



THE GREEN LEEK FEDERATION FEEDBACK POLICY

1. INTRODUCTION

Effective marking and feedback is integral to good teaching and learning processes by empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. Feedback includes both oral and written forms from adults, peer assessment strategies and self-assessment.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to effective marking and feedback at All Saints' and Burton Green CofE Academies.

It should be read in conjunction with the federations Assessment and Target Setting policies.

It has been produced and agreed by the whole staff in order to ensure a progressive and consistent approach to feedback throughout the federation.

2. AIMS AND OBJECTIVES

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners

Effective marking and feedback aims to:

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

3. PURPOSE

As a result of feedback and marking:

- Teachers should have the information about pupil progress that enables them to adjust future planning, records and reports.
- Pupils should be clear about what they have attained and achieved, and how they can improve their work.
- Pupils should feel positive about their learning, recognise their achievement and feel confident to move forward towards the next step in learning.
- Parents are informed about their child's progress during formal and informal opportunities to view their child's work.

4. PRINCIPLES

Five types of marking and feedback occur during teaching and learning at our schools.

i). **Teachers' well considered timely intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given 1:1 with a pupil or in a group. For younger pupils this can be noted down to record the feedback and response process.

ii) **Light marking of work** acknowledging and recognising achievement of the lessons learning intention, completion of pupils work

iii) **Ongoing developmental marking** in which incisive feedback on attainment of targets, progress towards targets set and next steps in learning is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

iv) **In depth developmental marking** where individual targets are set that take into account pupil's achievement of basic skills and structural/ conceptual development opportunities that will be met in the forthcoming unit of work.

v) **Self-assessment and peer assessment of the attainment and success of a piece of work.**

5. PROCEDURES FOR MARKING.

All feedback and/or ongoing developmental marking should be completed during the learning opportunity when working with a group (oral feedback) or as soon as possible after the learning. Marking should be ready for the child to respond to at the start of the next lesson in that subject area.

- All marking is to be carried out in green pen
- All marking is to be done in a clear legible hand aligned to the school handwriting script.
- The marking code is to be followed in all cases.(see Appendix 1)
- The marking code should be accessible to all pupils in the learning environment
- All pupils' work is to be at least light marked by Teacher or Support Staff.
- In both Mathematics and Literacy at least 1 piece of work per pupil should be ongoing developmentally marked at least twice per week.

5.1 Light Marking

- Children from Year 2 onwards should record the ' learning intention' at the start of each piece of written work in mathematics and literacy. If the child fully achieves the learning intention this should be highlighted in green, if it is partly achieved it should be highlighted in orange. If the learning intention is not achieved then it should be left clear. In Reception and Year 1 the teacher should show whether the learning intention is achieved by recording LI at the start of the work and highlighting it in the appropriate colour.
- Most light marking is summative marking which usually consists of ticks and marks to show a correction is required and is appropriate for closed tasks or exercises

5.2 Ongoing developmental marking:

- Individual targets are set as the result of marking a 'cold task'. These are a combination of basic skills that would make a significant difference to the progress a child is able to make in each piece of work. e.g. punctuation, spelling, vocabulary number bonds, and knowledge and skills that will be met in the forthcoming unit of work.
- Teachers should use agreed symbols to show a pupils attainment of targets set.
- Next step symbols should be used with a short, precise phrase to show what the child needs to do next to make further progress towards their target.
- Comments should always be short, precise and easily understood by the child.
- Time should be given at the beginning of each lesson for the child to read and respond to their feedback.
- Children should be asked to respond to feedback to show that they have read and understood it or to use feedback to develop skills further or reflect on their learning.

Pupil response:

- May be as simple as initialling the comment to show it has been read;
- Writing out a misspelt word 3 times;
- Inserting an improved word, phrase or sentence;
- Writing a sentence with correct grammar or punctuation;
- Re-working a mathematics answer;
- Improving/ redrafting a longer piece of writing;
- Responding to the next step in the next piece of work;
- Where a short pupil response is required this should be written in a cloud shape drawn by the teacher.

- Whatever the expected response an appropriate amount of time should be planned by the teacher to enable the child to respond. This may be short or may be a whole lesson for an improvement, redrafting task.

5.3 Indepth developmental marking

- Cold tasks may take place in literacy or mathematics prior to teaching a particular unit of work. In cold tasks teachers will mark against success criteria for a particular genre of writing and progression of skills in writing reading or mathematics. As a result of marking specific individual and group targets will be set to be achieved within the time span of a unit of work.
- At the end of the unit of work children will complete a hot task away from the point of teaching. Teachers will mark this against the targets set in the cold task using agreed symbols. Attainment against targets will be recorded and progress measured.

5.4 Self and Peer Assessment

- **Self-marking:** when possible, children should self-mark closed tasks, individually, as a group, or as a class.

Pupil ownership of their own learning progress, personal targets and knowledge of next steps in learning are essential and effective aspects of marking.

- **Peer Assessment-** pupils working together collaboratively in a supportive manner to identify achievement against targets and to inform ways in which each individual might improve their work.
- **Self - Assessment-** pupils are encouraged to evaluate their own achievement against their targets and to redraft certain aspects to improve their work. Redrafting should be shown using a purple pen.
- **A Traffic Light** system is used by pupils in Key Stage 2 and as appropriate in Key Stage 1, at the end of the lesson to indicate to teachers how challenging they found particular tasks linked to BLP zones.
- **Building Learning Power-** Pupils are encouraged to monitor the challenge in tasks set in order to move towards activities with greater challenge and inform the teacher of progress. They evaluate challenge using comfort, stretch and stress zones.
- **Alternate lines-** In order to support self-assessment pupils should write on alternate lines when appropriate. This allows them to edit work and add improvements during the course of lessons.

6. RESPONSIBILITIES

It is essential that feedback and marking methods are understood by all staff and pupils and are consistent throughout the schools. Teachers retain overall responsibility for the marking of all work. Teachers use a combination of strategies including oral feedback, writing comments, using agreed routine conventions, planning opportunities for children engage in self-assessment and to collaborate in peer assessment. Teaching Assistants receive and respond to work produced by groups for whom they responsible, using agreed conventions and short positive comments.

7. MARKING CONVENTIONS

7.1 Marking exercises which are correct or not.

a) Mathematics

Correct answers tick

Incorrect answers * to allow corrections to be made,

Incorrect answers should be crossed out neatly to allow analysis of mistakes and corrections.

Corrections are marked with a tick and C.

b) English

Learning intention highlighted- green fully achieved, orange partly achieved, blank not achieved.

Structure

Work should be marked against planned learning intentions / individual targets

The level of specific attainment within the text is acknowledged using the following symbols:

Tick indicates use of learning intention skills or knowledge e.g. paragraph/ level/ type of vocabulary use, some punctuation.

Very good use double tick.

Missed opportunity indicated by inverted V.

Convention for errors should be used consistently.

Spelling

Spelling is marked in all written work. Incorrect formation of letters and copied words in dates, titles and learning intentions are corrected.

In the Foundation Stage emergent writing is under scribed in order to provide a correct model.

In Key Stage 1, 3 high frequency words are corrected in each piece of work, in Key Stage 2 5 words. The incorrect word is underlined, corrected above the word. When appropriate, it is then written in a cloud underneath the work and children should be encouraged to copy words accurately 3 times.

Punctuation

Punctuation is marked in each piece of work linked to relevant learning intentions and a child's individual learning target, the teacher circles the omission or error.

c) Science and Foundation Subjects

Spelling and punctuation skills are corrected in all written work in line with English guidelines. Content is marked against learning intentions..

Music, Art, P.E.

Oral feedback is given against learning intentions. Observations are recorded on class assessing without levels records.

7.2 Level of Adult Support

Teachers may indicate the level of support received by the child to produce written work. I indicates independent. AS indicates adult support. GR may be recorded in guided reading books and/ or individual reading diaries to indicate participation in Guided Reading.

7.3 Achievement Systems

Teachers use stickers, merit or house points to reward good achievement and /or attainment.

7.4 Reading Diaries

Teachers and teaching assistants record pages read and make comments related to progress. Volunteer helpers record pages read and short motivational comments e.g. Well done, Good reading. Guided Reading is also recorded.

7.5 Acknowledgement marking

Staff acknowledges that work has been seen but not commented on by recording an initial and date and that oral feedback has been given by recording OF in a circle.

d) Home Learning

In Mathematics the same conventions should be used as within the school day.

Topic work should be collected regularly to see that tasks have been completed. All home learning should at least be acknowledged by the teacher. At the end of a topic the teacher will write a positive supportive comment that acknowledges the amount of effort, time and care that has been put into the work. House/ merit points are awarded for the receiving on time of all home learning tasks. Additional house/ merit points are given related to the level of achievement.

8, INCLUSION

Marking should recognise the achievement of all children who may find specific or general aspects of learning more difficult. Comments should be encouraging, paying due account of the need to develop confidence and self-esteem.

These guidelines are applied to the work of all children irrespective of age, race, gender or ability whilst being mindful of individual learning, personal and emotional needs.

9. MONITORING AND REVIEW

The effectiveness of making procedures is reviewed annually by the staff in order to ensure effectiveness. The policy will be reviewed formally in line with the rolling program of policy review.

Reviewed February 2022

Next Review February 2025

Green Leek Marking Code

<u>Code</u>	<u>Explanation</u>
hp mp 😊	Good effort. House point / merit / sticker
✓	Maths - correct answer Evidence of LI achieved
✓✓	Very good evidence of LI achieved
LI highlighted: green orange blank	LI achieved well Working towards LI LI not achieved
<u>Word underlined</u>	Spelling mistake
~~~~~ (wiggly line)	This part of the sentence does not make sense/ tense error
O (circled part)	Literacy - punctuation error Maths - calculation error
.	Incorrect answer
^	Missing words
//	New paragraph needed
✓C	Correction made
↗	Next step
Date/LI/Title?	No date/LI/Title on work
AS	Adult support
I	Independent
T	Evidence of target
OF	Oral feedback given
V	Good vocabulary

Talk	Talk to an adult about this
P	Incorrect person