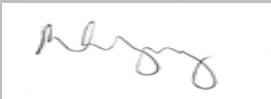





Marking and Feedback Policy

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Abstract: This policy sets out expectations and methods used for marking and feedback and providing feedback on children's work to ensure a positive, constructive environment for learning.

Approved by:	Mrs M Young Chair of Governors	
Approved by:	Mrs J Watson Headteacher	
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Intent

At Lent Rise School our intent is to deliver a curriculum that supports our pupils with skills for life. We want all our pupils to be equipped for learning and to develop thinking skills to enable them to make good choices and to reflect and reason. Our pupils will work with ambition in a safe and secure environment and will be prepared for life's journey. We recognise the impact of marking to support teacher assessment. Our intention is that marking and feedback is conducted in a variety of ways to support pupils outcomes, making best use of verbal feedback.

Implementation

Our curriculum is planned to ensure aspirations and ambition for all our pupils. The pupils will learn how to be resilient and effective learners. They will embed creativity, learning through a wide variety of skills; ensuring the pupils develop healthy minds and bodies. The pupils will learn through our Learn Reach Shine values in order to develop their character and curiosity.

At Lent Rise School, all children will receive timely and meaningful feedback. As a staff we believe children learn best when there are the highest expectations of their achievements and of the quality of their work.

The key purpose of marking and feedback is for the children's benefit to find out what they have got right or wrong or what could be improved. It is essential that children are given time to read comments and respond. Children need to be given time to make improvements to their work and teachers must identify and allocate time for this in their planning. Children need to be trained via whole class and group marking and feedback and feedback to identify their successes and improvement needs.

Impact

Through the curriculum the pupils will become courageous learners, demonstrating success and perseverance. They will be happy learners with inquiring minds. They will be eloquent and articulate; showing an interest and understanding in the world around them. Their experiences will prepare them with hope and confidence for the future.

This is achieved when children take pride in their work and therefore it is essential that the school has clearly defined and consistently applied approaches to the presentation and lay out of children's work and to the methods of marking and feedback.

By engaging children in the purposeful marking and feedback, they are given opportunities to develop their thinking skills and critical voice. Self-assessment and peer assessment, when managed effectively by the teacher, also build an atmosphere of trust and respect fundamental to the ethos of the school. Marking and feedback shows that teachers care about children's work. It should foster an interaction between the adult and child, giving feedback on the work they have done and guidance as to what the next step is.

What is marking and feedback?

Marking and feedback is a form of assessment. It feeds into the teacher's planning for improved standards. It shows children that we appreciate both their talents and their difficulties. By noticing, marking and feedback and discussing common mistakes and persistent errors, we can plan future individual, group or class work to improve standards in spelling, punctuation, handwriting and grammar, as well as the content of the work.

Practice that supports effective marking and feedback and feedback

Children should be made aware, through discussion, of the criteria for the marking and feedback of a set piece of work. Clear learning intention and future points to remember need to be referred to, shared with the children and reinforced with reminders as the lesson develops.

Marking and feedback may take various forms e.g. Verbal feedback, peer marking and feedback, self-assessment, discussion with the children or written away from the child.

Marking and feedback must be manageable and focused i.e. marking and feedback against the objective being taught with reference to the success criteria and targets.

Early years

Ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals. Systematic observations and assessments of each child's achievements, interests and learning styles are made by staff. These observations are used to plan relevant activities and opportunities for each child. Feedback is given to the child verbally and also shared with parents. Written work is also marked with praise comments, verbal feedback indications and Lent Rise School stamps depicting independent work as well as helpful comments to support evidence building for assessments.

Examples of stamps suitable to use in Early Years:



All written work produced in books will include feedback which adheres to the following guidelines:

Every piece of work will receive feedback in some form; this may be teacher led, an indication of verbal feedback VF, peer feedback or pupil self-reflections. Over each half term, there should be a balance of teaching staff feedback, verbal feedback, peer and pupil feedback to ensure pupils are guided by their teachers to develop their learning further.

When peer feedback is used, this will be conducted in a mutually beneficial way to each party, led by the teacher. Pupils will be guided on what criteria are to be reviewed for the task in hand.

When pupil feedback is used, the focus will be on self-editing and self-assessment with the aim to develop independence, confidence and editing skills.

Teaching staff feedback is recorded in green for growth mind-set comments and pink for next steps 'think' comments.

The table below shows expectations of marking over a half term

English	Maths	Topic	Standalone subjects, eg. RE, ICT, PSHE	PP and SEN pupils
One piece of work marked fully each week. Work that is developed over a period of time to be marked to guide and assist pupils with editing. Eg. Use of pink highlighters to show what needs editing. Work marked at the start and end of a topic to support teacher assessment.	One piece of work marked fully each week. Work marked at the start and end of a topic to support teacher assessment	One piece of work marked fully each week. Work that is developed over a period of time to be marked to guide and assist pupils with editing. Eg. Use of pink highlighters to show what needs editing. Work marked at the start and end of a topic to support teacher assessment.	One piece of work marked fully twice a half term. Work marked at the start and end of a topic to support teacher assessment.	Verbal feedback given in lessons - VF used to show this in books

Types of Marking and feedback and good practice

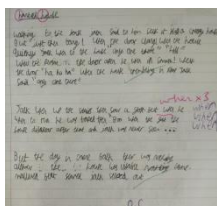
The type of marking and feedback used for a task should reflect the aim of the task set. Marking and feedback should praise, but also give guidance, consolidation and challenge. It may help to think of next steps marking and feedback as intervention marking and feedback. The teacher steps in to support, consolidate, accelerate or challenge.

Improvement prompts

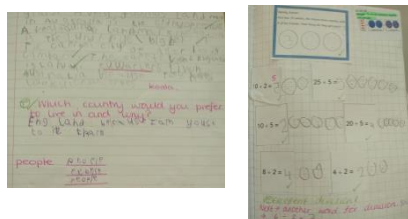
The children should be actively encouraged to read and act upon comments that have been made by the teacher. This should be planned into the learning to ensure time is given to this.

Reminder prompts

Circle things that are missing e.g. space for full stop, but limit the number of errors corrected

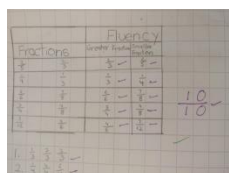


Scaffolding and challenge prompts



Peer marking and feedback and self-assessment

Children should be involved with self-assessment: marking and feedback their own work and peer marking and feedback as much as possible, whether by proof reading their own work, checking it with a partner or reacting regularly to structured comments made on their work by their teacher. Children need to be shown how to assess their own and each other's work in relation to success criteria and targets. They also need to have training and modelling in giving effective feedback.



Gap busting feedback example:

GNP-BUSTING

$$5 \times 2 = 10 \quad \times 7 = 70 \text{ cm}^3$$

Volume = 70 cm^3

$$3 \times 2 = 6 \quad \times 8 = 48 \text{ cm}^3$$

Volume = 48 cm^3

$$2 \times 5 \times 6 = 60 \text{ cm}^3$$

Volume = 60 cm^3

Purple Pens are used for peer and self-marking and feedback. Pupils initial this feedback.

Example of marking and feedback codes:

What does our marking mean?	
Remember, you need to use the same codes and symbols when you mark your own, and others work.	
gr/	Grammar mistake <ul style="list-style-type: none"> Is your sentence grammatically correct? Have you used the right tense? Is it a homophone?
p	Punctuation <ul style="list-style-type: none"> Some punctuation is missing. It's the wrong piece of punctuation.
©	Capital letter <ul style="list-style-type: none"> One is missing. You have used one incorrectly.
^	Missing word or letter <ul style="list-style-type: none"> There is a word or letter missing within a sentence.
sp/	Spelling mistake <ul style="list-style-type: none"> Look at the bottom of your work for the spelling and write it out 3 times.
Ⓟ ✓	Target achieved <ul style="list-style-type: none"> Look for your next steps to keep progressing.
Ⓟ ✓ 1/2	Target half met <ul style="list-style-type: none"> You have almost reached the target - check the next steps to see how to full meet it.

The level of marking and feedback should show sensitivity on the part of the teacher towards the child's ability, confidence and tolerance of criticism.

We need to provide a useful and obvious focus for improvements by selecting the most important common or recurring mistakes for correction by the child and for subsequent practice and reinforcement.

We can balance any negative effect of marking and feedback by adding encouraging, appreciative comments, stars, stickers, “smiling faces”, etc. to show that we are firstly looking for what is GOOD.

Booster

Booster activities are to be acknowledged by the teacher leading the support activity. Verbal feedback is a particularly helpful method of marking and feedback booster activities to promote one to one understanding and personalised feedback.

Homework / online Learning

Online homework that is assessed within the system will provide teachers with important feedback. Homework should be marked with a focus on pupil self-assessment to support independent editing and self-awareness.