

Live Marking and Feedback Policy

Rationale.

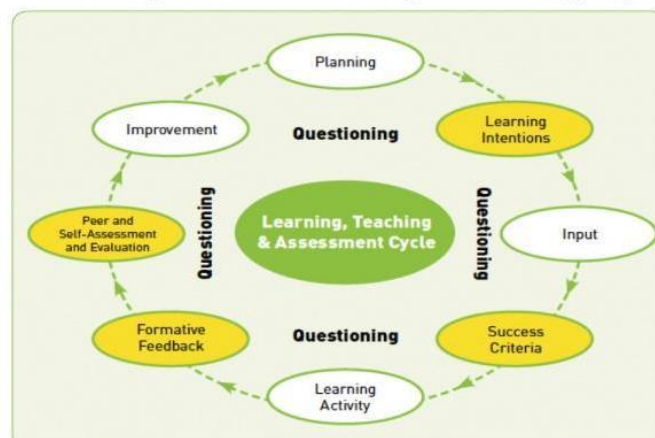
At St. Aidan's, we recognise the importance of live feedback as an integral part of teaching and learning. It is a vital component in maximising the full learning potential of all our children. We believe that the purpose of marking and feedback is that pupils are given an opportunity to improve, that successes are celebrated and that learning is moved on, otherwise it is a waste of valuable teacher time; time that could be spent on lesson planning and design.

The school's policy has been devised using key research on effective feedback and the workload implications of the last decade related to written marking, underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF 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.

Additionally, the Department for Education's (DFE) research has highlighted excessive written marking as a key contributing factor in unsustainable teacher workload. As such we have investigated alternatives to written marking which can provide equally effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasise that marking should be '**meaningful, manageable and motivating**'.

AfL Strategies in Teaching-Learning Cycle



Key Principles.

Marking and feedback MUST be;

Meaningful – to children

Manageable – for adults and

Motivating - for all.

It should be;

Focused – on the Learning Objective,

Success Criteria and differentiated expectations.

It should;

Consistently address – spelling, grammar, punctuation and presentation in ways which are appropriate to individual child's age and development.

Live marking and feedback in practice- Strategies for marking

It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. **Immediate verbal, live feedback** – at the point of teaching. This would be given by an adult in the presence of the child or group of children. This would happen whilst the children are working. A record of this would take the following form;

- 'V' for verbal feedback, using a red pen, plus a brief note in the child's book to explain if appropriate.

2. **Distance marking**– this takes place away from the children, will be recorded on and gives opportunity for further analysis and reflection on children' progress in learning. This may also lead to the need for further dialogue with children as individuals or groups to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors during the dedicated editing time.

When distance marking, the following should be taken into consideration:

- Which work met the LO that can be praised and shared in the next session?
- Which children need further support and why?
- Which children are not following the schools expectations of presentation?
- Which children have not acknowledged the non-negotiables for their year group?
- Are there any common misconceptions that need to be addressed?
- Which children are ready for a next step or challenge?

3. **Daily editing time**-Further teaching, to enable the children to identify, edit and improve for themselves areas for development. There is no specified way of running 'editing time' as the age and ability of the children must be considered. It may also take the form of a short, focused intervention group if a number of children have the same type of activity to undertake. Use of purple pens, editing strips and general editing will show that this time has taken place.

4. In English (in Years 3 - 6) after children have written their independent piece, their work is marked by the class teacher who identifies different aspects of their written piece to be edited. There are 3 elements to the editing;

E1 Edit: The Revise

Edit Type 1: These are often 'little' adjustments or changes and tend to fall into one of these categories; Spellings Missing words or Punctuation

E2 Edit: The Rewrite

Edit Type 2: Children are asked to re-write a sentence if it doesn't make sense, could be restructured or generally improved.

E3 Edit: The Reimagine

Edit Type 3: This is when a writer wants to add more sentences to develop an idea further. For this the children are shown how to use 'editing flaps'.

Editing flaps are extra pieces of paper that stick onto their writing and show the additional sentences added into their work.





Expectations at St. Aidan's.

Non-negotiables for effective marking and feedback.

At St. Aidan's our expectations are clear and unambiguous.

- Each piece of work will be marked by an adult.
- The support given during a task and whether the learning objective was met will be clearly identified using the support codes.
- All adults mark in red pen and all children will edit and improve their work in purple pens.
- All work will be marked promptly – before the next taught session in that subject and an analysis of the children's learning by the teacher will be shown in the marking and feedback book.
- Quality feedback that occurs during a lesson will be marked with a 'V.'
- Feedback (mostly verbal) will be evident from the teacher in relation to the learning objective, success criteria and established non-negotiables.
- Editing occurs daily to ensure feedback is acted upon.
- Each child/group will know what the expectations are for SPAG. These are the non- negotiable elements, which are expected to be seen in **ALL** pieces of work. These will be commented upon as and when required and **SHOULD NOT BE OVERLOOKED.**

Oracy specific praise:


 Physical	 Linguistic	 Cognitive	 Social and emotional
<p>Amazing, you were speaking at just the right volume for a trio discussion!</p> <p>Your body language showed me that you were very open to other people's ideas.</p> <p>It was wonderful how you paused just for a moment to let what you were saying sink in.</p>	<p>Great use of specialist vocabulary, you sounded like an expert!</p> <p>I loved the image you created of...</p> <p>All of the words you choose reinforced a sense of ...</p> <p>The way you spoke made you sound like an authority on this.</p>	<p>It really helped me to understand your thinking when you used firstly, then, finally.</p> <p>You offered a great challenge!</p> <p>The example you gave was particularly powerful because...</p>	<p>Well done for inviting someone into the discussion.</p> <p>I know you are listening really well because your body language and eye contact are showing me that.</p> <p>You gave great eye contact when you were speaking.</p> <p>You spoke really passionately and confidently. Well done!</p>

Mrs. Greenwood

Headteacher

Last reviewed March 2024

Marking Symbols and Support Codes

Key Stage 1	
Symbol	Meaning
✓ ☺	Good choice/marked against learning objective or success criteria
	Finger space (one line between each word)
	Spelling mistake (drawn underneath the misspelt word)

T	Teacher support	E1	Edit Type 1: The Revise These are often 'little' adjustments or changes and tend to fall into one of these categories; Spellings Missing words or Punctuation
TA	Teaching Assistant support	E2	Edit Type 2: The Rewrite Children are asked to re-write a sentence if it doesn't make sense, could be restructured or generally improved.
I	Independent	E3	Edit Type 3: The reimagine This is when a writer wants to add more sentences to develop an idea further. For this the children are shown how to use 'editing flaps'. Editing flaps are extra pieces of paper that stick onto their writing and show the additional sentences added into their work.
V	Verbal support		