



Marking and Feedback Policy

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Review cycle: Two years

MARKING & FEEDBACK POLICY FOR ENGLISH/MATHEMATICS

This policy:

- Provides guidance for a consistent approach to providing feedback about where to go next, and how to tackle areas for improvement.
- Is to be used by all adults working with children throughout the school
- WALT/SC stands for We are learning to/success criteria

Teaching Input Expectations

1. All whole class teacher input must be at Greater Depth.
2. Effective AfL strategies will be used continuously to assess understanding.
3. As children understand the objective, they can start independent work.
4. At this point, the teacher will refine their pitch to Age Related Expectations.
5. As children understand the objective at this level, they can start independent work.
6. Children will not have set tables; they will sit where the resources are that best support their learning

Teaching Resourcing Expectations

1. All tables must have the necessary resources available for all pupils to achieve the objective.
2. All work must be available for all children in order that they can readjust their learning journey within the lesson, independently.
3. Challenges and reasoning next steps must be available in every lesson in order to give all children the opportunity to excel.

Marking

In every lesson children will have access to the answers or success criteria so that they can independently assess their work.

Magic 5

In maths, reading and SPaG, children will not answer more than 5 questions correctly without moving on to the next challenge.

KEY POINTS

1. The sole focus of feedback should be to further children's progression through the curriculum.
2. Feedback should empower children to take ownership for improving their work;
3. Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson Next steps: Will relate to **learning objects and success criteria (knowledge, skills and understanding)**
4. Feedback for learning should be part of **day-to-day** discussion (and for young children should be immediate and affirming)
5. Feedback will **vary** according to the age/stage of the children
6. All comments, shared verbally, should **help inform what to do next.**
7. Children will be regularly **peer review** and **self-assess** work.
8. Teachers will explain the **purpose of feedback to parents.**
9. Children will **know 'what a good one looks like'** by seeing examples of each other's work on display
10. WALT/SC s are completed by students on all work

IN OUR SCHOOL ADULTS WORKING WITH CHILDREN WILL:

- Provide feedback as they observe learning
- Give comments that identify **specific and important achievements related to the WALT/SC**
- **Proof read all work for spelling/grammatical errors/punctuation mistakes**
- Provide **in-depth focussed conferences to celebrate achievements, identify and discuss next steps and set targets** in writing.
- Provide the opportunity for children **to improve their work** using a **Green Pen**:
 - Response marking to be used to improve their work based on KSU, deepen or challenge where they have shown they have met the WALT.
 - KS2– Regularly throughout the week (2 or 3 times)
 - KS1 – 2 times a week
- All children have to **self-assess work** at each session and regular opportunities to **Peer-assess work**.
- Children have regular opportunities to review their targets, identify where they have met them and set new ones (at least twice each half term) during **assessment weeks and class-based writing weeks**.

IN OUR SCHOOL CHILDREN WILL

- Be given **praise for their achievements** – which relate to **assessed outcomes (i.e. Target Tracker Bands) where appropriate**.
- Be given **praise for effort**
- Have clear guidance for **correcting** mistakes
- Know which areas of work **they need improve based on Knowledge/Skills/Understanding**
- Know **their targets and what they need to achieve them**
- Be given time to **reflect on their targets and set new ones** (where appropriate)
- Have time to **respond/correct/improve** their work at least once a week.
- **Peer assess and self-assess** work regularly
- Have the opportunity to meet with their teacher to discuss achievements, next steps and re-set targets.

FEEDBACK FOR EYFS

- All children have a 'Workbook' which is used to record children's work across all areas including independent and focused group work.
- When the children are taking part in a focused activity, i.e Writing/ Numeracy just the dated LO will be stuck on the top (no self-assessment needed)
- In the summer term LO's with self-assessment can be introduced.
- Once a week each child will be given verbal feedback and their response will be recorded by the adult.
- The child's responses can be recorded for all subjects, not just for Maths or English.
- At the bottom of the page **ws** will indicate the child was supported or **I** will indicate the child worked independently.
- Feedback can include:
 - Extensions to the children's work
 - For mark-making or writing that is difficult to read it can be the child reading their work back
 - A challenge
 - The child explaining their work

FEEDBACK FOR YEAR 1

- All children's work will have a dated LO with space for self-assessment.
- The staff who taught the lesson must ensure children's work is marked; the child has self-assessed their work and has met the LO.
- At the bottom of the page **W** will indicate the child was supported or **I** will indicate the child worked independently.
- Verbal feedback will be given once a week in Maths and in English and the adult will record the child's response. In the summer term the children can begin to record their own response.
- Extensions to the children's work
- For mark-making or writing that is difficult to read it can be the child reading their work back
- A challenge
- The child explaining their work

FEEDBACK FOR YEAR 2

- Increasingly use individual Green Pen **self-assessment** for most children by the start of the Spring Term. Self-assessment should be appropriate to the age-group and should be used immediately following the lesson. Some children may benefit from **Group Green Pen**.
- **Child/Teacher progress meetings** every half term to discuss/feedback their next steps (related to Knowledge/Understanding/Skills) for Maths/English/Reading and review/set Targets.

KS2 FEEDBACK

- **Next steps and comments should be related to WALT/SC (knowledge, understanding and skills).**
- Use **Green Pen self-assessment**:
 - SFA at least 2x a week (individual check /writing lesson)
 - Maths at least 2 to 3 x a week
 - Foundations subjects/science: Regularly during the topic
- Children to **self-assess** work and **peer-assess** regularly.
- Children should work with increased independence and make sure the highlighted improvements are sustained in subsequent work.
- **Target setting**: Targets should be in the back of Maths/English books (SFA Writing). Children should be guided to identify their targets and regularly review their progress. Children should identify when they have achieved that target (reviewed by a teacher).
- **Maths Targets**: Whole class end of term targets to be prominently displayed
- **English Targets**: End of year targets to be prominently displayed.
- **Child/Teacher meetings** every half term to discuss/feedback on (in-depth) their next steps for Maths/English/Reading and review/set Targets.

MARKING/FEEDBACK – TEACHER REFERENCE GUIDE

YEAR GROUP	TEACHER	CHILDREN	COMMENTS	SYMBOLS
EYFS/YEAR 1 Children are set a small step targets for learning	<p>Feedback used inform planning/assessment</p> <p>WALT/SC written in child-friendly words on all work. ☺☹ to show whether they have achieved it.</p> <p>Feedback/comments are part of the daily interaction with children.</p> <p>Children to self-assess and use green pen response (adult led):</p> <ul style="list-style-type: none"> Autumn: Weekly for most able Spring: Weekly for most children (most able and age related) Summer: Weekly all children 	<p>Know what they have done well and what they need to do next.</p> <p>Celebrate their achievements.</p> <p>Understand when they have met a target.</p> <p>Self-assess their work against WALT/SC using ☺☹</p> <p>Respond to Next Steps in a Group setting (or individually as and when appropriate)</p>	Verbal feedback.	<p>☺☹ self-assessment</p> <p>Stickers etc to be used to encourage/reward.</p>
YEAR 2 Children have small step targets for learning Children will know when they have met a target.	<p>WALT/SC written in child-friendly language on all work and using a ☺☹ to indicate whether they have achieved it.</p> <p>Self-assessment: 2x a week</p> <p>Peer assessment to be introduced and used regularly</p>	<p>Children reads work out loud to 'hear mistakes' – then swaps with partners. Begins to correct work</p> <p>Respond to Next Steps in a Group setting (or individually as and when appropriate)</p> <p>Children know their targets and can articulate them. It is clear where they have met a target.</p>	Verbal feedback.	<p>☺☹ self-assessment</p> <p>Stickers etc to be used to encourage/reward.</p>
KS2 Y3-6 Children have targets clearly explained and will be able to identify, with support, when they have met a target and assist in setting new ones.	<p>WALT/SC written in an age-appropriate manner (relates to knowledge, skills, understanding). on all work</p> <p>★ to indicate where WALT/SC has been met (pupil)</p> <p>Next Steps: Related to WALT/SC (knowledge, skills and understanding). Self-assessment marking:</p> <p>Maths: 2-3x a week</p> <p>English: 2x (individual check /writing)</p> <p>Foundation/Science: Regularly (at least once) during the topic</p>	<p>Child should be asked to find and correct errors weekly.</p> <p>Self/Peer marking is expected practice.</p> <p>Children have regular opportunities to review targets and set new ones.</p> <p>Dialogue between child/teacher. Improvements are reflected in subsequent work.</p>	<p>Time built in to respond and contribute to teacher/child dialogue.</p> <p>It is clear where children have met targets and been set new ones.</p>	<p>★ To indicate where WALT/SC has been met.</p> <p>W – next step/improvement</p> <p>Some standard editing symbols: Y3-6 // paragraph ^ omission sp spelling Ⓐ capital letter ⊙ full stop (and other punctuation in a circle) Y5-6 Above: ?? checking sense # Space</p>

AFL: LEARNING OBJECTIVE FORMATS

KS1 WALT/SC FORMAT:

WALT	😊 😐 I think
SUCCESS CRITERIA	
SUCCESS CRITERIA	

NEXT STEPS: *Written at the bottom of the page and relates to WALT/SC (based on knowledge, skills or understanding). self-assessment for 1 out of every 3 pieces of work.*

KS2 WALT/SC FORMAT:

WALT:	★ I think
SUCCESS CRITERIA	
SUCCESS CRITERIA	
SUCCESS CRITERIA	

NEXT STEPS: *Written at the bottom of the page and relates to WALT/SC (based on knowledge, skills or understanding). Green pen self-assessment 2 or 3 times a week.*

Teachers: this reference sheet will help you to understand what Fast feedback looks like in practice. Use it:

- When planning lessons, to consider how you could incorporate feedback time
- During lessons, to stretch more able pupils, provide more support for less able pupils, or as a reference
- After lessons, if you are unsure how to feed back to pupils

Writing

Start with the assumption that no pupil actually needs much help to edit their work, aside from the scaffolding and modelling you've already done in the lesson.

1. After a lesson, look through the class's work and note down any common mistakes or misunderstandings
2. At the start of the next lesson, show an example of a piece of good work completed by a pupil
3. Highlight the good aspects of the work to the whole class
4. Next, show an (anonymised) piece of work that needs some improvement
5. Correct mistakes and make changes in front of the class
6. Instruct the class to spend 10 minutes working in mixed-ability pairs to proofread their work and make edits as necessary. Proofreading should focus on spelling, punctuation and grammar
7. Then, instruct the class to work on editing or redrafting their work. This focuses more on the content and style of the piece

For pupils who need more help:

- Use prompts, so that the pupil knows to focus on a specific area
- If they need even more help, highlight a specific section to help them find the error
- Pointing out errors should be a last resort and only done when a pupil is really struggling

Ideas for changing and adapting the approach:

- Instead of point 7, pupils may work in groups to proofread a typed-up piece of work
- For younger pupils or those who need more help, ask a teaching assistant to provide a piece of work (which isn't the pupil's own) with one type of error for them to fix
- For more able pupils, provide an additional pointer during the editing stage, such as 'think about which other words could be used to describe X', for example

Maths

1. In lessons, encourage pupils to check their work every 5 questions or so
2. Use a visualiser to model ways of checking that lesson's problems; for example, show pupils to add numbers in a different order to check their addition
3. Use a '3 before me' system for struggling pupils: first they try to fix their mistake themselves, then they ask a peer for help, then a group of their peers, and then finally they ask you
4. Hand out prompt sheets at the start of the lesson, which include questions to help pupils find their mistake
5. As with writing, look through the class's work after the lesson and note down any common mistakes or misunderstandings
6. Go through good examples and examples that need improvement (anonymised) in front of the class
7. Redrafting in maths looks different from redrafting in writing. Ask pupils to do the same problem again in a different way, or to try the steps in a different order

Work to praise and share	Basic skills errors/problems/ improvements needed (including handwriting and presentation)
Misconceptions and next response time tasks	
Interventions	