



## Seven Stars Primary School

# Marking and Feedback Policy

At Seven Stars Primary School, it is our intention that learning should:

- Be a meaningful, rewarding and enjoyable lifelong process
- Equip children with the knowledge, skills and understanding to be successful learners
- Enable children to lead rewarding lives and be responsible citizens

## Principles

- To develop a community of learners where learning is highly valued, enjoyed, supportive and lifelong
- To enable children to become confident, resilient, resourceful, enquiring and independent learners
- To ensure learning is sequential and connected thus embedding in long-term memory
- To develop children's self-respect and respect of the ideas, attitudes, values and feelings of others
- To encourage children to take pride in their learning and the learning of others

## Learning Culture

To enable children to learn well, the school will develop a culture where children:

- enjoy learning
- feel safe
- interact respectfully with adults and other children take risks
- recognise mistakes and errors as learning opportunities
- persevere
- respond positively to high expectations – learning behaviour, progress in learning, presentation etc
- develop a 'Growth Mindset'

and where adults:

- establish positive working relationships with all children in the class
- have high expectations for all children's behaviour and learning
- are consistent in dealing with children's behaviour and learning
- model learning and expected behaviour for the children
- treat all children fairly, with kindness and respect (with timely encouragement and specific praise)

This learning culture will be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, involving the children at every stage.

## Effective Marking and Feedback

### Rationale of effective marking and feedback

- To enable children to improve their work, responsibly and confidently identifying learning that has been embedded and where gaps need to be addressed
- To enable the child to know how to take the 'next step'.
- To model learning approaches and methods

- To motivate children to improve in their learning
- To serve as a record of progress and achievements
- To provide the teacher with feedback on how well the pupils have understood the current work and enable effective planning for the next stage of teaching and learning
- To enable the teacher to make judgements about pupil attainment and pupil progress at particular points of the year.

### **Planning and preparing for effective marking and feedback**

When planning for learning, teachers must ensure there are:

- opportunities to assess:
  - pupils' understanding of what they have learned
  - pupils' acquisition and embedding of key knowledge (declarative and procedural)
  - pupils application of key knowledge (conditional)
- opportunities to identify:
  - success in learning
  - gaps in understanding and where pupils need to improve
  - next steps building on both of the above
- opportunities to implement:
  - next steps based on assessments
  - any other responses

### **Principles for impact in marking and feedback**

- Marking and feedback should:
  - Be specific to the objective, success criteria or key learning
  - Be as brief as possible (to the point – 'less is more')
  - Be focussed more on the quality of learning than just quantity and presentation
  - Involve not just the teacher but the pupil (in developing the skill of self-assessing their own work against clear criteria) and peers (in providing constructive feedback to each other thus embedding learning further across the cohort)
- Good effort in work can be rewarded in several ways such as:
  - Verbal acknowledgement (specific rather than a general 'well done')
  - Moving up the positive planets reward chart
  - House points (from Summer term)
  - A message home on Class Dojo
  - Sending the pupil to visit another member of staff (e.g. Head teacher, Deputy Head, Key Stage Leader, partner teacher or TA) for verbal praise and recognition (this also gives the member of staff an opportunity to talk to the child about their work which helps the child embed learning further and enables the leader to have an overview of achievement in the school)
- Where effort in work does not reach the standard that is expected of an individual child, this can be addressed in several ways:
  - Discussion with pupil (either in lesson or during playtime) about the reasons they may be struggling to put in full effort (is it learning anxiety? Other circumstances? Attitude? Misunderstanding? Distraction?)
  - Repeat and/or correct the work with additional support (either in the lesson or at another time)
  - A message home on Class Dojo and possible follow-up meeting with parent/carer
  - Discussion with SENCo/Class team if the child continues to struggle in order to identify additional support and strategies that may be needed

## **Opportunities for marking and/or feedback**

- **Spacing:** regular verbal or written recap of learning (short-term, medium-term and long-term) so pupils and teachers can identify strengths and also where gaps need to be addressed
- **Retrieval** practices (at the start, middle or end of sessions or sequences of learning or following a longer period of time) using strategies to recall information (e.g. quizzes, questioning) so pupils and teachers can identify learning that has been embedded and where gaps need to be addressed
- **Elaboration:** planned opportunities for purposeful talk and critical questioning for pupils to discuss and explain learning with others and thereby identify learning that has been embedded and where gaps need to be addressed
- **Written** feedback from the teacher which can include:
  - Marking of produced work at the end of a session (specific, brief, clear):
    - a) Ticks for correct work but this does not have to be with every piece of work or part of work (just one tick at the end of a piece of work can be enough)
    - b) Incorrect answers will be left blank
    - c) Brief and specific comments where relevant and useful
  - Marking of produced work during a session ('live' marking)
  - The use of a whole class feedback grid which identifies strengths and areas for whole class development (and specific pupil feedback delivered separately if necessary)
- **Verbal** feedback
  - During lessons / interventions which can be:
    - a) individual light touch visits (with specific comments to move learning on)
    - b) Individual 1:1 more intense support (but with opportunities to leave the pupil so they are working independently)
    - c) Whole class or whole group feedback mid-session or at the end of a session
  - After assessing a piece of produced work verbal (rather than written) feedback can be given to the pupil in the next session

## **Frequency and presentation of marking**

- All work should be marked regularly (the regularity will depend on the needs of the pupils, the subject and be at the professional discretion of the teacher in the best interests of achieving the best outcomes for each pupil) and certainly feedback in one form or another will take place either 'live' or after the session
- The teacher will decide which pieces of work will be marked by whom:
  - a) Class teacher
  - b) Teaching Assistant
  - c) Peer marking
  - d) Self-marked by the pupil themselves
- 'in-depth' ('deep') marking should only take place if it supports the improvement of pupil outcomes but can be a helpful way of moving a pupil on in their learning. Each pupil will have one piece of extended writing 'deep marked' once a term alongside the whole class feedback grid and other feedback/marking opportunities mentioned above. The pupil will have opportunity to look at the piece of work that has been 'deep marked' and discuss with the teacher
- Supply teachers will mark the work they teach
- Teachers can decide what colour ink they mark work in
- Highlighter pens can be used to show achievement in respect of the success criteria and or individual targets at the choice and discretion of the class teacher

- Any writing by the teacher, or other staff, within a pupil's book or other record (e.g reading diary) should be legible, neat and set a good example in terms of spelling, punctuation and grammar

## **SUBJECT AREAS**

Each subject area and Key Stage will have a slightly different emphasis in marking depending on the subject, the aspect of the curriculum being delivered, and the age and stage of the pupil

### **Subject specific requirements**

#### Mathematics

- Correct work should be marked with a tick and incorrect answers should be left blank.
- Where a complete piece of work is incorrect this should either be noticed during the session and support provided to the pupil (or lesson stopped and reviewed if it is a generic issue) or addressed with the pupil at a later date through marking or 1:1 (unless it is a generic whole class or group issue in which case it will be part of the whole class feedback grid and inform the planning for the next session)
- If a child has shown working out and this process is correct but the answer is wrong then the marking should circle the part of the calculation that is wrong and comment on the correct process in writing (or verbally discuss the process and answer with the pupil to see if they are able to identify the issue and where they went wrong)
- It may occasionally be appropriate to add a 'next step' or 'challenge' at the end of a piece of work once it has been marked either 'live' or after the session but time must be made available for the pupil to respond to the next step (most next steps will be in the next lesson)
- Where children mark their own work or evaluate their success in relation to the learning objective or indeed the work of others, this should be undertaken in pencil (preferably coloured)

#### English

- Corrections linked to spelling, grammar and presentation undertaken using the agreed symbols and be age and ability appropriate (see the end of this document)
- Highlighter pen may be used to indicate:
  - examples of where a child has been successful in relation to the learning objective and/or success criteria
  - where an individual writing target has been met
  - In the independent piece of writing at the end of a unit:
    - Yellow highlighter:** for any evidence of the pupil applying the Learning Objective
    - Green highlighter:** anything else where the pupil has applied recently taught objectives e.g. in spelling, punctuation or grammar
- Where children mark their own work or evaluate their success in relation to the learning objective or indeed the work of others, this should be undertaken in pencil (preferably coloured)

## **Whole Class Marking Grids (see example at end of this policy)**

These are used for writing but can also be used for other subjects at the discretion of the Class Teacher.

The grids are designed to have high impact on the Teaching & Learning process.

A tick (acknowledgement) at the bottom of the page to show the child that the teacher has looked at their work (with some brief SPaG/codes/comments linked to the area of learning *etc*) would do with the main info taken from the marking process jotted onto the feedback sheet.

### **Other subjects**

- i. Marking is completed in relation to the learning objective in each subject and should be specific to the subject.
- ii. Pupils' work will also be marked in relation to basic English (spelling, grammar, punctuation *etc*) but this will be in addition to and separate from the subject specific marking and feedback
- iii. Questions may also be posed and comments made to encourage further thought related to the learning objective of the subject.

### **Early Years Foundation Stage and transition to key stage one**

- Verbal feedback is provided indicating how the child has achieved in respect of the learning objective and or their efforts with the work;
- Where work is recorded the learning objectives (differentiated) will be recorded by the teacher; where more than one objective is recorded on a piece of work, the objective achieved will be highlighted by the staff member;
- The next step will be identified and recorded on the child's work/ or as part of the ongoing system of recording observations.
- This system will continue as part of the transition programme from reception to year one/two

## **Role of Key Stage Leaders:**

Early year Foundation Stage (Nursery & Reception)

Key Stage One & Early Key Stage Two (Year 3)

Key Stage Two (Years 4 to 6)

- To adapt the marking and feedback policy so it is relevant to the Key Stage/phase e.g. verbal feedback or simple symbols may be more effective to EYFS than to Key Stage 2 pupils who may appreciate more written feedback
- To discuss with teachers the effectiveness and manageability of marking and feedback strategies and how to implement the whole school policy within each year group (and feedback to the Senior Leadership Team any ideas, problems or effective practices as a means of reviewing the policy and improving practice across the school)
- To conduct regular KEY Stage/phase 'book looks' as part of professional dialogue moderation process identifying progress in books and how feedback & marking is supporting progress (sharing good practice)

## **Role of Governors**

Governors support, monitor and review the school policies on Marking and Feedback. In particular they:

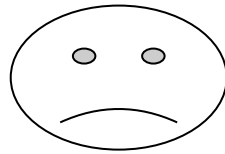
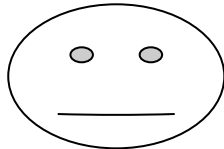
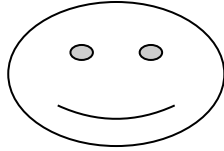
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful Marking and Feedback
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective Marking and Feedback strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality Marking and Feedback;
- monitor the effectiveness of the school's Marking and Feedback policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

## **Review**

This policy was written in July 2021 and will be renewed in July 2022 (with ongoing updates were relevant)

## Marking Symbols

Years 1,2, 3, 4, 5, 6



*Marking Symbols – Classes Y3/2, Y4/5 & Y6*

*^ Word missed out*

*sp Spelling error (sp to be written above word – lesson, age & ability appropriate)*

*// New paragraph*

*? I don't understand (underline where it is unclear)*

 *Capital letter in the wrong place*

*CL Capital letter needed*

*LO Learning Objective*

# Whole Class Feedback Grid

Whole Class Feedback Sheet

Lesson:

Date:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	