

Feedback & Marking Policy

St Laurence in Thanet Church of England Junior Academy



Our school offers a supportive, inclusive, nurturing and inspiring learning environment, where each member is known by God; loved and empowered to reach their full potential. Children are encouraged through an aspirational and engaging curriculum to develop their knowledge, skills and character so that they can truly flourish, both now and into the future.

“Believe Achieve Aspire!”

Approved by:	S.Graham	Date: 01/01/24
Last reviewed on:	17 th January 24	
Next review due by:	17th January 26	

Aims

- To encourage children to progress and ultimately, flourish in their learning.
- To give children effective feedback on their learning.
- To enable children to celebrate success.
- To achieve a consistent approach to marking across the school.
- To form part of the formative assessment procedures.
- To inform future planning.

Objectives

- To relate to the learning intention of the lesson.
- To assess the learning of the children.
- To plan in time for children to read and respond to marking.
- To feedback effectively, both verbally and through marking, dealing with misconceptions and extending learning.
- To teach children acceptable methods of presentation.
- To develop children's ability to self-evaluate and peer-evaluate their written learning.

Our policy relates to best practise from the Education Endowment Foundation (EEF) research which showed that effective feedback should:

- Be specific, accurate and clear.
- Encourage and support further effort.
- Put the onus on children to correct their own mistakes, rather than just providing the correct answers for them.
- Alert teachers to misconceptions so they can address these in subsequent lessons.

The following principles are followed when considering the most appropriate form of feedback within school:

- Any marking or feedback given should further the child's learning.
- Feedback delivered closest to the point of action is most effective.
- Feedback is part of the school's assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest opportunity so that it can impact on future learning.

Learning Intentions (LI)/Learning Questions and Success Criteria (SC)

All feedback needs to be based on a clear understanding of the Learning Intention/Learning Question and the related Success Criteria. Therefore, the SC need to be brief, succinct and limited in number. Teachers will make SC explicit to the children throughout the lesson and the extent to which pupils have met these SC will be measured throughout the lesson as well as at the end of the lesson by both adults and children.

RYG Self-Assessment System

At the end of each lesson, to support assessment and enable teachers to respond accordingly in the next lesson, children should self-assess against the success criteria using the RYG system. The RYG system informs the teacher how well their pupils believe they achieved the Learning Intention:

Red- I have not been successful in meeting the LI and would like support.

Yellow- I have been fairly successful in meeting the LI but could do with further support to achieve the LI confidently.

Green- I have successfully met the LI of the lesson and have a good understanding.

Presentation

- Clear attractive presentation is to be expected throughout the school.
- The Learning Intention (LI)/Learning Question (LQ) and date will be written and underlined or stuck in at the top of each piece of work.
- All children will work in pencil. Once children have achieved a good cursive style they will be expected to use a blue pen.
- If children make a mistake the word should be crossed with a single, ruled line.
- Lines should be drawn with rulers using a pencil.
- Anything that needs sticking in should be trimmed and done so neatly.
- In maths, children will work in pencil and all calculations should be laid out as clearly as possible, one digit per square. A double margin (unless otherwise instructed by the teacher) should be drawn with a ruler and pencil.
- Children should highlight (e.g. features of text) in orange.

Marking Expectations

- Teachers should mark in pink pen.
- Pupils should self-mark and respond to feedback in green pen.
- TAs should mark in purple pen.
- A pink highlighter should be used to celebrate success.
- A yellow highlighter should be used indicate errors that require correction.
- All work should be acknowledged by the class teacher before the next lesson.

- Written comments should link to the Learning Intention (LI).
- A star stamper or writing 1DP should be used to indicate a Dojo Point.
- Developmental marking should identify and address misconceptions, extend children's understanding, provide an opportunity to practise, to challenge or to investigate an area or subject further
- If no errors are picked up, a tick or a comment will be recorded in the child's book to indicate that work has been checked.
- Some marking will occur during the lesson to ensure that misconceptions are identified and corrected in timely fashion.
- Where appropriate a next step may be indicated.
- Teachers should be mindful of the need for the same expectations in presentation and skills as in English lessons and errors with English skills will be identified as such.
- Pupils should be given adequate time to respond to feedback and marking.
- Immediate Intervention (II) on a one to one or small group basis may be used to address any misconceptions before the next lesson - this should be indicated with an II books.

Marking and Feedback in English

In English, marking and feedback should support children's development in all areas of Literacy and encourage them to become independent writers and readers, aware of their next steps and what they need to do to improve.

Writing

In writing, teachers provide developmental marking, addressing misconceptions and areas of difficulty as they arise.

Pink highlighter is used by teachers during marking to celebrate examples of Challenge Words, Alan Peat sentences, strong vocabulary and the grammar focus for that unit. Teachers should mark and leave feedback in pink pen to challenge and extend the children. Yellow highlighters should be used to flag errors that require correction by the child at the start of the next lesson, for example, errors of spelling, syntax or punctuation appropriate to the level of the child.

Children are encouraged to edit and improve in green pen as they write and in response to marking feedback, but there is also a whole class editing lesson planned into every unit.

During this whole class editing lesson, children edit in guided steps in order to promote metacognition and awareness of their own writing process. In this whole class editing lesson, children focus on areas such as improving vocabulary and sentence openers, common spelling and punctuation errors and reading for meaning and sense.

Spelling and punctuation errors specific to individual children may be picked up, but the majority of these in the final "big write" will be addressed in the whole class editing session.

Teachers write the correct spelling with x 3 for the pupil to write out the spelling correctly three times. There is a focus on flagging spellings from the National Curriculum's programme of spelling relevant to that pupil and year group. Children are encouraged to correct in pairs using a dictionary; thesauruses are used to improve vocabulary both during and after the writing process.

Isolated punctuation errors/omission will either be circled or (as the children progress through the school) be signalled with a circled P in the margin on the relevant line.

Where appropriate, motivational comments or feedback regarding presentation may be given in books, but there is no expectation for written comments to be left for every lesson. Dojo points are awarded in books for effort and achievement.

Whole Class Reading

Children's work during Whole Class Reading is assessed via instant verbal feedback and misconceptions are tackled as they arise during discussion of the text and targeted questioning. Children may also self-mark and peer-mark their work in reading lessons.

GPS

Likewise, GPS is self-marked wherever possible in order for children to instantly recognise where they have made mistakes. Verbal feedback is given throughout the lesson to provide support and areas of focus. Children work in GPS books or on whiteboards depending on the requirements of the lesson.

Marking and Feedback in Maths

In maths, the aim of marking and feedback is to provide simple, effective feedback that ensures children are able to address misconceptions and check any mistakes they have made.

To support this, as much as possible, children will self-mark their independent work so that they can see, immediately, how they have done. This then gives them the chance to check any questions they have got wrong, self-correcting these if they can see where they went wrong. Marking by children should be done in green pen to indicate that they have self-marked their own work, with any corrections also completed in green pen to indicate that they have changed their answer/ method.

Written comments should be included in books to help address misconceptions or to challenge pupils further.

Marking and Feedback in Science, Geography and History

Teachers' comments in science, history and geography should be of a challenging nature and thoughtful, reflective and focused to evoke and explore understanding of key concepts. Feedback given in books should be relevant to future work and phrased in a way that each individual child can understand. Challenging questions should enable the child to begin to make mental links within their unit. Children should then respond to this feedback if needed the next lesson and any misconceptions that arise should be addressed before the next lesson if not identified during the lesson. All incorrect keywords and technical vocabulary must be corrected and the general concepts clarified where needed. General punctuation and spelling errors should be corrected but feedback should relate to the lesson content.

Marking and Feedback in RE

Teachers' comments in RE should encourage children to be reflective and should be used to challenge or develop understanding. Spelling of key vocabulary and correct use of capitals letters must be picked up; however, comments should be linked to the learning question.

Art & Design and DT





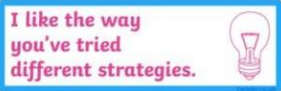
There is no expectation for teachers to mark art work. Sketch books should be used as a 'judgement free' zone where children can experiment with art and explore art techniques. Verbal feedback may be given in lessons in order to give children ideas to think about and act upon.

Design Technology should be marked where appropriate. Teachers may question children on their processes or materials used or challenge children when evaluating their artwork. Work should be acknowledged after each stage of the planning and designing processes.

Monitoring and Evaluation

Subject Leaders and/or SLT review samples of work and seek the views of pupils on a regular basis to monitor the implementation of this policy. The findings are shared with staff.

Appendix 1 - Marking Codes

Symbol	Meaning
VF	Verbal feedback given (we have talked about this piece of work)
TA 1:4	TA supported - plus a brief description of how they've been supported
CT 1:6	Class teacher supported - plus a brief description of how they've been supported
✓	Correct
X	Incorrect
	Celebration of success
	Indicate errors that require correction
SP	Spelling error - SP in the margin and word highlighted yellow
Wednesday x3	Model the correct spelling and state how many times the child should write the word out correctly
//	New paragraph needed
^	An omission
○ or P	Punctuation error
II ○	Immediate intervention is needed and will be given /has been given before the next lesson to address misconceptions.
PT	Pre-Teaching has taken place
~~~~~	Does not make sense
 or 1DP	One Dojo Point (any colour star stamper may be used)
	Challenge stamp is used to indicate where a child has attempted a challenge
	Teacher's comments/questions may be typed onto stickers and stuck into books.

A selection of stamps and stickers may be used as appropriate.