**Marking and Feedback Policy**

It is paramount that meaningful feedback is provided well to ensure it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a child is and where the teacher wants them to be. This policy set outs a standardised approach to marking and feedback to ensure consistency across the whole school and that will contribute to all children being active participants in their learning, and to the raising of standards.

**Key Principles of Marking and Feedback:**

In line with the Education Endowment Foundation’s (EEF) recommendations for teacher feedback to improve learning, we have complied our key principles for marking as follows;

* Before providing feedback, teachers/teaching assistants provide high quality instruction, including the use of formative assessment strategies. This will vary by key stage and subject.
* Deliver appropriately timed feedback that focuses on moving learning forward, this may be immediate or delayed depending on the teacher’s judgement
* Marking and feedback must target the specific learning gaps that children exhibit
* A plan for how children will receive feedback will be in place
* Opportunities for children to use feedback are to be given. Only then will the feedback loop be closed so that children learning can progress
* Marking and assessments, including summative assessments, will inform future planning
* Marking and assessments will enable the monitoring for attainment and progress

**Marking Guidelines**

The following guidelines are to be adhered to across school and in all subjects:

* Teachers will mark work in green ink.
* Teachers must model a legible handwriting style (in line with year group expectation)
* Children will mark and edit work in red pen.
* Teachers and teaching assistants must record the level of support given to the child in completing the work.
* Time must be given to children to respond to feedback when deemed appropriate by the teacher.
* Verbal feedback does not need to be recorded in written form

**Feedback and Marking in Practice**

Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome (EEF, 2022). It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust subsequent teaching episodes and necessary intervention.

Feedback occurs at one of four common stages in the learning process:

1. **Immediate feedback** – at the point of teaching
2. **Summary feedback** - at the end of a lesson/task
3. **Next lesson feedforward** – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. **Summative feedback** – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

**General**

In all written recorded lessons, a typed date and learning intention, will be stuck at the start.

Teachers must tick the learning intention when marking foundation subjects/all work to acknowledge how the learning intention has been met.

**Learning Intention**

All subjects

|  |  |  |
| --- | --- | --- |
| Date | | * L.I Met * L.I Partially met * L.I Not met |
| L.I. | * Independent * Verbal Feedback given * Adult Supported |
| Next Steps / Comments: | | |

Where a lesson is notrecorded in the written format, evidence of the lesson will be referenced on our online learning platform, Tapestry. This lesson does not need to be referenced in text books also.

When uploading content to Tapestry for lessons the following must be included in the post:

* The learning intention for the lesson and if it has been met.
* Any support given to children needs to be referenced
* The post will be saved under the correct subject folder

Class evidence can be uploaded onto Tapestry into individual subjects. Key stage 1 can upload work into individual accounts.

**Whole class reflection sheets**

For the following subjects; English and mathematics a whole class reflection sheet will be used to outline positives of the learning within a lesson and next steps, misconceptions that need to be addressed, which will subsequently inform future teaching.

The whole class reflection sheet might include things such as the technical accuracy of the writing: spelling errors, punctuation omissions, grammatical mistakes and other transcription mishaps, as well as any content improvements. Examples of what went well or where errors have been made could be used in the next lesson as a teaching point (where it is an error, teachers might use the mistake anonymously or write a similar sentence with the same error).

Teachers can edit these sheets to suit the needs of their class as long as the main headings are completed (examples of good work and common misconceptions).

**Writing Marking**

A whole class feedback sheet will be completed for all English lessons.

**Editing and proof reading** *(in English and all subject areas)*

Proof reading and editing are key skills children need to be taught and applying through practice in lessons. Time needs to be allocated to teach children these skills specifically. Children will complete their editing and proof reading in red pen. Where appropriate targeted support for the editing and improving process will be given to children who need it.

* **Proof reading** - involves children checking their work for punctuation and spelling errors as well as checking for grammatical accuracy e.g. consistent tense, Standard English. This should be done at the beginning of each session.
* **Editing** - making changes to vocabulary and grammar in order to make their writing more interesting to read. This does not need to be completed after every session and can be left to the teacher’s discretion to decide the appropriate time to focus **edit** a piece of writing.

**Editing and proof reading in KS1:**

* In Year 1 the children will develop early proof reading to check for capital letters and full stops and accurate letter formation, using red pen, in all pieces of written work.
* In Year 2 the children will build on this with support to make simple additions, revisions and proof- reading corrections to their own writing, using red pen.

**Editing and proof reading in KS2:**

|  |  |  |
| --- | --- | --- |
| **Year Group** | **Editing** | **Proof reading** |
| **3** | Begin to evaluate the effectiveness of own and others’ writing, suggesting grammar and vocabulary improvements | Proof-read for spelling and punctuation errors |
| **4** | Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation  Make appropriate additions, revisions and corrections when proof-reading and **editing** | Make appropriate additions, revisions and corrections when **proof-reading** and editing |
| **5** | Evaluate the effectiveness of own and others’ writing, suggesting grammar and vocabulary improvements including the accurate use of pronouns in sentences | Proof-read for spelling and punctuation errors |
| **6** | Summarise longer passages to clarify and enhance meaning  Evaluate and edit to make appropriate changes to grammar, vocabulary and punctuation including use of tense, subject-verb agreement and register, to enhance effects and clarify meaning | Proof-read for spelling and punctuation errors |

**Marking spelling** *(in English lessons and across all subjects)*

* Identify misspellings using stage 1 to 4 from the hierarchy below
* Identify no more than five words in a piece of writing for pupils to correct. In Key Stage 1 this should primarily be a focus on the common exception words.
* Children should be given time each day to make corrections to spellings from the previous day, using classroom resources for support e.g. *working wall, word mats, spelling lists, phoneme chart, dictionaries.* Where appropriate recurring inaccuracies in spelling should be practiced by writing it correctly 3 times below the work.

For example: said \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Stage** | **Teacher Action** | **Example** |
| **1** | Highlight the error the child has made within the word for the child to correct using pink highlighter. | I went on the trayn.  Dont rush! |
| **2** | Underline the word where the error has been made. The child will need to identify the error before correcting it above in red pen. | I went on the trayn.  Dont rush! |
| **3**  (yr3/4) | Use a symbol or highlight in the margin to show that there is an error on that line. The child will have to look carefully along the line to identify the error before correcting it.  Sp – spelling  P – punctuation | SP I went on the trayn.  P Dont rush! |
| **4**  (yr5/6) | Write a general reminder for children to check spellings at the end of a paragraph or block of text. This is suitable for independent work to use for assessment. | Check your spellings |

**Phonics**

All phonic lessons will be evidenced via Tapestry with the lesson focus clearly stated. Any children identified by the teacher to need additional support with the day’s learning will complete a short same-day ‘keep up’ session to revise the learning.

**Maths Marking**

* A whole class reflection sheet is to be used each lesson that identifies misconceptions that will need to be remedied and any adaptations for future teaching.
* Any errors in calculations will have a ‘dot’ next to the answer and will be revisited next lesson/later the same day.
* All inaccurate number formations need to be circled and practiced by the child in their books. (This needs to addressed in the moment or the next day)
* Presentation and the recording of mathematics need to demonstrate the highest expectations. (Eg. Children to use a ruler when constructing graphs, in measure and geometry) Work that is not presented to the highest standard is to be completed again, this may be part of the work but needs to model the highest expectations we aim for.

**Marking annotations across school in all subjects**

The table below outlines the marking annotations that will occur across school for all subjects. By having consistency in our marking annotations, we are enabling children to become more independent in their revisions as they progress through school. In Key Stage 1 and lower Key Stage 2, the children will be taught and supported with their revisions and editing before completing this with independence in Year 5 and 6. Teachers will use their knowledge of the children in their class to judge the amount of support needed in this process and provide accordingly. (A copy of this is to be visible in classrooms – see appendices)

|  |  |
| --- | --- |
| Annotation | Meaning |
| nice | Choose a better word |
| // | New line/paragraph needed |
| Λ | To indicate something is missing |
| O | Where a capital letter should/shouldn’t be  If a letter or number is reversed |
| Highlight/\_\_\_\_ /sp | Spelling error (linked to feedback stages) |
| p | Punctuation error (linked to feedback staged |

It is the responsibility of all staff to implement this policy immediately (Autumn 2 – 2023). This is following the implementation of a revised policy in September 2023. Monitoring has indicated that there is a lack of consistency in addressing misconception, therefore impacting on a child’s attainment and progress. In response the school needs to collectively:

* Set higher expectations which consistently inspire, motivates and challenges children
* Promotes good progress and outcomes by children
* Demonstrate good subject and curriculum knowledge
* Plan and teach well structed lessons, consistently ensuring misconceptions in a child’s learning are remedied in a timely way.
* Adapt teaching to respond to the strengths and needs of all children
* Make accurate and productive use of assessment

*(Teacher Standards; DFE*)

Signed………………………………………. Dated…………………….. (Headteacher)

**Whole Class Feedback Sheet – Shared Read** (one sheet per text)

Book and Lesson Number:

Date:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Celebrations | | Assessment and Response | |
|  | |  | |
| Step 1: Read / Vocabulary | | Step 2 & 3: Model / Practice | |
|  | |  | |
| Step 4: Step Apply | | Misconceptions  (to be addressed in future lessons) | |
|  | |  | |

**Whole Class Feedback Sheet – English**

Learning Objective(s):

Date:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Immerse*** | ***Analyse*** | ***Plan*** | ***Write*** |
| Celebrations | | Assessment and Response | |
|  | |  | |
| Spelling and/or Phonics  (year group expectations) | | Grammar and Punctuation  (year group expectations) | |
|  | |  | |
| Handwriting, presentation and attitude to learning. | | Misconceptions  (to be addressed in future lessons) | |
|  | |  | |

**Whole Class Feedback Sheet – Mathematics:**

**Learning Intention(s):**

**Date:**

|  |  |
| --- | --- |
| **Celebrations** | **Assessment and Response** |
|  |  |
| Misconceptions: | Presentation: (Using rulers,  numbers in squares, formation of numbers, setting out calculations) |
|  |  |

|  |  |
| --- | --- |
| Annotation | Meaning |
| nice | Choose a better word |
| // | New line/paragraph needed |
| Λ | To indicate something is missing |
| O | Where a capital letter should/shouldn’t be  If a letter or number is reversed |
| Highlight/\_\_\_\_ /sp | Spelling error (linked to feedback stages) |
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**Marking annotations across school in all subjects**