



Nyland School

Marking and Feedback

Policy

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Marking and Feedback Policy

Nyland School is committed to providing strong feedback to pupils; this feedback should be timely, specific, actionable and useful. Through marking and feedback staff should seek to identify strengths, achievements and difficulties to inform assessment and planning.

Marking and feedback intend to serve the purposes of valuing pupils' learning, helping to identify areas for development or next steps, and evaluating how well the learning task has been understood.

Staff will aim to offer as much feedback during the lesson as possible. This **immediate** marking and feedback should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

Teachers will incorporate regular 'pit stops' into their lessons to check children's current understanding and eliminate misconceptions and deepen understanding in a timely manner.

Main aims of feedback and marking:

- ❖ To feedback well is to feed forward and inform future planning.
- ❖ To improve motivation and self-esteem, by celebrating success.
- ❖ To provide additional opportunities for self-evaluation.
- ❖ To correct and assess.
- ❖ To offer immediate guidance to enable children to make more rapid progress
- ❖ To evaluate teaching effectiveness.
- ❖ To extend and challenge.
- ❖ To model and raise expectations.
- ❖ To assist with the pace of progress the children make in lessons.

Objectives:

- Children will be able to explain what teacher's marks mean.
- Children can comment confidently on their own work.
- Children can reflect on their own progress.
- Teachers will use assessment derived from marking to inform future planning.

All children have access to the guide '**What is in my book to help me improve**'. This helps children to understand the principles behind the feedback that they are given.

ALL staff will be aware of marking practices and codes. These should be displayed and referred to in all classrooms and are detailed below:

When a child works with a teacher as part of the lesson:



- Pink pen is used by the teacher to circle 'stick people' at the top of the child's work – this indicates that the child has worked with a teacher and has received instant and integrated feedback during the lesson (this does not mean that the child cannot continue to work independently).
- When working with pupils, teachers may find it useful to annotate pupils work using a pink pen during the session. Annotations should reflect the intervention and may take the form of modelling, prompting, correcting etc.
- Pink pen is used by the adult to initial pupil's work at the bottom on completion.

(When I work with a teacher, they circle two pink stick people at the top of my book. I get feedback during the lesson.)

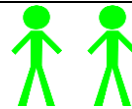
When a child works with a teaching assistant as part of the lesson:



- Blue pen is used by the teaching assistant to circle 'stick people' at the top of the child's work – this indicates that the child has worked with a teaching assistant and has received instant and integrated feedback during the lesson (this does not mean that the child cannot continue to work independently).
- When working with pupils, support staff may find it useful to annotate pupils work using a blue pen during the session. Annotations should reflect the intervention and may take the form of modelling, prompting, correcting etc.
- Blue pen is used by the adult to initial pupil's work at the bottom on completion.

(When I work with another adult, they circle two blue stick people at the top of my book. I get feedback during the lesson.)

When a child works independently of any adult intervention:



- Green pen is used by the child/teacher to circle 'stick people' at the top of their work – this indicates that they have worked independently of an adult (they may have worked alone, with a partner or as part of a group).

(When I work by myself, in a group or pair without an adult, an adult circles two green stick people at the top of my book. This means I have been working independently.)

- All children's work is checked by the class teacher and stamped using coloured stamps:



Where the pupil outcome is 'as expected' and the child has reached his/her LO, a smiley face stamp is used to indicate this.
(My teacher always checks and stamps my work when I have achieved what is expected.)



Where the pupil outcome is 'as expected' and the child has reached his/her LO but there are 'minor corrections' required (see appendix a below), a different coloured smiley face stamp is used to indicate this and corrections are addressed by the teacher using a pink pen.
(When I see a smiley face in my book, my teacher is still pleased with me, but we have talked about my next steps. Sometimes I might be asked to have another go at something.)



When the pupil outcome is 'not as expected' and the child has not reached his/her LO, the child's work is still valued and a green stamp is used to indicate this and the teacher will make a note of their planned next steps for the child on the 'Distance Marking Sheet'. Next steps will include a wide range of strategies including verbal feedback, change of teaching group, further challenge, support of an adult or resource for the next lesson etc. This needs not be recorded in detail, the DM sheet is to be used by teachers as an aide memoir.
(When I see a green stamp in my book, my teacher is still pleased with me, but they want to talk to me about my work.)



When a child has 'exceeded expectations', teachers will use a pink highlighter pen or the 'Wow stamp' (used rarely to maintain a high status reward) to indicate to the child that they are impressed with their achievements.
(When I see my teacher has highlighted my work, I know that my work is super amazing)



This will be followed up by sharing this fantastic work with the P/VP who will stamp the work with their HT stamp.
(When I have really impressed my teacher with my efforts, I get a wow stamp and may go and show Mr Holroyd or Mrs Birkett)

Minor Corrections

What constitutes a 'minor correction':

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Simple rule of thumb: A child should see a minor correction and think, "Oh yes, I missed that" rather than, "Oh, I didn't know that"

NOTE: Where many minor corrections are needed when checking a pupil's work, teachers should give careful consideration to the use of the gold stamp. Many minor errors may indicate that the child is not working with due care and attention and feedback may be required to discuss this. Pupils should always be given adequate time to self or peer check their work to limit the number of errors made and corrections needed.

Distance marking (if required):

When children do not work with any adult support during a lesson the teacher will continue to assess the children's work after the lesson.

- Distance marking sheets replace marking in pupil books; it is a record of teachers' evaluations when 'checking' the books of children who have worked independently of an adult and is a running record of Assessment for Learning.
- Distance marking should be completed daily (where required if children have worked independently or not had time for feedback with an adult) and must include the date to support monitoring and evaluation
- At the end of each week, take account of any aspects that require follow up in the next week.
- Distance marking files are kept in chronological order by the class teacher.