

Marking and Feedback Policy



William Reynolds Primary School and Nursery

Date of policy creation:	March 2022
Date of policy review:	March 2024
Governing body signature:	

Information Page

These documents are referred to or link to this policy

Teaching, Learning and Assessment Policy

SEND Policy

Curriculum Maps

Social, Moral, Spiritual and Cultural document linking to all subject areas

Staff Appraisal Policy

Foundation Stage Policy

Subject policies e.g Art, Music, PE

Progression documents

Aims

We believe marking and feedback should provide constructive feedback to every pupil, focusing on success and improvement needs against learning objectives; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

This supports the spiritual, moral, cultural and social development of pupils through extending their imagination and creativity and developing a willingness to reflect on their experiences. Through working in collaboration with other pupils to reflect on their learning they foster an understanding and appreciation of the viewpoints of others allowing them to participate fully in and contribute positively to life in modern Britain.

Principles

Marking and feedback (either verbal or written) should:

- give pupils opportunities to become aware of and reflect on their learning needs. (metacognitive learning)
- be seen by pupils as positive in improving their learning.
- take an approach where the pupil's progress is based on the previous attainment, within the context of marking towards the learning objective.
- be manageable for teachers.
- relate to the learning objective, which needs to be shared with pupils.
- involve all adults working with pupils in the classroom.
- give recognition and appropriate praise for achievement.
- give clear strategies for improvement.
- allow specific time for pupils to read, reflect and respond to marking.
- respond to individual learning needs, marking face-to-face with some and at a distance for others.
- inform future planning and individual target setting.
- be accessible to pupils.
- use consistent codes throughout the school.
- encourage and teach pupils to self-mark wherever possible.

Strategies

Summative feedback/marking

This usually consists of ticks and crosses and is associated with closed tasks or exercises e.g. times tables and spelling tests or when marking homework.

Wherever possible, pupils should self-mark or the work should be marked as a class or in groups.

Formative feedback/marking

With oral feedback, during a lesson, teachers' comments to pupils should focus firstly on issues about the learning objectives and success criteria, then secondly, about general progress and next steps for the pupil. All literacy, numeracy and science lessons should have either teacher given or child agreed success criteria.

Marking

During the independent section of the lesson the teacher will work with a focus group - verbal feedback will be important for this group. Teacher annotations through the lesson can support the learning and challenge misconceptions. When pupils have worked independent of the adult, work is responded to in more detail to assess where pupils are in their learning with comments that require pupils to revisit and improve a piece of work if required.

Any comments from the adult are written in blue pen, to distinguish against the black pen or pencil used by the pupils.

To make the feedback more accessible to the pupil the adult highlights three pieces of evidence which meet the skills based (I can) success criteria in their work. If the criteria are met there will be **no** 'closing the gap' comment written in the child's book but there could be spellings or handwriting for the children to improve.

If a success criterion is **not met** a 'closing the gap' comment will be written in blue. This comment should be direct and elicit a response from the pupil. An asterisk can be placed next to the issue identified for improvement.

Useful 'closing the gap' comments are:

- A **reminder** prompt (e.g. 'What else could you say here?').
- A **scaffolded** prompt (e.g. 'What was the dog's tail doing?', 'The dog was angry so he', 'Describe the expression on the dog's face').
- An **example** prompt (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes').
- A comment that gets children to reason, **justify**, convince me or explain their understanding of an element of learning that has taken place in the lesson.

N.B The teacher can use any colour highlighting pen, except yellow. The pupils only use yellow when they are self-marking. This structure supports the leadership team when a book scrutiny takes place.

The teacher needs to plan in time for the pupils to respond to the comments made. This can be timetabled on a regular basis, outside the lesson, within the lesson or planned in as an edit and improve lesson. In an edit and improve lesson it is best to ask the pupils to focus on a section of their work rather than the whole piece of work. Pupils can then go back and make changes to their work using a purple-coloured pencil so that any changes can be clearly seen.

Secretarial features

Spelling, punctuation, grammar, handwriting and number reversals etc, may be the success criteria for some pieces of work but may not be asked for in every piece of work, because pupils cannot effectively focus on too many things at a time. The emphasis will change in relation to issues identified in the curriculum targets, learning objectives and success criteria. Pupils will be asked to read their work through to check for errors and ensure it makes sense. This should be done during the mini plenary and plenary session of the lesson. Pupils may be asked to check spellings related to the spelling patterns they have been taught. Teachers will need to address the consistent misspelling of high frequency words.

Self-marking

Teachers should plan for opportunities for pupils to peer or self-evaluate at least once a week in literacy and numeracy. Pupils can identify their own successes and look for improvement points related to the success criteria. The plenary can focus on this process as a way of analysing the learning. As a school we have agreed ways to develop this through the different year groups.

Developing success criteria - pupils using and applying

Pupils need to be given opportunities to develop their own success criteria. This supports them in being able to apply what they have learnt to a new situation. For example, what feature do you need to include in a report or which methods of multiplication are you going to use to answer this question.

Year group	Child agreed success criteria
1	Teacher models this with the pupils throughout the year.
2	3 times within a half term
3 and 4	At least once per week
5 and 6	At least twice per week

Pupils highlight examples where they have achieved their "I can" success criteria and the success criteria that they feel that they have achieved in yellow and add a self-evaluation comment.

Pupil agreed success criteria are highlighted in yellow in the short-term plan.

A Chance to Shine in literacy

In literacy, a 'Chance to Shine' is planned for twice a half term except in reception who do one per half term. A 'Chance to Shine' gives the opportunity for pupils to work independently to develop their own success criteria so that they think of the key features or skills needed to achieve the learning objective. This supports teachers in assessing where pupils are in their learning. A grid, that shows the year groups objectives for writing, is stuck in the children's books after a 'Chance to Shine'. If they have met the objective it is ticked and next steps are highlighted in pink. Opportunities need to be planned so the children can achieve their next steps. **Appendix A**

A Chance to Shine in numeracy

In numeracy, a 'Chance to Shine' is planned for once a half term. The 'Chance to Shine' focuses on mathematical area taught the previous half term and ones that will be looked at in the current half term. This supports teachers in assessing where pupils are in their learning. Following the 'Chance to shine', the teacher writes three next steps for the children to work on. Opportunities need to be planned so the children can achieve their next steps.

Peer assessment

During the plenary children may be asked to mark and respond to work in pairs. The following points are important:

- pupils need to be taught to do this, through modelling with the whole class.
- ground rules (e.g. listening, interruptions, confidentially, etc) should be decided, these could then be documented for the whole class.
- pupils should, alternately, point out what they like first, and then suggest ways to improve the piece against the success criteria, etc. The 3:1 success to improvement ratio should be followed, to avoid over-criticism.
- pairings needs to be based on trust - and need to be decided upon by the teacher.
- encourage a dialogue between pupils rather than taking turns to be the 'teacher': pupils should discuss each other's work together (e.g. 'I think this bit really shows how that character feels, what do you think?')

Managing the different groups of children

Groupings for children in literacy, mathematics and science is related to attainment.

These colour codes are used in all classes

Blue	Pupils working at greater depth
No label	Pupils working at national expectation
Yellow	Pupils working towards national expectation
Red	Pupils working below national

The teacher focus group:

This work is identified by the appropriate stamp e.g "I worked with the teacher today". This group of pupils work with the teacher during the independent session of the lesson. The teacher supports through giving guidance and offering challenge to this group. The teacher works with some groups twice each week where additional support and challenge is needed.

The teaching assistant focus group:

This work is identified by the appropriate stamp (TA assisted). The TA will need to highlight or annotate pupil's work using the agreed methods as they work with the pupils.

The groups working independently:

This work is identified by the appropriate stamp "independent work".

Monitoring pupil progress

The work in the pupil's writing journals and mathematics books is scrutinised on a regular basis each term. This may be carried out as a key stage phase, by subject leaders and by senior leaders. Governors are invited into school to be part of this process.

Verbal and written feedback is given to teachers who then develop an individual action plan in response to this feedback.

Remote learning

During circumstances where pupils are learning remotely, feedback will be given in accordance with the Pupil Remote Learning Policy.

Work completed at home will be submitted via email or through Purple Mash.

Appendix A- Literacy Chance to Shine

4 areas of assessment. What they encompass will be different depending upon your year group.

Punctuation

Openers (Openers and cohesion - structure)

Beautiful Language (Description/technical vocabulary as appropriate)

Grammar (Modals - conjunctions - relative clauses - spellings)

The colour choices are deliberate - they are alliterative to help the children remember them! These broad colour groupings will not need to change from Y1 to Y6 although what you actually highlight will change from year to year as the writing matures.

Points to note:

- You will highlight the criteria which meets the National Standard/Greater Depth assessment of your year group, or the red assessment grid for your year group if appropriate.
- Once a child is secure with (for example) using co-ordinating conjunctions there is no need to continually highlight 3 'and,' 'but' or 'so.' It is up to you to decide to highlight appropriately for the year group assessment and the individual child.
- You must only highlight when a feature is used correctly and can therefore be dated on the assessment grid.
- You should be able to look at the piece of writing and see visually, what is missing. It should draw your attention to any repetition of phrases or overused words which can be targeted for improvement on your working walls, or in word banks.
- Please ensure that your chance to shines are marked within 7 days and the children are given 5 minutes to make sure they have read and understand their next steps when everyone's are marked.

Chance to Shine Year 5

Punctuation

Openers

Grammar

Beautiful Language



"To be the best we can be"

In narratives, describe:	
Settings	
Characters	
Atmosphere	
Integrate speech to convey character and advance action	
Organise paragraphs around a theme	
Use headers and sub headers where appropriate in non-fiction writing.	
Use cohesive devices within and across paragraphs	
Correct verb and subject agreement	
Correct verb tense selected	
Use expanded noun phrases	
Use prepositional phrases	
Use fronted adverbials	
Vary the position of subordinate clauses	
Use relative clauses	
Use modal verbs and adverbs	
A range of punctuation is used, mostly accurately, including:	
• Use a comma after fronted adverbials	
• Use inverted commas	
• Use possessive apostrophes including with plural nouns	
• Use apostrophes for contractions	
• Colons to introduce a list.	
• Commas to separate items in a list.	
• Brackets, dashes or commas to indicate parenthesis	
Accurate spelling of some suffixes as listed for Y5 &6	
Accurate spelling of some common homophones and other words which are often confused specifically: your and you're	
Handwriting is usually legible and fluent, and at sufficient speed	

