Monday 7th September 2020
LI: To write a character description

Self-Assessment

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CL sp Peter ^Ppan has a green, ^{silky}silkee outfit. ^Hhis teeth shine
sp like the moon when he smiles and ask he flies you can
FS smell the fresh scent of lavender float past you. He is
as happy as a bouncing bunny rabbit and is friendly.
~~and~~ ^{Even though} Peter Pan wants to be boy for the
sp rest of his life, ~~and~~ he is kind, ~~and~~ silly and lovelee.
lovely



Give Me Five



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| 1 | I have found this lesson challenging and would like to go through it again. |
| 2 | I have found the lesson quite difficult and I need more practice. |
| 3 | I feel confident but would like a little more practice. |
| 4 | I feel confident and independent but couldn't teach it to someone else yet. |
| 5 | I feel confident and independent. I could teach the lesson to someone else. |

Appendix 6 – Example of EYFS Learning sticker

| Activity title | Date |
|---|------|
| <p>Intention: <i>Physical</i>—Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name (30-50). Shows a preference for a dominant hand. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (40-60). Sometimes gives meaning to marks as they draw and paint. <i>Literacy</i> - Ascribes meanings to marks that they see in different places (30-50). Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things such as labels, captions (40-60).</p> | |
| <p>Impact: <i>Physical</i>—for children to use a pencil with good control to mark make and draw shapes. <i>Literacy</i>—For children to give meaning to their mark making and writing.</p> | |