



Marking and Feedback Policy

Introduction

At Chapel St Leonard's Primary School, we believe that all children are entitled to regular and meaningful feedback on their learning. When marking children's work, the age of the children needs to be taken into account to ensure that they are able to understand and act on the feedback given. It is also important to have consistency in the marking symbols used by individual teachers so that the children continue to build on learning as they move through the school.

Aims

Marking and feedback in our school should:

- show that we value their work and encourage them to do the same.
- boost their self-esteem and aspirations, through use of praise and encouragement.
- provide them with a clear picture of how far they have come in their learning.
- offer them information on the extent to which they have met the learning objective.
- promote self-assessment and peer assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others.
- be consistent within key-stages.
- provide a basis both for summative and for formative assessment.
- provide the ongoing assessment that informs our future lesson-planning.

Evidence of effective marking and feedback

The process of marking and offering feedback should be a positive one which allows children to know how successful they have been with their learning. Equal emphasis must be on teacher workload: the evidence around the impact of marking and feedback will be taken into account.

The latest EEF Guidance on Marking and Feedback (2021) suggests that:

- Feedback is best through a range of strategies: written and oral, 'on the spot' feedback and interventions that follow an activity
- Low attaining children and children who are classified as disadvantaged, respond to explicit feedback
- Children require clear and actionable feedback to employ metacognitive strategies as they learn which will inform their understanding, indicating to them which strategies have been effective

The Evidence Based Teaching in Practice suggests that to achieve outstanding teaching and learning six stages should be considered. These stages describe an effective learning cycle of which we have based our marking and feedback policy on, enabling pupils to close gaps in existing knowledge and build new understanding in a comprehensive, long-term way.

The below table shows an overview of the six stages:

Process		Specifics
0	<p>Setting the scene: This is creating the right context for learning before it begins: learning spaces, attitudes to learning and behaviour. <i>Students who have a growth mindset achieve, on average, higher than those with a fixed mindset.</i> Carol Dweck, 2019</p>	<p>Classroom Environment: Classrooms should be organised, accessible, attractive spaces that value children and learning. They should reflect our professionalism and encourage calm, focused learning.</p> <p>Behaviour: Strong relationships based on positive reinforcement are fundamental. Children need to feel safe and relaxed in order to learn. They must have a high level of trust in adults.</p> <p>Mindset: we know from neuroscience that all children have potential and can improve through practice – our intelligence isn't fixed.</p> <p>Expectations: Teachers need to have high expectations for all pupils and believe in their capacity to succeed. They need to ensure that the language and behaviours don't limit pupils.</p>
1	<p>Prior knowledge: New learning builds on what we already know. Teachers need to help pupils remember and connect with what they already know about a topic before teaching anything new.</p>	<p>Assess and update prior knowledge: By helping children bring existing knowledge to mind, we reinforce it and lay the foundations for new knowledge to be learned.</p> <p>By knowing what our children know, we can effectively plan to fill gaps and teach them meaningful next steps. Ongoing assessment is therefore a vital step to inform teaching.</p>
2	<p>Presentation of information: The way new knowledge is presented will depend on how successful learners are and how effectively they can access it.</p>	<p>Prior knowledge: Links to prior knowledge are essential</p> <p>Working memory limits: Working memory is limited so the sequence of learning should give knowledge in small chunks</p> <p>Big picture: Children need specific instruction to understand links between their learning journey. They need to see the long-term, as well as short-term, goal.</p> <p>Multi-sensory approach: Teachers must have an understanding of different approaches to learning.</p> <p>Link abstract to concrete: Learning must engage abstract ideas through our understanding of the concrete world. Teachers should support children in understanding new concepts by relating them to things they can more easily imagine</p>
3	<p>Challenge: The extent in which children are meaningfully stretched to deepen understanding makes connections and pathways. This connects new and prior learning together, so children know more and remember more.</p>	<p>Agile teaching: The way that children respond to learning is never entirely predictable therefore teachers should not stick rigidly to the lesson plan but should continually assess pupil's outcomes and responses to adapt the learning.</p> <p>Challenge is supported through a range of methods detailed below</p>
4	<p>Feedback: In any learning process in which children engage in new knowledge, mistakes will be made, and possible misconceptions may occur. Feedback is vital in allowing children to reflect, review, adjust and improve their learning to correct misconceptions</p>	<p>Effective Feedback: Effective feedback needs to be precise and timely. Feedback should involve opportunity for pupils to apply thought or practice to improve outcomes over time. Feedback should not simply tell children what to do.</p>
5.	Repeat:	Types of repetition:

	New learning has to be repeated and reinforced for it to be truly remembered and understood. Pupils will rapidly forget knowledge unless they reengage with it several times.	Throughout feedback, we have included a range of ways to repeat learning. Teachers select knowledge based on previous formative and summative assessments. Recall of information that is most suited to the subject matter is selected to regularly practice and become automatic knowledge.
6.	Reassess – return to stage 1	

Our marking approach

Our marking policy is designed to engage children in the Evidenced Based Teaching in Practice approach to allow success for all children. Our marking practice informs children on the success of individual learning. Teachers and leaders use the assessments to evaluate and amend lessons and sequences, with an aim to maximise learning and progress for all children.

Process 1: Prior knowledge is identified through our curriculum assessment grids. Teachers may assess knowledge in some subjects at the start of the unit of work using a range of approaches:

For example (this list is not exhaustive):

- Vocabulary quizzes
- Odd one out activities
- Wrong answer
- This is the answer, what is the question?
- KWL grids
- If/Then statements

Process 2: Understanding of children’s prior knowledge is essential and children will understand why they are completing the set work. Teachers will have knowledge of the children so they can make links between abstract and concrete learning.

Process 3: Formative, child-led assessments are regular and allow teachers to refine lessons and sequences to ensure learning is maximized for all children.

This may include (this list is not exhaustive):

- Use of mini-whiteboards
- End of lesson low-stakes quiz
- Targeted questioning
- Self and peer assessment
- 1:1 conferencing

Process 4: Initial feedback will usually be given by using our three tick system. This allows children to see if they have achieved the learning objective and identifies the children who are in need of additional support or intervention.

Number of ticks	Meaning
✓	The learning objective has not been met and more support or intervention is needed.
✓✓	The learning objective has been partially met or met with adult support. Additional support, recap or intervention should be considered.
✓✓✓	The learning objective has been met fully

Children who have been formatively assessed in lesson by the teacher and seen to be struggling with learning will be

identified. Their learning will be targeted to ensure the knowledge is understood to be able to move on with the sequence of learning. This may be done as a whole class, as a small group or individually.

Process 5: Knowledge recaps remain an integral part of the learning process for children. At the start of lessons, teachers will remind children of previously knowledge to aid long-term memory and learning pathways to be developed. This may look different in each lesson:

For example (this list is not exhaustive):

- Fluent in 5 (a recap of 5 previously learned questions)
- Recap and recall questions from last lesson, last term, last month and last year that link to key concepts for the lesson
- Odd one out activities
- Wrong answer
- This is the answer, what is the question?
- If/Then statements

How is this recorded?

Teachers should use the marking code (see appendix 1) with **green pen** to identify **strengths** and **pink** to identify **areas to work on**. Teachers may underline or tick particular strengths in **green pen** or targets in **pink pen** which are specific to the child. Children understand if they have been successful based on the three-tick system which is recorded next to the Learning Objective:

- ✓ The learning objective has not been met and more support or intervention is needed.
- ✓✓ The learning objective has been partially met or met with adult support. Additional support or intervention should be considered.
- ✓✓✓ Learning objective is fully met.

If an intervention can close the gap for individual or a small group of children after the lesson, they will receive intervention which will be marked with an intervention stamp (see appendix 1).

A basic standard of spelling, punctuation, grammar and handwriting **should** be insisted on in every piece of work. When work is finished, children should check for missing words or punctuation, or check spellings when they read it through. Children should be expected to correct a maximum of three common spellings in any piece of work. These will be indicated by the teacher by using the correct marking code. Work that children are asked to correct should take into account the child's ability, but any misspelt high frequency words or key words given should be spelt correctly as a minimum.

The school has guidelines that apply to all pieces of work in each key stage e.g. basic grammar and punctuation must be included (see appendix 2)

Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objective and the success criteria or process for the task right from the outset. Whenever possible, marking and feedback should involve the child directly. Where possible, for all children, feedback is oral and immediate. In addition, children are taught to assess their own work and reflect on their learning using the three tick system (see appendix 3).

Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work. Children should be encouraged to edit and assess their work ahead of final marking. This helps the children to self-reflect at each step of the learning process.

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Once marking has been completed children will be given the opportunity to respond to the marking to close any gaps in learning, using a purple pen. This may involve them:

- Self-correcting work or redrafting
- Extending work or receiving a challenge. Examples may include:
 - A **reminder** prompt
'What else could you say here?' 'Can you...?'
 - A **scaffolded** prompt
'The man was happy so he....'
 - An **example** prompt
'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes'











When children have responded to marking their contribution will be acknowledged by the teacher before the next piece of work is marked (green tick).

Our Marking Code

Green is good

Pink to think

Purple is power

	<p>The work is correct In writing where the child has used elements of the success criteria or the success criteria has been met</p>
	<p>This is incorrect Correct your work.</p>
	<p>Assessment of the Learning Objective  more support needed  nearly achieved the objective  fully achieved the objective</p>
<p>p tuesday p what day is it today</p>	<p>Incorrect use of punctuation or punctuation missing Correct your work.</p>
<p>sp</p>	<p>Spelling mistake Practise the key words underneath the piece of work. 3 times each.</p>
<p>g</p>	<p>Grammar mistake There is a grammar error on the line marked which needs correcting</p>
<p>The <u>boy were</u> eating his dinner.</p>	<p>Area to improve your work Look for the pink arrow</p>
<p>SPB</p>	<p>Initials of teacher (if not usual) or TA</p>
<p>Supply/Student</p>	<p>Lesson was delivered/marked by a supply teacher or student</p>
	<p>Verbal Intervention A prompt or reminder has been given to the child during their independent work by a teacher or TA</p>
	<p>Support This piece of work has been completed with the support of an adult.</p>
	<p>House Point You have been awarded a House Point for excellent effort or achievement</p>
	<p>Intervention</p>

	An intervention has happened to support you with the next step of your learning
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Appendix 2

Presentation Expectations of Children’s Work

1. A new page is used for each piece of work in exercise books
2. When using plain paper for display or in plain paper books a line guide will always be used.
3. No felt tips in books, coloured crayons to be used.
4. Corrections: one neat line using a ruler for corrections ~~with~~
5. No rubbers in Key Stage 2.
6. Handwriting pens in Key Stage 2 for those who have earned their pen license.

Date:

L.O:

Child Assessment			Teacher Assessment		
✓✓✓			✓✓✓		
Independent	Group	1:1	Adult support	Resources/aids	Paired work



DUMLUMS



How we start our learning



D- Date Write the date neatly at the top.



U- Underline Underline the date with a ruler.



M- Miss a line Leave one clear line underneath.



L- LO Write the Learning Objective.



U- Underline Underline the LO with a ruler.



M- Miss a line Leave one clear line.



S- Start Start your work neatly on the next line.



★ *Neat work shows pride in learning* ★

