

Marking and Feedback Policy

Marking and Feedback Policy

Mission Statement

At Sennen School, we value the importance of feedback and marking and we believe it to be a fundamental process of the teaching and learning cycle. Marking should provide constructive feedback to every child, focussing on their successes and improvements needed in order make further progress therefore enabling children to become reflective learners.

What is feedback?

We acknowledge that feedback, as an integral part of every child's learning process, comes in a variety of forms and should be a regular and well-thought through part of every lesson. It should be specific, clear and appropriate for the age of the child. The most effective feedback, whether it is written or verbal, will give children a clear understanding of how they can improve, with children responding and making progress as a result.

Key Principles

- The sole purpose of marking and feedback should be to further children's learning.
- Teachers should provide recognition and praise for the learning that children produce and ensure they understand that their learning is valued.
- Teachers should allow specific time for children to read, reflect and respond to marking where appropriate
- All children's learning should be reviewed by the teacher at the earliest appropriate opportunity to ensure that any misconceptions by the child can be addressed. This must be before the next lesson.
- All marking and feedback should be used to inform future planning.

Our Vision for Marking and Feedback alongside Teacher Workload

Our marking and feedback policy is underpinned by the evidence of best practice from the Education Endowment Foundation guidance report: 'Teacher Feedback to Improve Pupil Learning'. See Appendix 1.

We have also considered the recommendations of the Workload Review Group as well as the Teacher Standards and considered the following statements:

The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'. This is not a requirement for pupils to provide a written response to feedback: it could simply be that pupils should act on the feedback in subsequent work.

The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

In summary, we recommend that all marking should be meaningful, manageable and motivating.

Meaningful: *marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*

Manageable: *marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.*

Motivating: *Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.*

Our Approaches to Marking and Feedback

Live Marking

This immediate feedback technique is used to prompt children to think more deeply at a particular point of their learning and to address misconceptions quickly so that learning can be moved forward. This feedback can be either written or verbal. Teaching Assistants should live mark if they work with a group of children and only for that group of children.

Light Marking

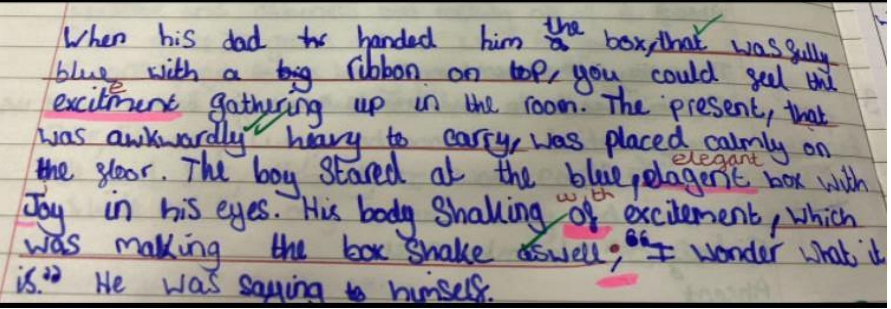
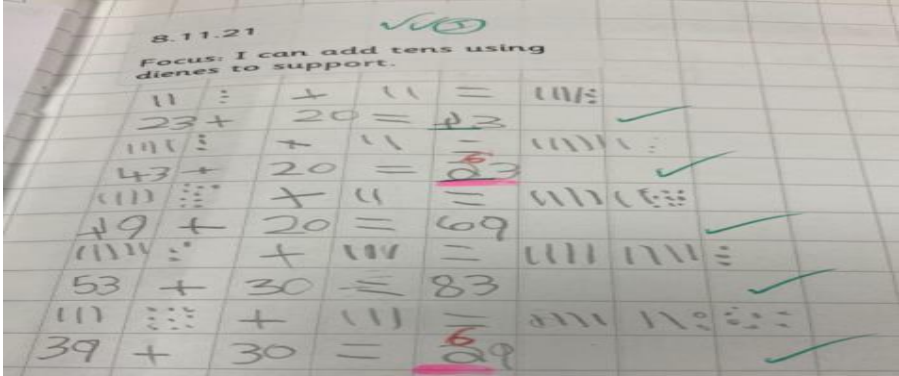
This feedback technique is not necessarily about providing next steps to move learning forwards but more about establishing positive relationships with children and showing them that their learning is valued. Light marking should acknowledge children's progress and successes.

Self or Peer Assessment

Peer assessment enables children to give each other valuable feedback so that they learn from and support each other in the classroom. Children will be encouraged to give feedback that is kind, specific and helpful which will help to move learning forward. Consideration towards the age and ability of the child and the subject must take place when using this approach to feedback. It might not always be appropriate.

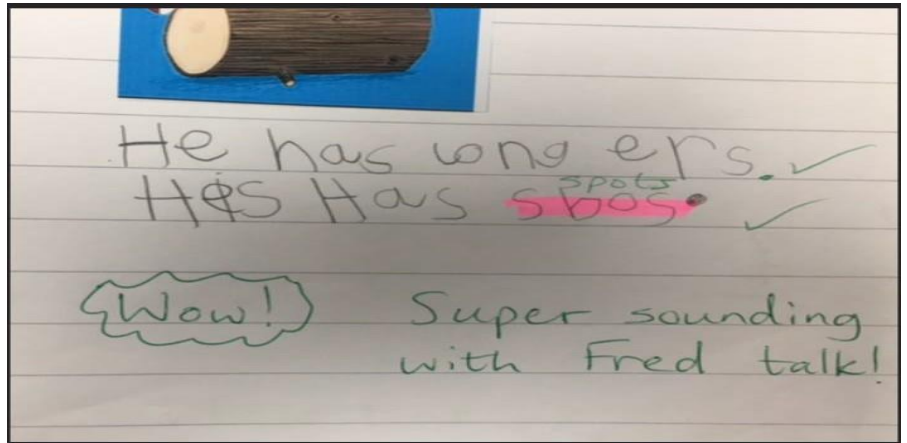
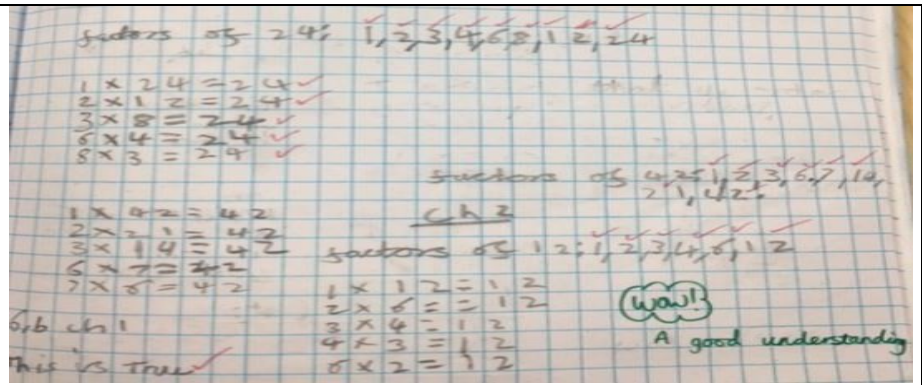
Self-assessment allows children to reflect on their learning linked to the lesson focus and/or success criteria. When completing a success criteria, children will draw a smiley, straight or sad face next to each criteria. In some cases, this may need to be supported by the Teacher or Teaching Assistant. At the end of each piece of learning, children will draw a smiley, straight or sad face underneath their learning to show how they feel about achieving the learning focus. All peer and self-assessment should be acknowledged by the teacher.



Type of marking	What will this look like?	Examples																																										
Live Marking	<ul style="list-style-type: none"> • Takes place in lesson with groups or individuals. • Often given verbally to children for immediate action • May include think pinks, according to marking code. • For EYFS and Key Stage 1, this may include green highlighting to show where the child has met the learning focus. • Ticks or double ticks will be used during the lesson to show that children have met the learning focus or achieved more than the learning focus. • VF written next to question from either teacher or TA to show that verbal feedback has been given. • I might be used to show that the children have worked independently on their activity. • CT/TA might be used when children have worked in a focus group. 	 <p>When his dad he handed him ^{the} box, that was ^{gully} blue with a big ribbon on top, you could see the excitement gathering up in the room. The present, that was awkwardly heavy to carry, was placed calmly on the floor. The boy stared at the blue elegant box with joy in his eyes. His body shaking ^{with} of excitement, which was making the box shake as well; "I wonder what it is." He was saying to himself.</p>  <p>8.11.21 Focus: I can add tens using dienes to support.</p> <table border="1"> <tbody> <tr> <td>11</td> <td>:</td> <td>+</td> <td>11</td> <td>=</td> <td>22</td> <td>✓</td> </tr> <tr> <td>23</td> <td>+</td> <td>20</td> <td>=</td> <td>43</td> <td>✓</td> <td></td> </tr> <tr> <td>43</td> <td>+</td> <td>20</td> <td>=</td> <td>63</td> <td>✓</td> <td></td> </tr> <tr> <td>49</td> <td>+</td> <td>20</td> <td>=</td> <td>69</td> <td>✓</td> <td></td> </tr> <tr> <td>53</td> <td>+</td> <td>30</td> <td>=</td> <td>83</td> <td>✓</td> <td></td> </tr> <tr> <td>39</td> <td>+</td> <td>30</td> <td>=</td> <td>69</td> <td>✓</td> <td></td> </tr> </tbody> </table>	11	:	+	11	=	22	✓	23	+	20	=	43	✓		43	+	20	=	63	✓		49	+	20	=	69	✓		53	+	30	=	83	✓		39	+	30	=	69	✓	
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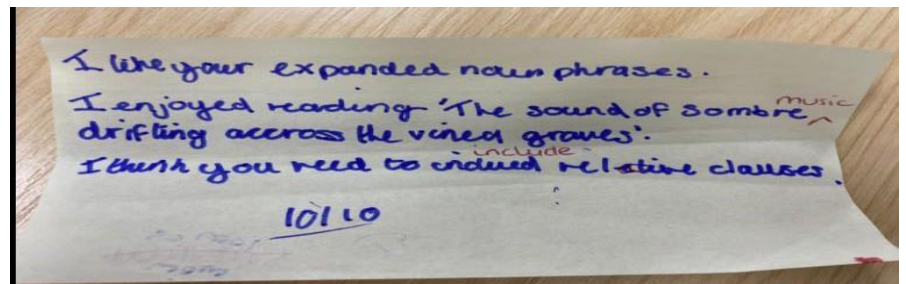
Light Marking

- Appropriate praise for children’s effort in their learning
- Dojo stamp
- Wow stamp
- Silver
- Gold
- Stickers
- Ticks or double ticks will be used during the lesson to show that children have met the learning focus or achieved more than the learning focus.
- For EYFS and Key Stage 1, this may include green highlighting to show where the child has met the learning focus.



Peer assessment and self-assessment

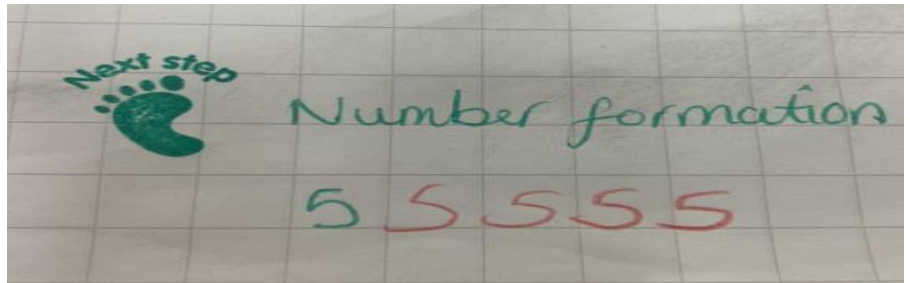
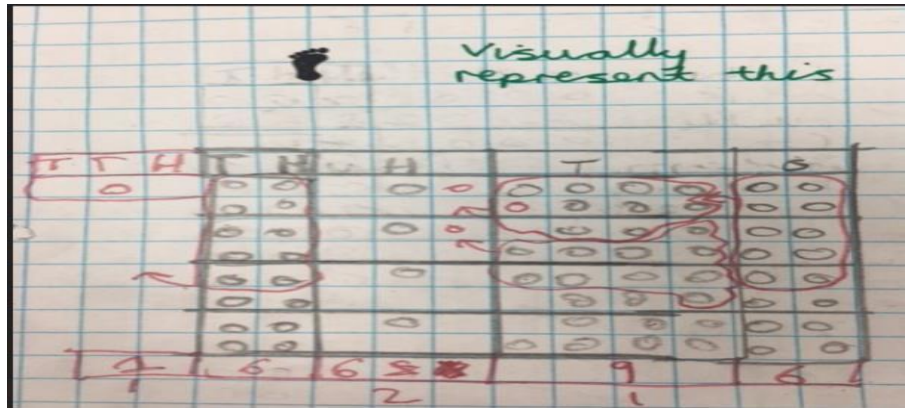
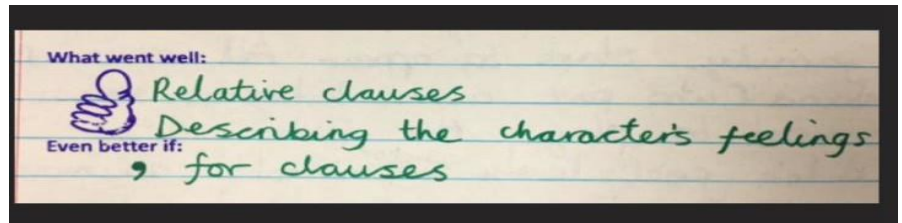
- This can happen at the end of or within a lesson.
- ‘What my partner thinks’ success criteria.
- ‘What I think’ success criteria.
- Children to draw a smiley, straight or sad face at the end of the lesson to show if they think they have achieved the lesson focus.
- Post it notes or written sentences from a partner e.g. 2 stars and a wish.
- In Key Stage 2, children to underline where they think there is evidence of them achieving the focus, using a red pen and a ruler. Teachers can then acknowledge this with a tick or double tick.



Success Criteria	What I think	What my teacher thinks
Handwriting I have maintained legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	☺	✓
Composition I have used adverbs, preposition phrases and expanded noun phrases effectively to add detail and precision. I have selected appropriate words from a range of synonyms. I have identified the audience and purpose for my writing. I have planned my diary taking into consideration life during WW2. I have evaluated the success of my writing and its effectiveness. I have used a thesaurus to make my writing more lively and interesting for the reader. I have written about the character's thoughts and feelings.	☺☺☺☺☺☺☺☺	✓✓✓✓✓✓✓✓
Vocabulary, grammar and punctuation I have used co-ordinating and subordinating conjunctions. I have used a range of cohesive devices*, including adverbials, within and across sentences and paragraphs. I have used capital letters, full stops, question marks, exclamation marks, commas for lists mostly correctly. I have used apostrophes for contraction. I have used paragraphs to organise ideas. I have used tense consistently and appropriately throughout.	☺☺☺☺☺☺☺☺	but, so Ⓣ ✓✓✓✓

Next step marking

- Next step stamp used to show the children that they have something to respond to.
- Next step to be written alongside of the stamp.
- This would normally go at the end of the child's piece of learning but could also go in any place on the page.
- Tabs will be used to show the children that they have a next step to complete and this can only be removed once achieved.
- Children will respond to next step in red pen or pencil, depending on key stage.
- Time will be dedicated later the same day or the next time the book is used so children can respond.
- Next step can say 'respond to think pinks' but this should not be used as a child's next steps all of the time.
- Number reversals will always be a next step so that the children have the opportunity to practice the number formation.



Preparing for the next Key Stage

Foundation to Key Stage 1

In term 6 of Foundation, teachers will begin to use pink highlighter to show children that they have something they need to respond to and a green highlighter will be used to show that they have done something well that meets the learning focus.

Key Stage 1 to Key Stage 2

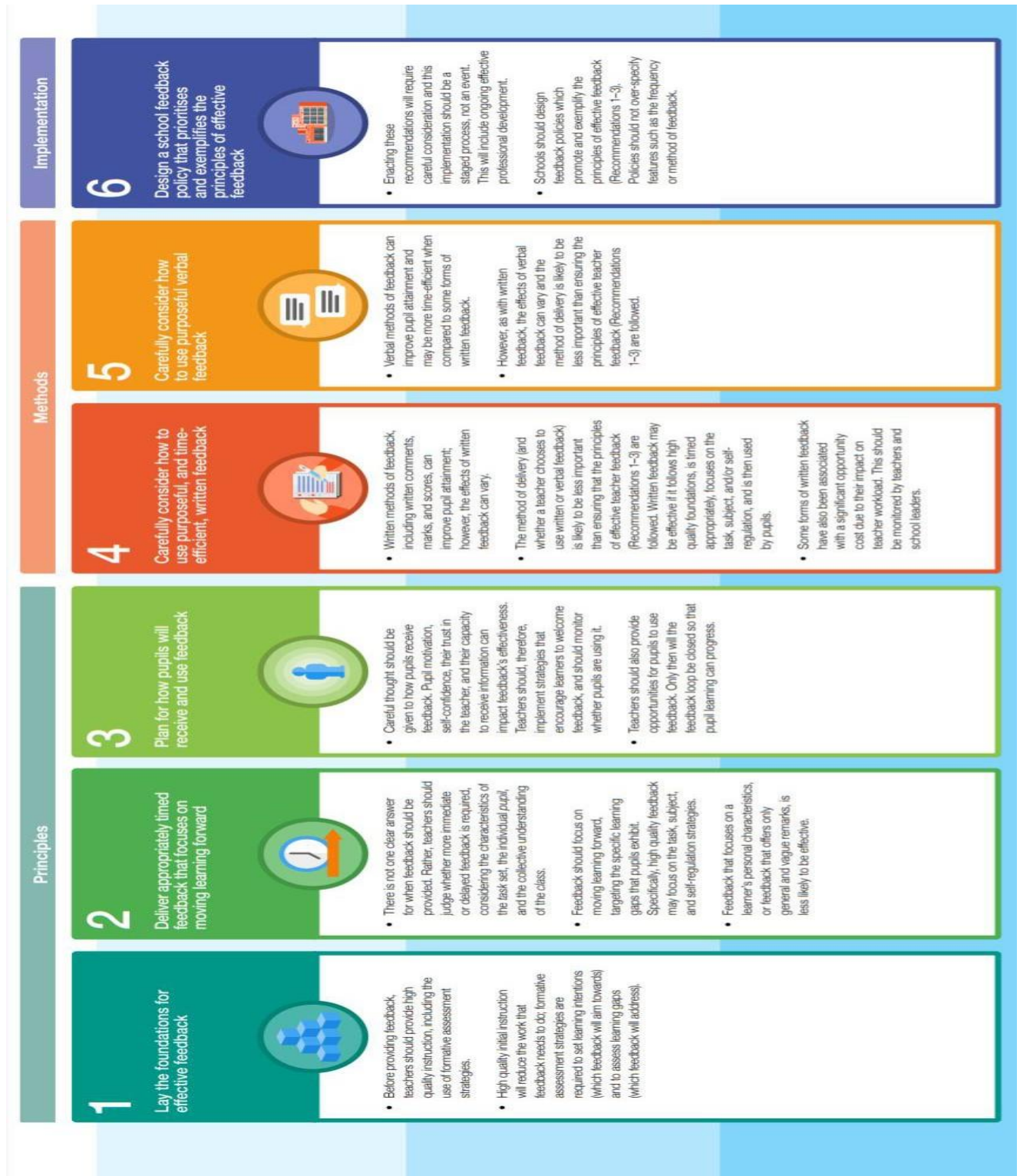
In term 6 of Year 2, teachers will stop using green highlighter to show the children what they have achieved linked to the learning focus and they will teach the children to underline what they think they have done well using a ruler and red pen. For example, if the lesson was focusing on conjunctions, the children will be taught to go through and underline where they think they have used a conjunction. The teacher can then use a tick or double tick above where the child has underlined.

Policy date: February 2022

Review date: Spring 2025

Written by:

Appendix 1 – Summary from Education Endowment Foundation guidance report: 'Teacher Feedback to Improve Pupil Learning'



(Education Endowment Foundation, 2021)



Marking Codes



Symbol	What does this tell me?
	I have achieved the focus.
	I have achieved beyond what was expected of me.
wich	Think pink - I need to correct a spelling, punctuation, capital letters or number reversal
	I have done something well that achieves the focus (Key Stage 1)
VF	I have spoken to an adult about my learning.
I	I have worked independently today.
CT/TA	I have been supported by an adult today.
	I need to remember my finger spaces.
DP	I have got a Dojo point
'wow'	I have got a 'wow' stamp.
	I need to respond to the comment in the thinking bubble.