



Marking and Feedback Policy

Updated July 2021

Signed by:

Headteacher: *D. Lacey*

Date: July 2021

Chair of Governors: *D. M. L.*

Date: July 2021

Review Date: July 2024

Ethos

It is the view of the stakeholders of Shirley Manor Primary Academy that it is not how much feedback and marking adults and children do that matter but the quality. The most important factor is **IMPACT** on progress.

Expected outcomes for pupils and teachers from high-quality marking and feedback

Pupils:

1. **Understand** what they have done well and why.
2. **Are clear** about how to **improve**.
3. **Make visible** signs of **improvement**.

Teachers:

- Know **who** has made the **most progress** and why.
- Know **who** has made the **least progress** and why.
- Know **what** needs to be taught **next and to whom**.

Method

This policy sets out the principles of feedback and marking and gives some ideas about how this can be put into practice.

Use of colour

Adults mark in black. Good elements of written work are highlighted in orange in all subjects apart from Maths. Children peer mark, self-mark and respond in green.

Ensuring children **understand what they have done well and why.**

As a result of feedback and marking, the use of a smiley face symbol is used to show where the learning objective has been met in KS1. In KS2 the attention to successfully used elements which link to the learning objective throughout written work is highlighted in orange. No comments need to be written on the work. Children should:

- Know what they have done well
- Be able to explain why

Discussions with pupils about recently marked work should demonstrate a good understanding of both these points.

Ensuring children **are clear** about how to improve:

To ensure all pupils understand how to improve, immediate verbal feedback is given in the lesson and children then respond by writing in green pen. For example:

- A **challenge** or question to push the learning forward, especially if they have completed work with no errors. This could also be their next step *e.g. Tell me more about the atmosphere in the forest. / Find out why ... / How could you use this?*
- A **reminder** about something they are not doing correctly, *e.g. Add capital letters and full stops in the first three sentences **or** rewrite the underlined sentence using 3 adjectives.*
This is not the next step, however it directs children to raise attainment by improving their work.
- Give the children an **example** of what you wanted them to do and ask them to complete a task *e.g. $3 \times 5 = 15$ so $3 \times \underline{50} = 150$.*
Complete these calculations: $4 \times 60 =$ $6 \times 70 =$

Ideas for progress tasks in maths:

- Write an explanation for a process or an outcome.
- Write a word problem to apply the skills they have been working on.
- Answer a problem to apply the skills they have been working on.
- Prove a hypothesis
- Develop number work eg write number bonds to a given number or a times table
- Explain how the maths links to situations in real life
- Corrections to consolidate understanding

We use a mixture of challenge, reminder, process and example prompts to help pupils to understand their next steps. This may be done through comments, questions, discussions and ensures pupils **are clear** about how to improve.

Ensuring marking creates visible signs of improvement

Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school, however, approaches may differ: sometimes it is appropriate to give feedback verbally. Where verbal feedback is given for pupils' recorded work, a V symbol is used and the main points discussed noted on the work e.g. presentation. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

In line with training for teaching assistants (MITA), and in order to encourage greater independence for pupils of all ages, additional codes will be written alongside children's work to indicate the level of support given by an adult.

Self and peer critique

This should always be specific and linked to the learning objective or success criteria. All self and peer critique is done in green.

Progression through school

In order to acknowledge that feedback and marking will not look the same for the youngest children as it will for the oldest, a feedback and marking progression is appended to this policy. This is not a strict set of rules but, provides some ideas as to how feedback and marking might change as children mature.

In addition, a set of marking symbols may be used by adults to simplify marking. This should be used in light of the above principles and follows the MITA codes.

Monitoring


Regular work scrutiny and discussions with pupils will be undertaken by senior leaders and subject coordinators to ensure the **three purposes of marking** are of a consistently high quality throughout the school.

Appendix 1

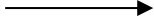








Feedback and Marking Progression



At Shirley Manor we are aware that our youngest children are not able to read written feedback and use this progression to ensure that all children have the opportunity to respond to feedback in a meaningful and manageable way. We want to ensure they are aware of the targets and next steps needed to move their learning forward. From the start of school, and throughout KS1, children are given the support to learn and to be reflective. This happens through a series of linked systems.

Reception	<ul style="list-style-type: none">• Verbal feedback to encourage self- assessment skills.• The children are given next steps linked to their learning journeys and additional notes are added after the progress task.• Children use thumbs to assess their own learning where up = good, sideways = needs support and down = not fully understood.• The teacher makes notes and helps the children verbally assess what they have achieved.• Questioning is used as a key part of feedback in reception.• Throughout the week the children are encouraged to reflect on their own learning by commenting on what they have done, what they have learnt and what they need to do next.• By the end of Reception children will be able to understand the codes from the marking scheme which include MITA codes.
------------------	---

<p>Year 1</p>	<ul style="list-style-type: none"> • Feedback used in Year 1 is given verbally and indicated with a black V. • Children use thumbs to assess their own learning where up = good, sideways = need support and down = not fully understood. • Children have individual writing targets which are recorded and shared with parents/carers. These are linked to the ARE from the 2014 National Curriculum. • At the end of some sessions children are asked: "What have you done well and what would you do better next time?" 3 children share their feedback to ensure that the pace is maintained. • We begin teaching children to peer critique at the beginning of Key Stage 1 and continues in Key Stage 2. • At the end of Year 1 children will understand the codes from the marking scheme which include MITA codes.
<p>Year 2</p>	<ul style="list-style-type: none"> • Children are made aware when they have reached their targets (celebrated). Children are also encouraged to mark and edit other children's (peer critique). • Children have individual writing targets which are recorded and shared with parents/carers. These are linked to the ARE from the 2014 National Curriculum. • For self-assessment children use  • By the end of Year 2 children will understand the codes from the marking scheme which include MITA codes.
<p>Key Stage 2</p>	<ul style="list-style-type: none"> • In Key Stage 2, children's work will be marked using symbols from the marking scheme which include MITA codes. • Work is marked in black • Children have individual writing targets which are recorded and shared with parents/carers. These are linked to the ARE from the 2014 National Curriculum • We begin teaching children to peer critique at the beginning of Key Stage 1 and continues in Key Stage 2.

Shirley Manor Primary Academy's Marking Policy Symbols

	Practise a few times underneath.
	Objective achieved (used in all subjects)
	Choose a better word or add missing punctuation.
	Missing capital letter or unnecessary capital letter.
	Self-marked bits you want to draw attention to (highlight below the writing)
Sp	<ol style="list-style-type: none"> 1. Write 'sp' in the margin and underline the mis-spelt word to be corrected. 2. Write 'sp' in the margin but do not underline the mis-spelt word. 3. Write 'sp' at the bottom of the work and children find the mis-spelt words and correct them.
? or .	Check this.
	Brilliant! Achieved!
	Learning objective achieved (KS1 only)
	Green pen - responding to feedback
	Verbal feedback from an adult.
Pr	Prompting

<p>SS</p>	<p>Self scaffolding</p>
<p>Cl</p>	<p>Clueing</p>
<p>M</p>	<p>Modelling</p>
<p>Co</p>	<p>Correcting</p>
<p>I</p>	<p>Independent</p>
	<p>KS1 children self-assess understanding at the end of a piece of work, using the appropriate face symbol.</p>
	<p>Adult to draw a purple box around work that needs improving. Maximum of 4 sentences.</p>