



Feedback and Marking policy

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At the St Mary and St Peter's and Shepton Beauchamp, we believe that feedback and marking should be a process in which children's learning and attainment will improve. Feedback and marking should provide constructive feedback to every child.

The intent of feedback and marking is to support the next steps in learning for all our learners. The main intent is two-fold:

- Our policy is designed to enable pupils to become reflective learners with a positive attitude to making the next steps in their learning.
- Feedback and marking informs planning and individual targets for learners and is integral to our approach for our Core 5 Small School Teaching Approach.

A pragmatic view which takes into consideration evidence-based impacts on learning alongside the impact on teachers workload has informed the development of this policy.

WALTs

Where learning objectives are shared, children's learning, motivation and achievement can be significantly improved. It is essential that children know what they are learning and how.

- Learning objectives are known to all children as a WALT (We Are Learning To).
- WALTs must be in child-speak e.g. 'to explore narrative order and identify and map out the main stages of a story' becomes 'to order my own and other stories'.
- WALTs should be written so the children know what they are learning in each session and not what they are doing. They are often skills based. Example: WALT: Write the opening of our story using adverb openers.
- The WALT for the lesson will be in the children's book. This must be glued in neatly or written neatly and underlined with a ruler where appropriate.
- How and when the WALT is shared may vary but the WALT within the lesson must be clear in your planning.
- Success criteria are used for literacy, maths and topic where appropriate. In topic, 'questions are used' to frame the children's learning and the objective. They can be created before the lesson by the teacher to support key learning points or during the lesson with or by the children so that they know how to achieve the WALT. It is important that the success criteria is a shared understanding so they children know how to achieve the WALT.

Marking and Feedback

Marking should provide feedback and be constructive for every child, focusing on success and improvement needs against WALTs; enabling children to become reflective learners and helping them to close the gap between current and improved performance.

- Marking should be purposeful and is used to further the children's learning. Feedback should be **actionable**, that is the advice to support and encourage children to improve their understanding further or provides further information upon which the teacher can probe the mastery of a skill. This can take the form of a question, correction or small task.
- All learning should be marked as soon as possible after the lesson. Books should rarely be returned to children without feedback given. This may be an acknowledgement mark, written or verbal, and may be on an individual, group or whole class basis.
- Where a piece of writing in Year 2 and Year 6 is used as an independent piece to inform teacher assessment against the national assessment framework, this may be returned without feedback from an adult. However, we do encourage peer feedback to support pupils to improve their writing in these assessed pieces of work. Teachers may add a target next step when completed for next piece of writing.
- In writing the success criteria should form the basis of the marking. In maths individual questions should be marked alongside annotations on the success criteria. Where there are errors in maths questions, the teacher can select which questions the pupil needs to independently correct or may choose to provide adult support in an intervention or in the following lessons.
- High standards of presentation and effort should always be expected. Expectations will be outlined at the start of every school year and reinforced at the start of each term and wherever necessary thereafter. Our presentation expectations are visually represented on the front of all pupil books.
- Adequate time should be given for children to **read, reflect and respond** to marking/feedback. Evidence (EEF research) shows the impact of this approach therefore we timetable **Reflection** sessions (**Dedicated Reflection and Improvement Time**). These run at the start of the day or the start of the related lesson.
- Marking should inform future planning and individual target setting.
- Children should self and peer-mark wherever possible. TAs should mark work from their guided group sessions indicating to teachers the level of support needed.
- It is understood that it is not appropriate for certain tasks to be marked beyond acknowledgement marking and that 'deeper marking' will be completed only where it moves the learning on and in more in-depth writing sessions.

Marking and Feedback Strategies

Verbal feedback and teacher discussion

This strategy provides more immediate response to marking and can be both highly personalised and time efficient. Where this approach is used the adult (or child) records VF to evidence the discussion. The child can action the changes to their learning in the moment.

Acknowledgement mark – a quick pink tick/green arrow against WALT

This type of marking provides the teacher with the feedback needed to re-sculpt the following session(s) in the learning. It also provides encouragement and recognition to learners that efforts are noted. If the pupil has met the WALT a pink tick will be used. If they have not met the WALT a green arrow will be added with relevant next steps to support in meeting the WALT. Where appropriate to the task, acknowledgement marking will also address the most appropriate six spelling or grammatical errors.

Deep marking – Actionable feedback

This type of marking provides incisive response to the areas of the success criteria which have been demonstrated and areas for reconsideration or improvement. This stimulus provides guidance on which the children are expected to act.

Frequency

All work is to be at least acknowledgement marked.

Each child is to have a piece of written work and maths deep marked **at least** every week and in a week where the child is writing an extended piece, this should be daily for each section of the writing.

Shared marking – a useful strategy

The class teacher may use a piece of work from a child to mark as a class. This strategy will be used to model the marking process and teach particular points at the same time.

Peer marking/self-marking

There should be a progression in peer marking across the school starting with verbal feedback in the early years, moving to recorded feedback by the end of KS1, to more formal comment marking in KS2.

- Children will be trained to do this, through modelling with the whole class and watching the paired marking in action.
- 'Ground rules' (e.g. listening, interruptions, tact and confidentiality, etc.) will be agreed.

- Children will be asked to point out successes or find aspects of the toolkit within the work and then suggest ways to improve the piece.
- When self-marking, children will underline their successes (from the success criteria) with a pink pencil or pen. A ruler must be used.
- If the children are giving a partner written feedback, they must follow the teacher's marking as a model.
- If a maths activity is 'closed' e.g. solving addition and subtraction calculations, marking should be completed by the children at KS2 so that they receive immediate feedback on their successes.
- Class teachers will encourage a dialogue between children rather than taking turns to be the 'teacher': they should discuss each other's work together (e.g. 'I think this sentence really shows how that character feels, what do you think?' Further embedding our Oracy21 approaches)

Quality marking

- All work should be marked. Deep marking should usually use the success criteria to show what has been achieved and what the next steps for editing are.
- The marking code displayed in classrooms and discussed with pupils.
- Coloured pens must be used. Teachers use **pink** and **green** highlighters and **black** pens to mark. Any written feedback from an adult should be completed in **blue** pen and indicated with a **pink** or **green** dash the specific **praise/next step needed**
- Pupils use pencil or **blue** pen to write and pupil improvements are made in **purple pen or purple pencil** (KS1)
- **Pink highlighter** under the word/phrase for learning that meets the success criteria/WALT
- **Green highlighter** for '**Go for Green**' to show an area that needs editing.

Supply Teachers

- PPA/Supply teachers are expected to mark in line with the school policy, using the Marking Code as guidance.
- Supply teachers will be provided with a guidance sheet by the school office.
- All staff marking is to be in black pen.

Guidelines for the Presentation of Children's Work

All children should be reminded that all learning in books should be their very best effort and of the highest standard they are able to achieve.

- Children should begin to write in pen when their handwriting is of the correct size, joined and fluent, in line with the National Curriculum expectations. Only school handwriting pens are acceptable.
- Maths work should be completed in sharp pencil only.
- Worksheets, if used, should be trimmed to fit the book and glued in flat. However, where it is helpful to understand the context of a pupil's learning, question sheets / tasks should also be glued in.
- In maths books children must be taught to be put one digit or symbol per square to aid place value understanding. The exception to this maybe writing fractions in UKS2 or the completion of a bar model / part –part – whole model with large numbers in UKS2. Decimal points are to placed on the criss-cross and the same for double dots for time.
- All work should be dated and may be as part of the success criteria. This can be typed.
- All written headings (date and WALT) should be underlined with a ruler drawn pencil line (supported at KS1).
- Wherever it is sensible, the children should be taught to fill each page.
- Children to use a purple asterisk or symbol for work they deem needs editing.
- Mistakes should be crossed out using one line. The use of rubbers is discouraged. Incorrect answers in maths books must never be rubbed out as they provide an insight into misunderstandings.
- Lines and diagrams must be drawn using a sharp pencil and a ruler.
- The children must be encouraged to follow the agreed school handwriting style – Penpals to be introduced from September 2024.

EYFS (Summer 2) and KS1 toolkit/success criteria example:

Wednesday 4th September 2024

WALT: Retell and sequence the story of Goldilocks and the Three bears and write a simple sentence.

The class worked together to retell and sequence the story of the Threes using actions and images. We used puppets and masks in the story telling area. We then wrote a sentence about the story.

SPAG:
Can you add the full stop?

The dog was wet

I was in the zone. 	 Capital letters	 Full stops	 Finger spaces
My teacher thinks...			

KS2 success criteria example:

Until I met Dudley Success Criteria

I have...	Me	Partner
Explained how something works		
Sequenced events in order		
Included <u>conjunctions</u> Because, so, when, if		
Included time <u>adverbials</u> (Then, next, first...)		
Used adverbs and adjectives to give more detail		
Used technical vocabulary (word bank)		
Used a comma for a list and exclamation mark.		

My next steps:

Until I met Dudley Success Criteria

I have...	Me	Partner
Explained how something works		
Sequenced events in order		
Included <u>conjunctions</u> Because, so, when, if		
Included time <u>adverbials</u> (Then, next, first...)		
Used adverbs and adjectives to give more detail		
Used technical vocabulary (word bank)		
Used a comma for a list and exclamation mark.		

My next steps:



Foundation Stage Marking Code

I Independent work

T/TA Support given by adult (plus adult's initials if TA)

😊 Effort

-I/you haven't shown this yet (when appropriate) (From Summer term)

- Learning objective / WALT / Toolkit

VF - Verbal feedback given on every piece of work and 1 deep mark annotation per week.

Independent Polishing Responding to feedback- Developmental decision of teacher when to introduce

Marking Codes



WALT Learning Objective

G Guided group work

T/TA Support given by adult

VF Verbal Feedback given

ST Supply teacher

I when switching from a Guided group to independent work

If there is no code the learning is independent

TOOLKITS/success criteria

Pink dash (-) secure understanding

Green dash (-) I/you haven't shown this yet

NEXT STEPS/DEEP MARK

An area identified to improve/refine or add to

or

A question to challenge or probe

FIND AND CORRECT: (Positioning as per teacher judgement)

SP Spelling

// New paragraph

P Punctuation