



# Shepherdswell Academy



## Marking and Feedback Policy 2022-2023

Every child deserves to be the best they can be

Together, we learn and grow



Collaboration



Courage



Curiosity



Creativity



Community

## Shepherdswell Academy – Marking and Feedback Policy

<b>Scope: East Midlands Academy Trust &amp; Academies within the Trust</b>	
<b>Version:</b> V2	<b>Filename:</b> Marking and Feedback Policy
<b>Approval:</b> September 2022	<b>Next Review:</b> September 2023 This policy will be reviewed every year by the Governors.
<b>Owner:</b> Shepherdswell Academy	<b>Union Status:</b> Not Applicable
<b>Policy type:</b>	
School Policy	Replaces Previous Policy

# 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

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- 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 (Can 1 Question)

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.

### Presenting New Materials in Small Steps (Rosenshine Principle 2)

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 and support them in completing the task and learning outcome.

### Questioning (Rosenshine Principle 3 and 6)

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 and Reviewing Learning (Rosenshine Principle 1 and 10)

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, mini-plenaries and quizzes should be used to consolidate and assess the learning that has taken place or introduce new concepts for peer and self-assessment.

## Written feedback and marking

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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**).

### Self-Assessment

#### Foundation Stage

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

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## 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 all books and work and should focus on the development of the fundamentals.

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








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		<h2 style="margin: 0;">Shepherdswell Academy English Learning Code</h2>			
<b>Can I</b> My learning question		 I did this by myself			
<b>S</b> I needed some support		<b>I</b> Independent			
 Finger Space	 Spelling	<b>ABC</b> Capital letter	 Punctuation		
<b>VF</b> Verbal Feedback	 What I am doing well		<b>Green Pen</b>  Next steps, how I can improve my learning		
<b>Black or Blue Pen</b> An adult has marked my work	<b>Purple Pen</b> I have edited my work				
I have challenged my thinking today					

SAM the Self-Assessment Man		
	<b>Capital Letters</b> 	<b>Finger Spaces</b> 
	<b>Punctuation</b> 	<b>Phonics</b> 
	<b>Handwriting</b> 	<b>Vocabulary</b> 

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	<b>Shepherdswell Academy Maths Learning Code</b>	
<b>Can I</b> My learning question	<b>S</b> I needed some support	<b>I</b> I did this by myself
 I have achieved the learning		 Check this again
<b>VF</b> Verbal Feedback	 What I am doing well	 Next steps
 I have challenged my thinking today		

	<b>Shepherdswell Academy Curriculum Learning Code</b>	
<b>Can I</b> My learning question	<b>S</b> I needed some support	<b>I</b> I did this by myself
 I have achieved the learning		 Can you think like a...
<b>VF</b> Verbal Feedback	 What I am doing well	 Next steps
 I have challenged my thinking today		