


St Thomas More Catholic Voluntary Academy



Love One Another as I have Loved you

John 13:34

Marking and feedback policy

Policy Date:	Jan 2021		
Policy Review Date:	Jan 2022	Charlotte Crosse	
Ratified by Governing Body:			
Dr Clare Macdonald			

Marking and Feedback Policy

Our policy for marking and feedback at St. Thomas More Catholic Voluntary Academy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work. Adults should not take this responsibility away by doing the thinking for the pupil.
- Marking should be clear to pupils according to age and ability and should use the agreed marking symbols
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- Children must be given appropriate time to respond to feedback to have maximum impact on learning
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Within these principles, our aim is to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons

The DfE's expert group emphasises that marking should be: **Meaningful, manageable and motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Providing Feedback to pupils

At St. Thomas More Catholic Voluntary Academy we believe that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning.

Throughout independent learning stages of a lesson, the class teacher and teaching assistants will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required.

Rapid and responsive interventions may also be used and could be delivered by teachers or teaching assistants. These may take the form of a pre-teach, in-lesson intervention and/or a post-lesson intervention.

Marking may take place at this time too – showing the children the successes they have achieved and giving extra direction to support or extend learners.

	What it might look like
<p><i>Live feedback</i></p> <p>Next step ‘in the moment feedback’</p>	<p><i>Whilst pupils are working the teacher circulates and gives feedback on their work by asking questions or giving hints or through modelling and scaffolding next steps. Pupils review and correct their work immediately.</i></p> <p>Includes teacher gathering feedback from verbal responses, mini-whiteboards, book work, etc. Could involve individuals, small groups or the whole class. May involve further support, challenge or a change of task May re-direct the focus of teaching or the task. Teacher stops pupils periodically and marks a pupil’s work with input from the class or verbalises their thought process. Improvements / corrections should be evident in the child’s work. Could be led by teaching assistants, other adults or peers or involve self assessment</p>
<p><i>Summary feedback</i></p> <p>Mini plenaries</p>	<p><i>Mini plenaries provide an opportunity to review learning and offer feedback during the lesson or task. Usually involves groups or whole classes</i></p> <p>Teacher stops pupils periodically and reviews the success criteria, models, or verbalises their thought process and directs pupils to check their own work. Pupils should be regularly involved in marking their own work and checking and then correcting mistakes throughout the lesson. May take the form of self- or peer- assessment against an agreed set of criteria May involve strategies such as ‘exit’ questions that allow the teacher an assessment opportunity. This review feedback could</p>

	<p>take place at any point during the lesson or may occur as a plenary activity</p> <p>Teachers use the AfL information gathered and adapt the current lesson or future lessons to support children to best progress.</p>
<p><i>Distance Feedback</i></p> <p>'Assess learning after the lesson'</p>	<p><i>Takes place away from the point of teaching</i></p> <p><i>Provides teachers with opportunities for assessment of understanding.</i></p> <p><i>Includes a balance of acknowledgement marking which refers to success against the LI and 'Deep marking' which will provide more detailed feedback.</i></p> <p>Teachers may use whole class feedback to note common misconceptions and successes to inform the next lesson or to identify who needs additional teaching.</p> <p>Yellow Box Marking*</p> <p>Written comments, when used, should be clear and provide specific guidance on how to improve</p>

Peer and Self-Assessment:

From the Early Years upwards, pupils will be involved in the assessment process. We expect pupils to take ownership of their learning and have many opportunities to reflect through peer and self-assessment.

1. Teachers will share learning intentions with pupils in all lessons
2. Teachers will clarify, understand and share clear success criteria for pupils to self or peer assess against as appropriate.
3. We encourage pupils to see themselves as the 'first markers' and audience for their learning. Children should be encouraged to find their OWN mistakes and to check and improve their own work individually or with the help of a peer before showing their work to the teacher.
4. Teachers must plan for feedback to take place and should include a range of assessment types including peer and self-assessment.

Success Criteria

Children will regularly self and peer assess their work against the Success Criteria. Visual Success Criteria will be used in EYFS and Year 1 to aid understanding. Pupils in other year groups may need visual Success Criteria based on need. Children will begin to help the teacher to decide the success criteria in KS1 and will be regularly involved in co-creating Success Criteria in KS2.

Written Marking

The primary purpose of written marking is to assess the depth of learning that has taken place to inform next steps and to offer feedback to move learning forward.

The audience for the marking is the children and so written marking must be accessible according to age and ability.

All recorded work must receive feedback in some form. This could be 'light touch' e.g LI highlighted according to achievement or 'deep marking' which will provide more detailed feedback. Deep feedback provides an opportunity for the teacher to give specific feedback to the student to assist them in knowing next steps and targets for focus. Teachers give children deep feedback on identified tasks that are essential to learning.

To clearly distinguish between child and adult led marking and feedback children will self or peer assess in purple and adults will use any other colour.

Written marking and comments should be used where meaningful guidance can be offered which has not been possible to provide during the lesson itself. In the case of groups of pupils having a common need, it may be appropriate for teachers to use whole class feedback at the beginning of the next lesson, adjust planning or grouping rather than providing a written comment in each individual book. Where a child has achieved the LI and is well-prepared for the next stage in learning, this need not be annotated.

Next step tasks

Focussed and specific next step tasks can be an effective way of supporting pupils to improve their work but should be used selectively and when appropriate. Yellow Box marking* can be effective here as a way for children to respond to feedback.

There are four main types of next step task:

- 1) Scaffolding- A child has a misconception or error and the teacher provides a scaffolded response to get them unstuck and to make progress.
- 2) Find and Fix- Signposting work to improve with a clear focus. e.g Question 5 has an error in place value. Find and fix.
- 3) Consolidation- A child needs more practice, or the teacher wants to assess if they are able to demonstrate a skill independently
- 4) Further Challenge / Stretch- A child has demonstrated secure understanding during the lesson and so is offered challenge or a new context when appropriate. This challenge may have been provided in the lesson.

General Guidance

Each piece of work should be dated in the following format: Monday 7th December 2020 in all books except maths where the 'short' date will be used: 7.12.20

The date is followed by a Learning Intention (LI) clearly linked to a skill or concept e.g. LI: To use expanded noun phrases

Success criteria should be included where appropriate.

Maths – L.I. Should be clearly labelled at the top of each piece of work, either printed or written. The expectation in KS2 is that the L.I. is written into books, unless there is a need for a printed L.I., either due to need type of lesson activity.

The letters LI will be highlighted pink if the learning intention has been achieved, green if not achieved or double coloured if partially achieved or support given to achieve.

TS will indicate a teacher has supported a child to complete a piece of work and TAS will indicate that a teaching assistant has supported a child to complete a piece of work. This may be at the top of the page to show support was given throughout or at a specific part of the task to indicate support.

Children will use purple pens to 'polish' own work and when responding to feedback.

Marking in F2

As the majority of the work children do in F2 is on a 1:1 or small group basis, the vast majority of feedback is live.

Where appropriate, the LI will be highlighted pink to show the child has achieved and green to show they have not yet achieved the learning intention.

Children in F2 use Power Maths books for maths lessons. The lesson will be highlighted pink or green to show whether or not the child has met the learning intention.


Any written comments on pupils' work is for the purpose of informing other adults of the child's achievement in the lesson.


Subject Specific Guidance

RE

The Learning Intention should contain the driver words relevant to the child's age and stage of development.

The driver word should be highlighted pink to show the LI has been achieved and green if the LI has not been achieved. By highlighting the driver word, the child will become more familiar with what is required of them. In KS2 the parts of the work which demonstrate the LI has been achieved – e.g. a link has been made should be highlighted in pink to help the child see how the LI has been met.

The use of the  symbol is used in marking to require the child to respond by explaining how they feel about a particular concept or idea. (This will need explanation in words by the teacher initially) This will demonstrate AT2

The use of the  symbol is used in marking to require the child to respond by explaining their own opinion about a particular concept or idea. (This will need explanation in words by the teacher initially) This will demonstrate AT3

English

During marking of writing, symbols and letters will be used to indicate areas for improvement; a key (see appendix) will be available for all children. Symbols for marking will be introduced gradually to ensure children fully understand what each one means.

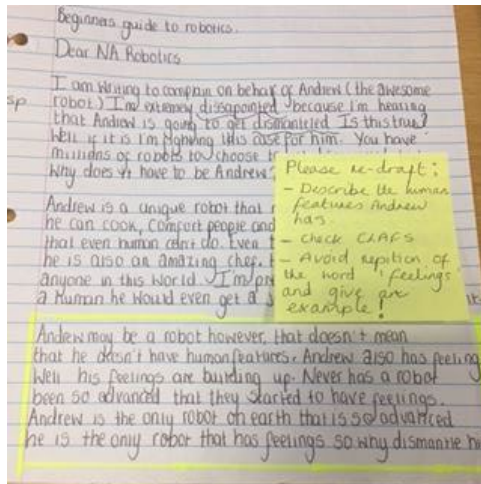
Spelling corrections will be indicated by “SP x5” the teacher will write the correctly spelt word at the foot of the piece of work and the child will then copy the word five times using their purple pen. Children must also correct the word in their work. Alternatively, the child will be asked to find the correct word from a spelling resource commonly used in the classroom. A maximum of three spelling mistakes should be highlighted in this manner. Teachers should focus on correcting words the pupil should know e.g. Common Exception Words or words with previously taught spelling rules.

Yellow Box Marking

Yellow Box Marking involves the teacher selecting a section of work to feedback on in detail. They offer specific feedback on this section which the pupil can act upon. The purpose is to enable a more precise focus on the key areas for improvement. The pupil knows where to target their efforts and improvements can be identified much more clearly to help aid pupil progress.

This type of feedback is more focussed and manageable for pupils. Instead of asking students to re-write or apply feedback to the entire response (which can be demotivating for a pupil) they only re-write the work highlighted in the yellow box whilst taking into account the teacher feedback given.

The size of the box will determine how many improvements need to be made and the technique can be used flexibly. Teachers may use more than one yellow box throughout the work to direct the pupil towards a focus e.g. the omission of question marks. Yellow box marking may be used to help a child achieve the LI or to further challenge a child who was successful in meeting the LI.



KS1 Specific

VF and a symbol from the marking key will indicate that an adult has given the pupil feedback about that skill.

EBI and a symbol from the marking key will inform a child of how to improve their next piece of work.

KS2 Specific

Year 2 and KS2

Where appropriate, teachers may choose to assign a colour to the LI or different success criteria and ask children to demonstrate that they have met each success criteria by underlining examples in a piece of work.

Where verbal feedback is given the initials VF will be written with a brief description of the feedback focus e.g. VF missing punctuation

Maths

In maths, children can mark their own work when possible. This will help them to recognise their successes and errors. Evidence shows (Black and Wiliam 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.

Errors can be talked through as a class and changed by the children. Teachers will only intervene if there are multiple errors or the child cannot see where or why they have made the mistake.

Make Feedback into Detective Work using Find and Fix method. The teacher can say, "Five of these are incorrect. Find them and fix them." Making feedback into detective work

encourages pupils to look at the feedback more closely and to think about their original work more analytically.

Children should come to celebrate errors because they lead to learning and know that, if they have a conceptual misunderstanding, the teacher will support them in a later 'intervention'.

The expectation is that teachers regularly check the Maths books and highlight the L.I.'s pink or green, according to whether the children have succeeded in their activities and understood the lesson based on pupils' own peer marking.

Spelling Journals (Years 2 to 6)

Spelling journals will show evidence of 'in the moment marking' and self or peer marking.

Phonics Books (Year 1)

Phonics books will show evidence of 'in the moment marking' and may show self-marking. There will be no distance marking.

Learning Journeys

LIs will be highlighted pink if a child has achieved and highlighted green if partially achieved or a high level of support was given.

VF in Learning Journeys books will indicate that a teacher or TA has discussed LI specific content with a pupil.

Whole class feedback may be used in subsequent lessons where appropriate to share successes and correct misconceptions.

Science (KS1)

LIs will be highlighted pink if a child has achieved and highlighted green if partially achieved or a high level of support was given.

VF in Science books will indicate that a teacher or TA has discussed scientific understanding with a pupil.



Whole class feedback may be used in subsequent lessons where appropriate to share successes and correct misconceptions.

Other points

There may also be times when learning takes place through practical activities which may result in no written recording. If a practical activity takes place, the learning objective and success criteria will still feature in the child's book and be assessed by the teacher and/or pupil. In some instances, the use of QR codes may be used to show the final outcomes.

Progress and attainment will be evaluated by class teachers on an ongoing basis and by the English and Maths leaders on a termly basis. The Senior Leadership Team and subject leaders will conduct regular work scrutiny and lesson observations to monitor that the Feedback Policy is being effectively applied and that procedures are promoting progress for all pupils regardless of ability and position.

Year 1 Marking Key

	Finger spaces
ABC	Capital letters
.	Full stops
WOW!	adjectives/adventurous word choice
	spelling
c-a-t	segmenting
+	conjunctions
HW	handwriting
piece of text	Excellent!
EBI	Even better if followed by suggestion e.g. expanded noun phrase
VF and symbol	Verbal feedback

House points, stickers or Headteacher's Sticker will be used to commend exceptional effort or achievement.

Year 2 Marking Key










I have a **responsibility** to work hard and present my work to a high standard at school in every lesson and I have the **right** to know what I am doing well and what I need to do to improve.

My teacher has the **responsibility** to provide feedback to tell me how to improve.

I have a **responsibility** to check through my teachers comments and think about (reflect) on what he/she has written. I will use the comments to improve and correct my mistakes.

I have the **right** to know how my teacher will mark my work. I have a **responsibility** to check and remind myself of the codes that are being used.

Year 1 Marking Key +

	Missing capital letter		Homophone (spelling)
	Capital letter not needed		Spelling
	Missing punctuation/word		One word, not two e.g. every thing is one word
	Incorrect punctuation used		Two words, not one e.g a lot
	Re-word/make content clearer		Incorrect verb tense/check subject verb agreement

Years 3 – 6 Marking Key

I have a **responsibility** to work hard and present my work to a high standard at school in every lesson and I have the **right** to know what I am doing well and what I need to do to improve.

My teacher has the **responsibility** to provide feedback to tell me how to improve.

I have a **responsibility** to check through my teachers comments and think about (reflect) on what he/she has written. I will use the comments to improve and correct my mistakes.

I have the **right** to know how my teacher will mark my work. I have a **responsibility** to check and remind myself of the codes that are being used.

piece of text	Excellent!	EBI	Even better if followed by suggestion e.g. adverbial
○	Missing capital letter	⊙ R	Avoid repetition of word/phrase
□	Capital letter not needed	//	New paragraph required
^	Missing punctuation/word	⌒	One word, not two e.g. every thing is one word
⊙ P	Incorrect punctuation used		Two words, not one e.g a lot
~~~~~	Re-word/make content clearer	<-P->	Punctuation in wrong place
⊙ SP	Spelling	⊙ T	Incorrect verb tense/check subject verb agreement
⊙ H	Homophone (spelling)	⊙ C	Improve cohesion e.g. add a fronted adverbial
⊙	Review this pause (add punctuation or a conjunction)		

House points, stickers or Headteacher's Sticker will be used to comment exceptional effort or achievement.