Ysgol yr Holl Saint All Saints' School

Marking & Feedback Policy

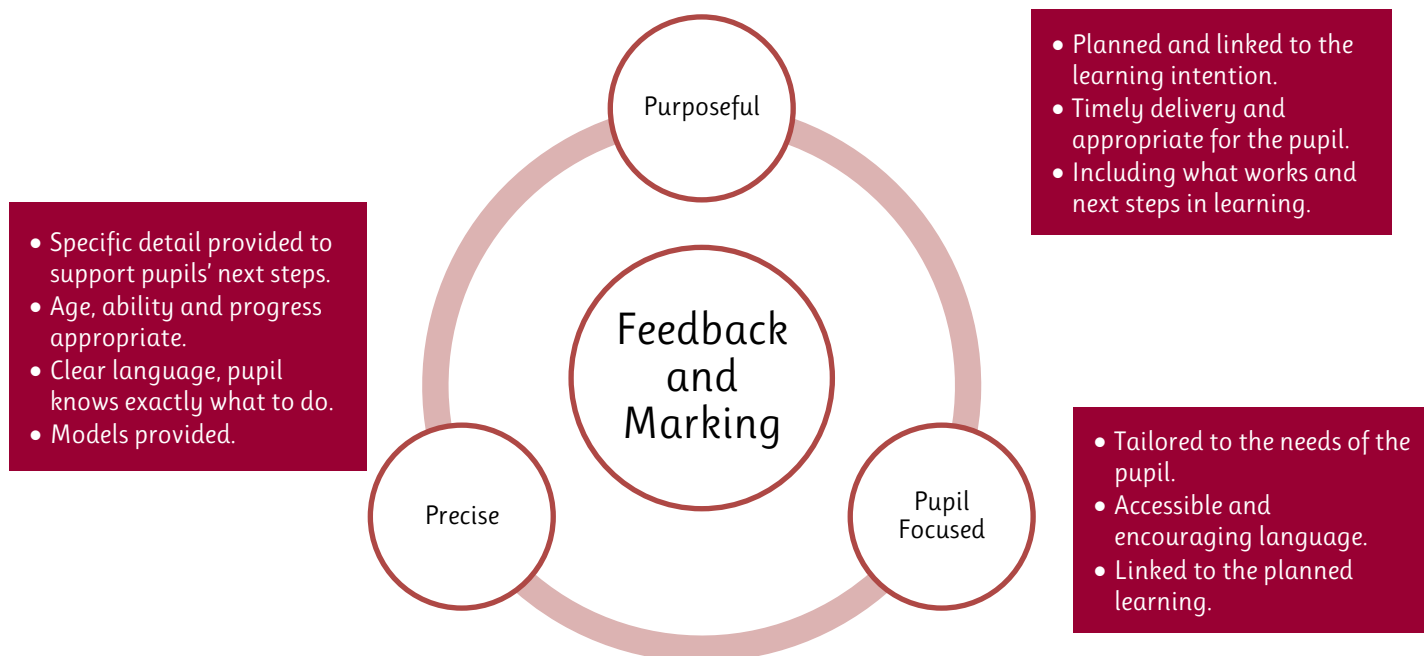|			
Equality Act Impact Assessment	YES	NO	27.04.2021
Last Review Date	October 2023		
Date to be reviewed by Senior Management Team	October 2025		
Date Adopted by Governing Body	14.11.2023		
Head Teacher - Mr Richard Hatwood			
Chair of Governors – Mrs Jane Tinniswood			

Introduction

The policy aims to gain a greater consistency in the way that pupils' work is marked and feedback is provided across the school. The policy has been developed in collaboration with the Darland Learning Community of schools and aims to bring consistency across the cluster and support transition from primary to secondary school.

It is important to provide constructive feedback to pupils, focusing on improving skills and standards against learning intentions. This enables pupils to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. The intention of this policy is to ensure that all pupils have their work marked and feedback provided in such a way that it is likely to improve their learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment.

Principles

The Darland Learning Community have established three principles to guide and support marking and feedback. These principles will guide all marking and feedback provided to pupils and how this is delivered. All marking and feedback should be:

- Planned and linked to the learning intention.
- Timely delivery and appropriate for the pupil.
- Including what works and next steps in learning.

- Specific detail provided to support pupils' next steps.
- Age, ability and progress appropriate.
- Clear language, pupil knows exactly what to do.
- Models provided.

Purposeful

Feedback and Marking

Precise

Pupil Focused

- Tailored to the needs of the pupil.
- Accessible and encouraging language.
- Linked to the planned learning.

Marking Pupils' Work

Verbal feedback/marking

Teaching and support staff recognise the importance of pupils receiving regular verbal feedback. Staff engage pupils in meaningful discussion about their work, based on the learning intentions, success criteria and individual target areas. This may include explaining work, correcting understanding or extending learning. Pupils of all ages need verbal feedback but this is particularly important in foundation learning where pupils may be unable to read a written comment.

<u>Written feedback/marking</u>
All staff mark pupils' work in line with the agreed codes outlined in the appendix. Marking in written form may be summative or formative and, where appropriate, pupils are involved in the process. In extended pieces of writing, (Extended English pieces, science investigations and enquiries in Humanities for example) the use of a *pink highlighter* (perfect pink) indicates where pupils have demonstrated excellent use of the success criteria, this could be a word, sentence, paragraph or other. A *green highlighter* (green for growth) is used to indicate the area of work that needs to be worked upon in future allowing further success criteria to be met. Feedback to identify next steps in learning should be captured at the end of the piece of work to support the pupil in moving their learning forward.

Teachers decide on the most appropriate form of marking and how much detailed written feedback is given depending on the task completed, the amount of support given and the age of the child. When detailed written marking has been provided, pupils are given time to read, reflect and act upon the guidance given, linking this back to the success criteria and giving opportunity to effectively target their future efforts.

Learning Intentions and Success Criteria
Teachers will introduce the learning intention at the beginning of the lesson and refer to it throughout. The learning intention must link to the curriculum and should always be written in a child friendly way, usually phrased as a question.

Teacher's marking and feedback is always related to the learning intention and/or the success criteria (Must, Should, Could), which should have been generated with the pupils. Pupils are given the opportunity to self-assess work against the learning intention using LEP/T. They are also given opportunities to assess against the success criteria (Must, Should, Could) through self and peer assessment, developing a culture of assessment for learning.

Assessment for Learning
When providing feedback in more extended pieces of work (Extended English pieces, science investigations and enquiries in Humanities for example), the use of a pink highlighter indicates where pupils have demonstrated the success criteria comprehensively. Green highlighter is used to indicate the area of work that needs to be worked upon in future allowing further success criteria to be met.

The use of the 'Must, Should, Could' success criteria creates a personalised marking ladder which aids pupils to identify their own strengths and areas for development: ensuring that as they become more independent, they are able to contribute to marking and giving opportunity to effectively target their future efforts.

Spelling, Punctuation and Grammar
Not all spelling, punctuation and grammar errors are marked in every piece of writing. However, some spelling will be noted for correction; these will be either key words or subject specific vocabulary. Where punctuation or grammar errors are noted, staff will check for progress during the following lessons and use the correct marking codes: Sp, O around incorrect use of punctuation or gap where it is missing, □ around a missing capital letter, / for a new sentence and // for a new paragraph.

Self and Peer Assessment
Pupils are encouraged to reflect on their work and evaluate how well they have met the learning intention, their effort during the lesson and the presentation of their work using self reflection tools including smiley/sad faces and LEP/T. Any response to marking or pupil reflection is completed in green pen. Pupils are encouraged to use the language of self-evaluation to reflect upon their learning. All teachers are given a self-assessment sentence starter poster to encourage pupils to do this either verbally or written in their books.

Where appropriate, pupils engage in peer assessment. This may be individually, in pairs or in groups and be written or completed verbally. Pupils will use green pen to write comments and sign off the work that they have assessed, e.g. Peer marked by …..

All pupils have target cards linked to their next steps in learning in Literacy and Numeracy. Pupils access these cards which note a target, example of this in use and subsequent targets to move their work forward. Staff give time (Directed Improvement and Reflection Time [DIRT]) for pupils to reflect on their targets and application of these regularly. Short assessment tools are available to support staff and pupils in identifying appropriate targets and improving their application of these.

After Marking
- Time needs to be given to pupils to reflect to ensure that they benefit from it
- Pupils must be given time to respond to marking, therefore marking needs to be explicit about what the pupil needs to do.
- Corrections should support the pupils' learning and it should be remembered that too many can overwhelm and demoralise them.
- Concepts which are persistently misunderstood by individual pupils need to be recorded by the teacher and explained personally.
- Where a large proportion of the class have misunderstood a concept, this should be planned into the teaching session of the next lesson and identified in Planning and Reflection Journals.

Monitoring & Evaluation
Teaching staff will be reminded to bring pupils' work or pupils' books to Planning and Reflection reviews to monitor correct use of marking and feedback procedures. Teaching staff will complete a learning walk for auditing purposes for AoLEs where marking and feedback will be monitored. The Senior Management Team will monitor the quality and consistency of marking and feedback through Learning Walks and Standardisation Fayres.

This policy will be reviewed by the Senior Management Team and Governing Body and adopted by the Governing Body as per the schedule on the front page.

Appendix 1 - Marking Codes

Across the school, the following marking codes will be used:

√	Working towards achieving a secure understanding. The pupil has not achieved successfully achieved the learning intention. Teacher / LSA's need to action an appropriate response in order to move learning forward. Recorded next to the Learning Intention or LEP/T.
√√	Work demonstrates secure understanding. The pupil has achieved the learning intention and included the majority of the success criteria. Recorded next to the Learning Intention or LEP/T.
√√√	Work demonstrates a deeper understanding. The pupil has exceeded expectations. Teacher needs to action an appropriate response in order to challenge if performance is maintained. Recorded next to the Learning Intention or LEP/T.
?	Does not make sense. The pupil needs to read their work and make changes to ensure that it makes perfect sense.
Word is underlined Sp or word written out in the margin	Spelling mistake The pupil needs to write out the spelling three times in the margin and teacher / LSA must check.
□ around the missing capital letter.	Missing capital letter. The pupil needs to correct their punctuation.
O around the missing or incorrect punctuation	Missing / incorrect punctuation. The pupil needs to correct their punctuation.
^	Missing word. The pupil needs to read their sentence and ensure the correct missing word is included.
/	New sentence needed. The pupil needs to ensure that they take notice of this if they are redrafting their work.
//	New paragraph needed. The pupil needs to ensure that they take notice of this if they are redrafting their work.

Appendix 2 – Examples of Peer and Self-Assessment Strategies

Early Years	Year 1/2	Year 3/4	Year 5/6
Verbal Feedback from pupils (evidence in planning). Target stamps to show Learning Intention achieved. Write a wish for next time.	Verbal Feedback from pupils (evidence in planning). Smiley faces. Marking Ladders (with ticks) which lead on to next steps. Write sentence about what they did well and how they can improve. Pupils to self-assess their effort and presentation.	Verbal Feedback from pupils (evidence in planning). Smiley faces. Marking Ladders (with ticks) and give next steps. Pupils to try highlighting S/C in preparation for UKS2. Pupils to start writing comments at the end of a lesson using Self-Assessment sentence prompts. LEP	Verbal Feedback from pupils (evidence in planning). Marking Ladders (pupils highlight S/C in the text) and give next steps. Write a comment at the end of a lesson using Self-Assessment sentence prompts. LEP/T

- Pupil's books should be marked regularly (please take into account the Reducing Workload guidance below).

- Pupils should be given opportunities to peer / self-assess work regularly.

- From Year 1/2, pupils should act on verbal feedback at the time of it being provided and on written feedback when working on a Focus Task. If written feedback is provided away from the pupil, they should be given time to respond to teacher's written comments (initials to show they've read the comment and older children to write a response).

- Use your Learning Support Assistant (LSA) to help mark or feedback a focus group's work (LSA's should work with different pupils unless provided sustained additional learning provision). LSA's marking should be initialled.

- Supply teachers and Associate teachers to mark work and initial their marking.

- As Welsh and English have equal merit and to support use of incidental Welsh across the school, when writing a 'next steps' for the pupils, use the phrase 'tro nesa'.

- Staff to mark in red and pupils to peer and self-assess in green.

Appendix 3 - Reducing Workload: A Guide for Teachers and Headteachers from the Welsh Government.

Do…	Do not …
• Remember that all feedback should be timely, meaningful, manageable and motivating for pupils. • Consider the quality of the feedback rather than the quantity.	• Give marking a disproportionate value in relation to other types of feedback. • Provide excessive written feedback to pupils. • Spend time on feedback that does not a commensurate impact on pupil progress.
Remember • Estyn has no preferred method of marking or giving feedback as long as pupils understand what they need to improve. • Estyn does not expect to see any written record (in pupils' books) of oral feedback. • Estyn will consider how teacher and pupils use written and oral feedback to promote learning.	