



Together, we learn and grow

Shepherdswell Academy

Marking and Feedback Policy

2022 – 2023



Collaboration



Courage



Curiosity



Creativity



Community



Every child deserves to be the best they can be

Review date: January 2023

Shepherdswell Academy – Marking and Feedback Policy

Aim of this policy

As Shepherdswell Academy, we are committed to high quality teaching and learning to raise standards of achievement and attainment, while broadening experiences for all our pupils. This policy is concerned with embedding a consistent approach to marking and feedback in all subjects across the school, ensuring the involvement of pupils in extending their own learning.

Marking and feedback are the processes whereby pupils are well informed about what they have achieved at a particular time and what they need to do, to improve. Feedback is a positive form of communication based on learning objectives and success criteria. It can be verbal, written, pictorial or symbols/signals and could be from teacher to pupil, teaching assistant to pupil, pupil to teacher or pupil to pupil.

This policy reflects the aims and objectives of the school and supports its vision and ethos.

The aims of this policy are to:

- Establish a consistent approach to marking against specific learning outcomes so that pupils understand how their work is marked
- Show we value the pupils' work and motivate them to produce high quality work
- Communicates the high standards and expectations of presentation and neatness
- Raise pupils' self-esteem through praise for what they do well and encourage them to raise their aspirations
- Assess the pupils' understanding and identify any misconceptions
- Demonstrate what the pupils' strengths are and how they can improve their work in the future through timely and high-quality feedback
- Create an ethos where mistakes are acceptable as long as pupils are allowed to remedy them and to learn from them
- Embed opportunities for pupils to learn how to assess their own work critically in order to create independence in learning and allow them to take responsibility their own improvements
- Embed opportunities for pupils to assess each other's work, identifying strengths and areas for improvement by which they can reinforce their own learning
- Create an ongoing conversation between pupil and adult which will aid the pupil's progress
- Create challenging but achievable targets for improvement
- Ensure assessment practises and procedures provide a basis for effective lesson planning

Principles of marking and feedback

Marking and feedback should:

- Follow the school marking code consistently
- Be positive and motivating for our pupils
- Be at the pupil's level of comprehension
- Be given promptly and regularly
- Assess the pupils' understanding, against the learning outcomes identified
- Have clear strategies for improvement, that are related to the learning or the pupils' personal targets
- Promote self and peer assessment
- Give recognition to effort and achievement noting improvements made
- Give pupils time to respond to marking
- Ensure adults respond appropriately to the pupils' comments
- Inform planning and next steps in learning

Shepherdswell Academy – Marking and Feedback Policy

- Provide information to teachers regarding pupil progress
- Be given by the adult working with the pupil

Marking and feedback must positively affect the child's progress and learning outcomes

The marking and feedback process

Key Characteristics of Assessment for Learning

Before a piece of work is undertaken, pupils need to be clear about what is going to be assessed when the work is marked. We set clear learning outcomes which enable the adults and pupils to effectively assess the piece of work.

Teachers are engaged in on-going assessments throughout the lessons and will intervene whenever pupils need redirecting, either as individuals or as a group.

Learning outcomes

Effective learning takes place when learners understand what they are trying to achieve and why it is important. Staff should always consider the context and share either the context or purpose with pupils, applying it to real life situations where appropriate. It is important that pupils know the learning outcomes set for them as this gives a focus enabling them to review their own progress and to see if they have achieved these outcomes. Teachers can choose to share the learning outcomes in different ways, so it does not lose its significance.

Success Criteria

A bite sized approach to learning will provide the pupils with a framework against which to focus their efforts, evaluate their progress and discuss issues. The success criteria can be generated by the adult or pupils.

Tool kits can also be created to focus the pupils on the aspects of learning they may need to use within a given task or piece of writing.

Questioning

At Shepherdswell Academy we value the importance of questioning and our key purpose is to develop, broaden and extend learning and thinking skills. Key questions including prompting, promoting and probing are used. Waiting or thinking time is essential to give pupils the opportunity to think and respond. Talk partners are used to help pupils rehearse or scaffold their answers and to be inclusive.

Teachers use a variety of ways to involve pupils during the lesson and do not solely rely on one method.

Monitoring Learning

During the lesson teachers will use a range of ways to monitor learning. It should focus on what the pupils are learning and how they are working towards their learning outcomes; misconceptions should be addressed and thinking challenged. Mini plenaries should be used during the lesson to refocus learning, address misconceptions, assess the knowledge and skills and set appropriate challenges. Plenaries should be used to consolidate and assess the learning that has taken place or introduce new concepts for peer and self-assessment.

Shepherdswell Academy – Marking and Feedback Policy

Written feedback and marking

Each year group has a marking code displayed in the front of pupils' books and all staff and supply staff will ensure that work is marked using this code. Teachers will ensure that teaching assistants and supply teachers (include in supply teacher notes) use this code correctly. Higher level teaching assistants will initial work they have marked.

Foundation Stage

In Foundation, work is marked against the learning objectives set out in the Foundation stage curriculum. Staff will record if the objective was achieved, partially achieved or not achieved and if any support was given. It will identify whether the job was supported by a teacher or teaching assistant or if it was independent. A positive comment will be given, including the pupil's name on both adult supported and child-initiated learning followed by the next step in learning where appropriate. Teachers, parents and pupils will be able to see the learning journey each pupil is making, and it will show progression. Observations will also form part of this learning journey. Next steps in learning will be monitored by the class teacher to ensure each pupil achieves them in a timely manner. Symbols will be used in development marking to make it accessible and relevant to the pupils.

Key Stage One

In KS1 work is marked against the learning outcomes set for all pupils in all subjects. Staff will record if the objective was achieved, partially achieved or not achieved and if any support was given. Developmental comments will be written where appropriate with a positive comment, next step and challenges where appropriate. These comments will focus on pupils' individual targets.

Pupils will be given time to respond to developmental marking and, in turn, teachers will acknowledge and respond to the pupils' efforts. Class teachers will respond to developmental marking in a timely manner to ensure misconceptions are addressed and that learning moves forward

Feedback

The purpose of Assessment for Learning (AfL) is to provide feedback in such a way that learning will improve as a result. Teaching staff will need to identify next steps in learning as well as responding to misconceptions and mistakes. Feedback will always be constructive and sensitive, it will comment on the work rather than the pupil, although there may be occasion when it is useful to reflect on the pupil's attitude during the lesson.

Verbal Feedback

This is the most immediate and interactive form of feedback and needs focus on being constructive and informative.

Direct contact with the pupil and discussion of the work is particularly appropriate to younger, less able or less confident pupils. Where verbal comments are given a **VF** plus one word summing up what was the focus should be recorded in the book as a reminder to the pupil and the teacher. It can be used with individual or groups of pupils.

Self and peer assessment

In order to engage the pupils in their own learning, pupils must have the opportunity to look critically at their own work and that of others. Subsequently, they should be able to offer suggestions to correct or improve their work. Suggestions may be verbal or in writing using the year group's chosen method (**see marking codes**).

Shepherdswell Academy – Marking and Feedback Policy

Self-Assessment

Foundation Stage

- In Foundation, the pupil's voice about his or her own learning is recorded and displayed on their work.

Key Stage One

- Pupils are given the opportunities during lessons to assess themselves against the learning objective set. The teacher will guide them to think about how they have achieved against the learning outcomes.

Peer Assessment

EYFS

- Pupils are given the opportunity to share what they have done and comment on others work verbally.

Key Stage One

- In KS1, pupils are given the opportunity to comment on and assess another pupils' work verbally.

Standards

All staff will have high expectations regarding the standard of work produced in books and folders.

Where appropriate, teachers may choose not to comment on a section of work but ask the pupil to redraft/improve it before any direct feedback is given. However, this should only be done when the pupil has the necessary skills to complete the work but needs to be encouraged to apply these more fully.


Monitoring, evaluation and reflection

Each short term there will be a book scrutiny and one aspect of this will be to look at the quality and impact of effective marking and feedback. This will be completed by the Senior Leadership Team and will enable staff to make judgements about the effectiveness of this policy and the expectations set out within it. Any concerns raised will be shared within the SLT, actions will be set, monitored and reviewed.



This will be reported to the Local Governing Body in any teaching and learning report. The Local Governing Body are committed to fulfilling their responsibilities.



Appendix 1A: Feedback and Marking Code for Pupils in EYFS and KS1

	<h2>Shepherdswell Academy</h2> <h3>Marking and Feedback Code</h3>	
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<h3>Can I</h3> <p>Our learning question tells me what I am learning</p>	 <p>A tick tells me I have achieved the learning</p>
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<h3>CT</h3> <p>Class teacher support</p>	<h3>TA</h3> <p>Teaching assistant support</p>	<h3>I</h3> <p>Independent</p>
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 <p>Finger Space</p>	<h3>Highlighted</h3> <p>Spelling</p>	<h3>ABC</h3> <p>Capital letter</p>	 <p>Punctuation</p>
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<h3>VF</h3> <p>Verbal Feedback</p>	 <p>What I am doing well</p>	 <p>Next steps</p>
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<h3>Black or Blue Pen</h3> <p>An adult has marked my work</p>	<h3>Purple Pen</h3> <p>I have edited my work</p>
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 <p>I have challenged my thinking and learning today</p>

Independent Writing








<h3>Highlighted Pink</h3> <p>I am being successful</p>	<h3>Highlighted Green</h3> <p>I can improve this</p>
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<h3>Pink Pen</h3> <p>Tickled Pink</p>	<h3>Green Pen</h3> <p>Green for Growth</p>
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Shepherdswell Academy – Marking and Feedback Policy

Something I am doing well	My next target
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Appendix 1B: Feedback and Marking Code for Staff Reference in EYFS and KS1

	<h1 style="margin: 0;">Shepherdswell Academy</h1> <h2 style="margin: 0;">Marking and Feedback Code</h2>		
<h3 style="margin: 0;">I can</h3> <p style="margin: 0;">Our learning question tells me what I am learning</p> <p style="margin: 0; color: #4a86e8;">This should focus on the learning and not the activity. It measures the small steps in learning.</p>	 <p style="margin: 0;">A tick tells me I have achieved the learning</p> <p style="margin: 0; color: #4a86e8;">The tick should be next to the objective with the adult's initials, if you feel the pupil has achieved the learning outcome with or without support.</p>		
<h3 style="margin: 0;">CT</h3> <p style="margin: 0;">Class teacher support</p> <p style="margin: 0; color: #4a86e8;">Circled if the class teacher supported.</p>	<h3 style="margin: 0;">TA</h3> <p style="margin: 0;">Teaching assistant support</p> <p style="margin: 0; color: #4a86e8;">Circled if the teaching assistant supported.</p>	<h3 style="margin: 0;">I</h3> <p style="margin: 0;">Independent</p> <p style="margin: 0; color: #4a86e8;">Once the initial teaching has taken place, if you feel the pupil has completed the task without additional support.</p>	
 <p style="margin: 0;">Finger Space</p>	<div style="background-color: yellow; padding: 2px;">Highlighted</div> <p style="margin: 0;">Spelling</p>	<h3 style="margin: 0;">ABC</h3> <p style="margin: 0;">Capital letter</p>	 <p style="margin: 0;">Punctuation</p>
<p style="color: #4a86e8; font-size: small;">Symbols to use during feedback with a pupil or when marking as a reminder, these should be responded to by the pupil and acknowledged with a tick and initials from an adult. These help a pupil to improve their work and should be worked one at a time. If no improvements are made within a measured period of time, then a intervention or more targetted teaching will be needed.</p>			
<h3 style="margin: 0;">VF</h3> <p style="margin: 0;">Verbal Feedback</p> <p style="margin: 0; color: #4a86e8;">When you have hot marked during a lesson use this symbol along with a word to identify what the feedback was. E.g. VF presentation</p>	 <p style="margin: 0;">What I am doing well</p> <p style="margin: 0; color: #4a86e8;">A smiley face along with a positive comment/phrase or word, so the pupil knows when they are being successful.</p>	 <p style="margin: 0;">Next steps</p> <p style="margin: 0; color: #4a86e8;">A ladder identifies the next step in learning and should be focused on the individual child's target to ensure their learning and work improves.</p>	

Black or Blue Pen

An adult has marked my work

The colour pens adults use to mark, unless it is an independent piece of writing (see below). **Any developmental marking should be based on the pupils individual targets.**

Purple Pen

I have edited my work

The colour pen pupils edit and improve their work in. This takes place from the spring term for year 1 and throughout year 2.



I have challenged my thinking and learning today

This stamp/sticker will be in books when the adult has set a challenge for the pupils, this should challenge their thinking by using what they know in a different way or context, never more of the same. E.g. A pupil can add two single digit numbers $5+6=12$, so rather than give them bigger numbers, pose the question what the inverse is or $5+6 = 2+\square$

Independent Writing

This will be completed 6 times a year, every term and be used to assess what they pupils can achieve independently.

Highlighted Pink

I am being successful

Using the WAGBA, parts of the writing will be highlighted that achieve the learning outcome or when a pupil has achieved an individual target.

Highlighted Green

I can improve this

Highlight **one** thing that the pupil can improve on and give them the opportunity to respond to this and make the improvement.

Pink Highlight

Tickled Pink

Something I am doing well

Same as above and should be linked

Green Highlight

Green for Growth

My next target

Same as above and should be linked