



Feedback and Marking Policy

Date reviewed: Autumn 2021

Date of Next Review: Autumn 2022

1. Introduction

At Calveley Academy we want all children to make good or better progress and develop positive attitudes to their learning. 'Assessment for Learning' is central to children recognising and achieving their full potential.

'Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there'

2. Rationale

This policy outlines the key issues and ethos that will ensure that our children can achieve high standards and have ownership over their own learning.

It is through the effective feedback that children receive about their work that they make improvements and develop their skills further.

The way teachers mark and give feedback is central to Assessment for Learning and should occur in some form in every lesson. AfL improves learning, raises standards and ensures that children make good progress.

The guidance within this policy focuses on the feedback which promotes progress and it provides standardisation and consistency of practice throughout our school, promoting self-esteem and helping children to value their own work. The implementation of this policy is the responsibility of **all** staff.

3. The key principles and practice for feedback and marking:

The following principles and advice should be taken into account when giving children feedback about their work and subsequently form the basis of Calveley Academy guidance:

- Feedback can be **written or oral** and can be given by the teacher, the teaching assistant, or through **self or peer assessment**.
- The best feedback is, without doubt, the **dialogue** that takes place whilst the task is being completed.
- Feedback should be **positive** in its tone – praising and encouraging the work that the children produce, whilst giving **constructive advice on how to improve**.
- Focusing on errors, for example marking work with crosses, or indicating every spelling mistake, can damage children's self-esteem.
- Children should be given **time to read and respond** to written feedback and to act on suggestions made in it. Teachers *must* plan this time into their weekly/daily timetable. Children should be encouraged to give a constructive written response to comments made and be given ample opportunity to

correct any misconceptions that result. **This shows progress.** The teacher should then respond to this progress with further feedback.

- Feedback should be **manageable for teachers** and accessible for pupils – we should be aiming for teachers to write less and pupils to take more responsibility for acting on it when given time to do so. Teachers should provide this level of detailed feedback in English and Maths at least **once per week per child**. It is also recognised that acknowledgement/lighter marking must be carried out where detailed feedback is not provided
- The majority of feedback given should be focused on **learning objectives** that have been shared with / created by the children. Effective learning takes place when learners understand what they are trying to achieve and why it is important. Therefore, the LO should be focused on **'learning'** and *not* on **activities**. Comments may also be focused on children's **personal needs or targets**.
- If using **success criteria**, these should be designed to help the children know what steps to take to achieve the LO and give them a framework against which they can focus their efforts, evaluate their progress and discuss issues. Children can be involved in developing these and this gives them greater **ownership of their own learning**. There should usually be no need for more than 2 or 3 of these and to be most effective, a limit of no more than 5.
- **WAGOLLS** may be provided so that the children are able to see what they are expected to achieve and what they need to aim for in their work.
- Marking and the feedback that results from it should be undertaken **as soon as possible** after the work is completed, and where appropriate or possible, the **pupils should be involved**.
- For children who find reading comments difficult, or for our younger children, there will be more **oral feedback** and fewer written responses. However, where oral feedback is given by the teacher it is good practice to indicate that this was given with a simple abbreviation (**OF**) next to the piece of work.
- All work should be acknowledged by the teacher even if it is not marked. Ticks or initials are valuable shorthand for saying an attempt has been noted. When marking and where appropriate, indicate if the work was completed independently or with support (**I** for independent work and **S** for supported or scaffolded work)
- The emphasis in **marking** should be on the child's achievements and what the next steps need to be in order to improve.
- Comments should reflect what has been done well and an improvement prompt that guides learning (next steps).

- Marking will be done in **green pen**.
- Pupil's responses should be in **blue pen from Year 3 onwards**. EYFS – Y2 will respond in pencil **blue pencil**.
- Teacher's marking and comments should be written clearly, legibly and using age, ability and child-friendly language. We should model what we expect in terms of presentation at all times. Teacher's handwriting should reflect the handwriting scheme adopted by the school as far as possible.
- When pupils are carrying out peer assessment, ensure that they have been trained to do this and are also following the principles within this policy. Where peer marking has taken place pupils should initial the feedback to indicate who has responded.
- Do not use a cross to indicate an error (eg maths), but put a dot (see marking and drafting code) to indicate where a correction may be needed.
- If correcting spellings do not correct any more than 4 spellings and ensure that they are appropriately chosen according to the age and ability of the individual child (indicate the error following the marking and drafting code).
- At all times, encourage the children to be independent in checking and correcting their work – encourage them to use dictionaries, word mats or other means of support so that redrafting becomes a natural part of the learning process.
- The drafting code should be known by the pupils and clearly displayed in each classroom so that pupils can use it/recognise your marking independently.
- Punctuation that is relevant to age and ability should be corrected/highlighted for self correction and again be realistic in number (follow marking and drafting code)
- Improvement prompts may take the form of: - **moving on (extension)**

comments eg *'what else could you say here.... what might happen as a result ...'*

- **guiding (scaffolding) comments**

eg *'what was the dog's tail doing? Describe the expression on his face.'*

- **demonstration (modelling) comments** eg *'the dog ran*

around and around in frantic circles....'

- When marking work with written comments where you are expecting a response from the pupil, ensure the comments are instructional and tell the pupil exactly what you want them to **do**:

Eg “**find and correct** all capital letters..”

“**replace** 3 adjectives with more powerful words..”

“go back and **put in** all full stops..”

“**improve** the sentence marked by adding more detail..”

“**check and correct** spellings..”

- *Work in Morning Maths and Maths in Minute books should be acknowledged by the teacher.*
- *Weekly homework must be marked in-line with the Feedback and Marking policy.*

4. Correction issues-English, Science and Topic

The marking of topic is relevant to only 2 pieces of cross-curricular writing per term. This should also preferably be drafted and corrected within literacy books. Therefore, only the final piece with corrected spelling errors etc. should be seen within the topic books.

- Not all work or every mistake will be corrected. To correct everything with a secretarial approach is usually counter-productive.
- For redraft and display purposes, children’s work may be redrafted, spell-checked and amended to produce a ‘final’ copy. This work will be labelled DRAFT.
- Spellings may be selected for correction (by the child, peer or the teacher)- A maximum of 5 spellings per piece of writing. Teachers should ensure that the curriculum spelling lists for the relevant year group is available as an aide to try and reduce the amount of spelling errors. These spelling should be a priority when marking written work.
- In KS1 the marking of topic is relevant to only 1 pieces of cross-curricular writing per term. This should also preferably be drafted and corrected within English books. Therefore, only the final piece with corrected spelling errors etc. should be seen within the topic books
- In KS2 Spelling errors are highlighted using this symbol: pupils are then to find the correct spelling using the curriculum spelling lists, a dictionary or an electronic device such as, iPad or Chrome book.

5. Children are encouraged to self-evaluate their own learning

KS2 Pupils evaluate the learning objective at the beginning and end of each lesson using a red, yellow and green dot.

I think I've met the objective well	I'm not sure I've met the objective	I really don't understand and don't think I've met the LO
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Evaluation of the Children's learning

To enable simple tracking of the children's work and progress learning objectives on planning will be coded to coincide with statements within the 2014 curriculum.

E.g.

Ma6/2.1a

Ma6 this indicates subject and year group

2.1 indicates the topic

A indicates the individual objective within the topic

To inform teacher assessment teachers will judge each child's progress against the learning objective.

This will be indicated by...

GD working at greater depth

E progress inline with the objective (expected)

UE –upper emergent (objective partially met)

LE- Lower emergent (objective not met and needs revisiting)

The following may be used to enhance learning opportunities:

- Assessed or modelled examples
- I DO, WE DO, YOU DO
- Opportunities for peer and self-assessment
- Opportunities to take the initiative to make improvements

6. Presentation:

- a. Pencil is always to be used for mathematics work, unless for specific presentation purposes. Ensure that the children have an appropriate pencil which is kept sharp.
- b. Children should use the 'one digit, one box' rule when completing maths work.

- c. For maths work, children will write the digital date. At KS1/2 for other work it will be the written date, except where children find this difficult (use your discretion and knowledge of the child). At KS1, children should be given opportunities to write the long date and when they are ready, do this more often. Operate a zero tolerance (according to age and ability) for correct spelling of days and months.
- d. For work other than maths, **pencil** will be used by years R to Y2 (except for those children whose handwriting is ready to move to pen or for specific presentation pieces) and children will then be encouraged to use **pen** from **Year 3** onwards as appropriate. By **Year 4** it will be expected that all pupils should be using pen, unless there are very specific reasons that this should not be the case.
- e. Date, title and / or learning objective will be underlined. Staff must insist that children use a ruler. (Y1 to Y6). The teacher should use discretion to determine if this task becomes too onerous for children with specific difficulties and reasonable alternatives found.
- f. **'DUMTUM'** is one way to teach the children the correct procedure:
Date
Underline
Miss a line
Title
Underline
Miss a line
- g. Felt pens / wax crayons/ gel pens etc will be discouraged from being used in children's books.
- h. Children must not scribble or deface their books and should be **encouraged to take pride** in their work at all times. Work that is not of an acceptable standard should be done again (in the child's own time)
- i. Mistakes are to be crossed out with **one line through**, rather than the excessive use of a rubber or scribbling out. Children should be encouraged to show their **working out** in Maths so that the teacher can understand the mathematical processes they have gone through and spot any errors. This should be done alongside the answers given where appropriate.

7. Monitoring and evaluation:

Work scrutiny will be carried out regularly by HT and subject leaders and evaluated to check the effectiveness of feedback and marking guidance. Occasionally this scrutiny may be carried out through external monitoring. This is to ensure that marking is having a positive impact on children's learning and that children are acting upon prompts. Marking may also be evaluated during lesson observations and

learning walks. Feedback on the implementation of this policy will be given during staff meetings or with individual members of staff. The Governing body will monitor the implementation of this policy.

8. Expectations for recording within books. (This is the requirement for a normal full week)

Maths Book – 4 recorded main sessions and one mental arithmetic session.

Morning Maths- 5 session per week self marked.

English– 4 recorded sessions per week. This includes at least one session on SPaG.

Science- At least one 2-hour session per week. This is to include investigation work.

Topic – At least one good quality piece of topic work per week. This should include cross-curricular writing.

RE- One 30 mins session per week

PSHE- 30 mins per week

Staff should keep this policy in their planning file to refer to as necessary

9. Review:

This policy will be reviewed annually and will be included in new staff induction programs.

10. Appendices:

Drafting Code

The following drafting code should be used by teacher and pupil to encourage independence in redrafting as part of the process of writing. The codes used are common across the school, but it is recognised that some small variation/use will occur dependent on age and ability of different pupils and according to the level of independence being encouraged within the lesson, so some discretion is expected. More independent pieces of writing will allow children to apply redrafting and editing skills more independently, which will be reflected in the codes used for marking and feedback by the teacher/peer marker.

eg:

Code used to indicate a spelling error:

sp

a. **next** to the incorrect spelling

b. **in the margin** on the line where the incorrect spelling is located.



- c. **at the end of the piece** with a general comment go back and check your spellings”
- d. **no reference** – once they have developed independence children will check spellings as part of the natural editing process

CALVELEY ACADEMEY DRAFTING CODE

code	purpose
sp	<p>To indicate spelling errors: ...above the word ...in the margin ...at the end of the piece NB for some key words (eg HFW or target words) children may be asked to write them out 5 times. If so, indicate with sp x 5 KS1 – teacher puts sp in the margin and underlines the word to be corrected. Move on to sp in margin only, when appropriate.</p>
h	<p>To indicate a homophone misspelt: ...above the word ...in the margin ...at the end of the piece</p>
P OR CL	<p>To indicate incorrect or missing punctuation (including capitalisation): ...at the point it is missing/incorrect ...in the margin ...at the end of the piece NB For our youngest children or SEN/LA pupils, the teacher would use the CL symbol. Pupils should begin to be able to identify the omission independently and correct it themselves as their writing develops.</p>
?	<p>Indicates where something doesn't make sense: ...at the point in the piece ...in the margin ...at the end of the piece – indicate to the pupil to go back and find it.</p>
→	<p>Indicates that an improvement or change is needed to a sentence. This can be done at the end of a piece of writing.</p>
/ //	<p>Indicates that a new sentence is needed (/) at this point or a new paragraph (//) (especially for younger pupils and SEN). This may not be needed by the teacher where there is a growing expectation of independence of pupils editing their own work – simply a comment at the end of the piece to ask them to identify sentences or paragraphs.</p>

Oops this is wrong	Pupils to correct anything in their work with a neat line through if they think it should be omitted.
✓	Indicates, " I like this" .. when marking
✓✓	Indicates, " I like this a lot"
I	The piece of work has been done independently
S	The piece of work has been supported by an adult
OF	Indicates that oral feedback has been given
DT	Indicates that a discussion is needed with the teacher i.e please see me.
Foundation Stage	
<p>Since marking and feedback is done differently in Foundation Stage, below are some of the codes used when recording observations/markings pupils work. More emphasis is placed on oral feedback to the children and recordings done by the teacher are for the purposes of identification of the level of support needed during the piece. Children can begin to use coloured pencil to respond to comments in summer term as preparation for Y1.</p>	
OF	Indicates that oral feedback has been given
I	The piece of work has been done independently
S	Support needed to complete work
AD	Adult directed
AL	Adult led
Chi	Child initiated
^	Indicates an omission from the text eg where a word is missed out. When a child is expected to work independently on editing this symbol would not be used.

