Effective Marking and Feedback Policy

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Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

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Kernow Learning

Key Principles

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Written comments should only be used where they are accessible to children according to age and ability;
- Comments should, on the whole, be skill specific to the subject being taught
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided as part of assessment processes in the classroom, and take many forms other than written comments (mini plenaries/using visualiser)
- Feedback 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 appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books before the next learning takes place.
- Misconceptions MUST always be picked up on

Alongside the above we understand for effective feedback to take place the following must occur: <u>Children must understand what they are learning</u>
How this is achieved:

- The learning sequence is shared with the children at the beginning of a new unit
- The learning intention for that lesson is shared at the point where is best for the children
- Success criteria/marking ladders will be used where appropriate
- Prior learning is built upon as is known by teacher and pupil through the use of Knowledge Oragnisers which display the sequence of learning and key vocabulary to be understood

<u>Children are given opportunities to compare their work with the learning challenge</u>

How this is achieved:

- Children can articulate to peers and teachers their understanding of the learning/task and how it links with the learning challenge and overall sequence
- Mini plenaries and use of visualiser or SmartBoard enable children to analyse examples of success or improvement and further opportunities to learn from each other
- Marking ladders/success criteria give children a mechanism for reflecting on the success of their learning

<u>Children are given opportunities to improve</u>

How this is achieved:

- Children edit their work using red pen. In Year 1, children use a red pencil to develop this skill and

begin editing in the summer term. Use of a red pen is introduced in Year 2 where children are taught to edit small extracts of their learning. Throughout KS2, children are exposed to the full range of editing skills.

- Children are able to explain where they have improved their learning/understanding/work

- Planned opportunities for self or peer assessment feature in many lessons

- Misconceptions are highlighted by the teacher using purple ink – evidence of addressing misconceptions must be visible through the improvement of understanding of the child. This may be achieved through use of resources, deployment of adult as well as through marking. A code of VF is used to indicate a dialogue has taken place between an adult and a child to develop understanding of a concept.

Feedback and marking in practice

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

- Immediate Feedback – at the point of teaching e.g. Verbally one to one, Use of visualiser, mini plenaries, group work.
- Summary Feedback – at the end of a lesson/task, beginning of the next lesson (This can include child led feedback – self and peer)
- Review Feedback – away from the point of teaching including written comments and use of marking codes (see appendix)

As a school we feel feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. We place considerable emphasis on the provision of immediate feedback.

Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

The following table shows examples of how feedback looks in practice at St Francis

	What it looks like	Evidence
Immediate	Includes teacher gathering feedback from teaching, including mini whiteboards, book work etc. Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve use of a Teaching Assistant to provide support or further challenge May redirect the focus of teaching or the task May include highlighting/annotating according to the marking code	Lesson observations/learning walks Some evidence of annotations and use of marking code Use of visualiser Mini plenaries
Summary	Takes place at the end of the lesson or activity Often involves whole groups or classes Provides an opportunity for evaluation of learning in the lesson May take form of self or peer assessment against an agreed set of criteria In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	Lesson observations/learning walks Timetabled pre- and post-teaching based on assessment Some evidence of self- and peer-assessment May be reflected in selected focus review feedback (marking)
Review	Takes place away from the point of teaching May involve written comments/annotations for pupils to read/respond to Provides teachers with opportunities for assessment of understanding Leads to adaptation of future lessons through planning, grouping or adaptation of tasks May lead to targets being set for pupils' future attention, or immediate action	Whole class differentiated feedback at the beginning of the next lesson. (KS2- Crib Sheets) Acknowledgement of work completed Written comments and appropriate responses/action Adaptations to teaching sequences tasks when compared to planning Use of annotations on planning to indicate future groupings.

CORE Marking Code

Purple = where purple ink will be used by the teacher as child is required to progress/improve

Green = where green ink will be used by the teacher as child has successfully self-assessed or corrected an error/made an improvement

All the following symbols will be explained and shared with pupils regularly and pupils will be encouraged to explain what these symbols mean to others.

In addition to the core marking code, teachers may use other symbols when marking pupils work as part of the success criteria for that lesson or piece of work.

Marking	Symbol or Comment
Meeting the Intention or a technique used well	✓ A tick indicates work is correct, often a double tick is used to show exceptional understanding
Incorrect spelling	Incorrect spellings should be identified with purple ink and have a wiggly line drawn underneath them. No more than 3 correct spellings should then be written underneath the work or in the margin together with 3 dots, next to which the child is expected to copy them out and learn. e.g would • • • From Year 2 children have their own personal dictionary in which they transfer common spelling mistakes so that recurring errors are addressed. This approach also encourages children to become more independent and resourceful in ensuring accuracy of spelling. In Year 5 and 6, children are encouraged to move away from their personal dictionaries and develop independent dictionary skills by using age- appropriate dictionaries to find out how to spell words or correct words identified by the teacher.
Incorrect use of punctuation	Indicated by a purple circle where the error occurs. ◯ An empty circle indicates where there is missing punctuation and correction is needed (??) Error included within the circle indicates that correction is needed
Begin new paragraph	// in the margin or where applicable
Word missing	An inverted 'V' is used to indicate a word is missing
Finger space missing	A vertical line is used to separate words and show where a finger space is missing
Target achieved stamp	This indicates where a child on the Record of Need has transferred their IPM target into their class learning
Presentation Alert	A warning triangle is used to indicate that the learning completed has not been presented to an acceptable standard. Depending on age and stage of child, a proportion of the work may need to be redone to show acceptable presentation of learning.

Children edit their learning in red so improvements can be identified easily. For writing, year groups have specific writing marking ladders to identify successes and next steps.