



1. Rationale

Feedback/Marking is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve, i.e. enhancing achievement. Feedback is a positive form of communication based on learning objectives and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, teaching assistant to a child, child to teacher or child to child. Written feedback may take the form of acknowledgment marking or in depth marking linked to the planned learning.

All members of staff are expected to be familiar with the policy and to apply it consistently. Our school believes that it is important to provide constructive feedback to children, focusing upon success and improvement needs against learning intentions and basic skills. This supports pupils in becoming reflective learners and helps them to achieve, reach potential and prepare for the next stage of learning. **Ultimately, marking and feedback should impact on the quality and rate of learning and progress. There is little point to providing feedback or marking work, if this is not understood and acted upon by the children. Feedback is for children and NOT for School Leaders, parents or external parties such as OFSTED.**

This policy has been reviewed with reference to The Education Endowment Foundation's research 'A marked Improvement?' (2016), Daniel Willingham's 'memory is the residue of thought' 'Metacognition and self-regulated learning' (guidance report), Education Endowment Foundation and to the DfE's 'Reducing Teacher Workload' paper (2018).

2. Principles

Marking and feedback should:

- ❑ Be manageable for staff and accessible to children;
- ❑ Age and stage appropriate;
- ❑ Relate to learning intentions/SMART targets/previous learning or basic skills/standards;
- ❑ Give recognition of achievement/effort if appropriate, and clear strategies for improvement;
- ❑ Respond to individual learning needs: e.g. marked face to face or at a distance as appropriate;
- ❑ Allow time for children to read, reflect and respond to marking;
- ❑ Involve all adults working with the child where appropriate;
- ❑ Inform future planning and target setting;
- ❑ Use consistent codes throughout the school;
- ❑ Be viewed by children as a positive approach to improving their learning;
- ❑ Be developed within a positive classroom climate based on trust and high expectations;
- ❑ Be part of a climate of quality dialogue and quality questioning.

3. Key characteristics of Assessment for Learning

Explicit Learning Outcomes

Effective learning takes place when learners understand what they are trying to achieve and why it is important - context. Staff should always consider the context and share either the context or purpose with pupils where appropriate applying it to real life. It is important that pupils know the Learning Objective (LO) to the lesson as this gives a focus enabling pupils to review their own progress and to see if they have achieved the objective. Teachers can choose to share the LO in different ways so that it does not lose its significance. Pupils may be involved in setting the Learning Objective at times. **The learning objective should focus upon the learning not activities.**

Helpful learning objectives stems include 'to know' and 'to be able to'. For example:

To identify improper fractions

To use full stops correctly in a sentence

To know how a timeline is made

Success Criteria

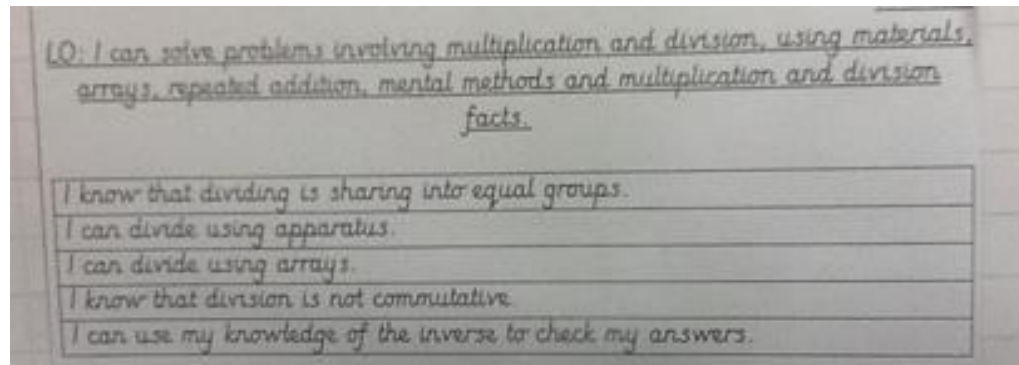
Developing a Success Criteria (SC) to achieve the LO will help provide children with a framework against which to focus their efforts, evaluate their progress and discuss issues. The majority of the time teachers will generate the SC. We recognise that when children are involved in generating the SC they have more ownership of it. Therefore there will be times when the children will be fully involved in generating the SC, following on from modelling and experience.

- Success Criteria should only be shared if it is going to add to the learning in the lesson and/or support effective marking and feedback
- Success Criteria could refer back to previous learning to activate prior knowledge (e.g a method in maths or "last time we looked at non-chronological reports – what were the features?")
- On occasions Success Criteria may be limited to guided groups and may be different from the whole class focus.

Success Criteria focuses on the process or product and we recognise the difference across subjects. The criteria should help pupils achieve the objective.

Teachers are expected to share or create the Success Criteria at an appropriate stage within the teaching or as part of a guided group. Ideally this will be displayed in some way so that pupils can refer to this during the lesson. Teachers may also use this during the lesson when checking for learning or re-focusing pupils. Generally, Success Criteria will be displayed in books but this is not always appropriate to the learning.

The majority of Success Criteria in maths are focused on the *process*. For example:



Displays around the teaching environment can also be used to show regular steps to success so that these can be referred to often. For example:



Questioning

We value the importance of questioning and our key purpose is to develop learning, encourage children to reflect on their learning and extend thinking. Key questions including prompting, promoting and probing are used to monitor. Wait or think time is essential to give all children the opportunity to think and respond. Talk partners are used to help children rehearse or scaffold their answers and to be inclusive.

Teachers' use a variety of ways to involve children in the lesson and do not solely rely on hands up e.g. lollipop sticks for random selection, apps or software that select pupils at random.

Verbal feedback

At Shelley First School, we place great emphasis upon the importance of children receiving regular and specific verbal feedback –ideally immediately or as soon as possible. Verbal feedback will link to the learning intention and/or basic skills and to a child's successes and areas for development. Opportunities will be taken to question the child about the work, to correct misunderstandings or to extend learning. This feedback will be indicated in books by a simple **VF** (which children themselves can be trained to record.) Verbal feedback may be given at any time throughout the lesson and is most useful. Feedback can be direct, indirect and to the whole class, a group or to individuals.

***For example:** Teaching staff may begin the lesson with a summary (such as verbally recapping the previous learning, using photos, video or playing a recording of the child's work) of the learning in the last lesson. Good practice would share a positive outcome and then they may pick out something that was a general misconception and address it there and then or explain that this is going to be addressed in this lesson.*

Written feedback/marking

Children's work is marked in a colour which clearly contrasts with pencil/black pen. Staff mark using RED or GREEN pen only. Marking should be done regularly so that it informs planning and so that it remains relevant. Teachers will ensure that time is made available to give children the opportunity to respond to marking and for improvements to be made when this is appropriate.

Formative feedback provides ongoing assessment of children's work. It should link directly to the learning intention and success criteria, and must be specific. Success will be recognised and steps for development included. Adults are encouraged to check on learning throughout the lesson if possible so that impact can be as effective as possible. Written feedback can be given in the form of a specific action, a question or through a challenge - examples can be found in the 'Improvement Points' below. A tick is used to indicate a lesson objective has been met or specific stages of a success criteria. Marking codes can be used to indicate other areas to be addressed by the learner. In maths, all errors should be marked.

Pupils self-checking in Numeracy

Teachers should have answers to problems available. This means that, after four or five calculations, pupils can check their answers themselves. That way, if they have a misconception or misunderstand something they can alert the teacher immediately. This avoids the situation where a child has diligently worked through reams of sums, as the class teacher works with a group, but has done entirely the wrong thing.

Self-checking means that mistakes are realised minutes into the lesson, rather than at the end and it also improves pupils' confidence, often leading to a willingness to progress to the next level of learning more quickly. Children are encouraged to reflect on the strategies that they have been given and evaluate how well these are working for them. On occasion, when more confident pupils finish their work with time to spare, they can consolidate their learning by 'marking' other children's books. Crucially, those pupils actually have to do the calculations again – faster and possibly mentally – rather than just 'checking' against their own answers. This is not routinely done but can be a means of extending learning.

See below for two examples of prompt sheets that may be used to support self-checking:

Find my mistake (column addition)

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Find my mistake (identifying fractions of shapes)

- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator → down)
- Did I count how many parts were shaded in?
- Did I write that number on top of the vinculum (remember numerator → on top)
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

The prompt sheets may be used for teaching at the start of the lesson. The lesson might, for example, feature the teacher deliberately getting a calculation wrong, before using the checklist to find their mistake. Over time, it is important that pupils internalise what they are doing (over the course of several lessons) so that they no longer need a written checklist. The aim is to get the checklist/ strategy stored in their long-term memory. Giving pupils work to 'mark' from fictitious peers (with all the common mistakes) is a really good way of developing this.

Pupils self-checking in writing

We teach the children to self-check and to peer-check. We expect this to happen in learning time this may involve simple correct/incorrect marking but will also develop a child's ability to think deeply about the work they have just learnt, rather than just scanning work. In this way, it is much more likely to get stored in the long term memory. To get pupils thinking about their work, we sometimes use a visualiser to model ways of checking (as an alternative to providing answers). We expect pupils to do the same. Pupils use purple pen to show editing, from Year 2 onwards children to use marking codes to highlight the changes that they have made in their own work.

Summative feedback is used at the end of units of learning or in a more formal capacity to support assessment. It may include closed tasks such as spelling tests or comprehensions and less closed tasks such as 'Big Write' writing assessments. It is acceptable for some closed tasks, where right or wrong answers only apply, to be self-marked or peer-marked. This is a valuable aspect of marking and feedback. Longer pieces of

assessed work will be marked using 'Quality Marking'. This more substantial piece of work may be marked away from the child. Staff focus upon successes against the learning intention and improvement needs. When 'Quality Marking', teachers will:

- Ensure they read the entire piece;
- Highlight the strengths in a particular piece. (This should be in correspondence with the success criteria/Year group expectations);
- Highlight where improvements could be made;
- Use this effectively to set targets and/or assess against expectations;
- Provide a focused comment which should help the child to 'close the gap' between what they have achieved and what could have been achieved. Children should be given time to read and reflect upon comments and ask questions about this if necessary.

Inclusion

All marking will be sensitive to the needs of specific individuals and differentiated to offer the most appropriate comments to encourage self-esteem, motivation and attainment. A bespoke approach will be taken to supporting children with additional needs to understand and act upon feedback.

Unmarked Work

We acknowledge that there are times when written feedback will not be given by the teacher. It may also arise if verbal feedback has been given to the individual or group. Sometimes work may be marked by a peer, or the individual. Unmarked work should be the exception and not the norm.

5. Presentation

Handwriting will follow the school policy. Erasers are not encouraged, as pupils must not be afraid of making mistakes. Pencil will be used for ALL drawings and will be used in Maths books. Writing in pen will be progressed to during Y2 at the earliest but is an expectation in KS2. Teachers also need to see mistakes to aid Assessment for Learning. Numbers in Maths books will be written as one per square.

KS1 / Children working at a lower level	KS2
Write your name if needed	Write your name if needed
Date	Date
LO	LO
Title (where appropriate)	Title as appropriate
Start in the right place	Present your work as requested by teacher
Underline/label with a ruler	Underline/label with a ruler
Sharpen your pencil	Use a sharp pencil or school pen
Write neatly	Write using your best handwriting (in line with the school handwriting policy)

One line to be drawn through any mistake (in pencil)	One line to be drawn, with a ruler, through any mistake in pencil.
1 number per box in Maths	1 number per box in Maths
Sharpen your pencil; use a pen in Y2 when advised.	Use a sharp pencil or school pen

Level of support Marking System

Teachers will indicate levels of support though-out a lesson by using the codes below. **Staff will generally also include an indication of any resources used to support learning, eg Numicon.** Children will be encouraged to edit their work independently **before it has been marked** by an adult. Editing will be in **purple pen**.

I Independent work	WS With adult support	VF Verbal feedback has been given	A tick with C through it Now correct	1:x Working ratio
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Immediate Feedback.




Where appropriate, teachers are encouraged to mark alongside the pupils/groups **within** lessons. This will ensure immediate feedback is given and appropriate interventions are acted upon promptly.

Peer Evaluation

Before marking pupils should be encouraged to independently edit and improve their own work, sing purple pen. Pupils may be also be asked to evaluate their own learning or that of others in a variety of ways and this should be evident in work scrutiny. To ensure that this is done effectively all pupils should have an understanding of the success criteria and may be part of creating this at the start of the lesson.

Improvement prompts

When possible, the following kind of prompts will be used to monitor or support progress. Note: it is not intended that you use all three types on one piece of work! We choose the right one for the child and context. **Feedback may be verbal or written according to need.**

Action  Useful where explicit improvements need to be made. Identify the improvement and ensure that the child acts on it.	Question  Useful where explicit improvements need to be made. Identify the improvement and ensure that the child acts on it.	Challenge  Useful to extend learning and/or challenge
<i>"Find the three places where you should have used a capital letter. Change them please."</i>	<i>Who is the predator in this food chain? How many ways can you find to solve the</i>	<i>"write this as a word problem" "Edit the second paragraph to extend the</i>

"Use commas in this clause"	second problem?	description of the main character to include more about feelings and motives"
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Spellings

It is not possible to correct all spelling, punctuation and grammar errors; staff should draw attention to a repeated error, or a specific high frequency words or letter strings that are most appropriate to the child. Alternatively, where these link to a curricular target, errors will be highlighted. It is important that children can spell key vocabulary such as technical words in a topic, eg decades, precipitation, Queen, planet, plant etc.


Children should use the aids provided by adults to correct their own spellings, e.g. a word bank, dictionary, words on display.

Homework

Homework will be marked but **not in depth**. It may include: a stamp, brief comment or just ticks. Some homework is completed at home or on-line, eg Planet Maths/TT Rockstars. As such, there is no marking linked to this but it will be assessed in school.

Marking codes

A Learning Objective and/or success criteria will be ticked if met. An adult may double tick if this has been done very well. Teacher's feedback will use the following codes which are broadly matched to Key Stages (KS). However, this is flexible, dependent upon the child's stage of development:

ABC	Check Capital Letters	ts	Check tall & small letters	RR	Re-read – does this make sense?	√	Correct	√ with C written through Xxx x3	Corrected accurately	h	Handwriting needs checking	g	Check grammar
P	Check Punctuation	I	Check finger spaces	LOL	Letters on the line	•	Incorrect – try again		To be practised	SP	Spellings to check (first 3 letters given in KS2 for children to check in dictionary)	I	independent
w/s	with support	vf	Verbal feedback	√√ (may accompany an underlined passage)	I like this! / you have met the success criteria	Para →	Paragraphs	db	reversals	★	Please answer this question/ challenge/ action	^	missing word
	Next steps	PAS	Peer assessed	EXT	Extension task								

KS1 and KS2	KS1	KS2
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Monitoring will be done regularly by SLT via work sampling and discussions with pupils. Teachers will also be provided with opportunities to monitor feedback via staff meetings/Faculty time. Feedback and if appropriate, support will then be provided for staff following monitoring.

Marking in topic and science work

Teachers should use the marking codes above to mark all work. Skills and knowledge shown by pupils will be acknowledged with a tick against the success criteria.