Marking and Feedback policy

Introduction

At Seascape Primary School, we recognise the importance of marking and feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Key Principles

Our policy on marking and feedback has at its core a number of principles. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons. Therefore:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress

Feedback and marking in practice

Type	What it looks like	Evidence
1 - Immediate	Includes teacher-gathering of evidence e.g. work on mini whiteboards Often given verbally for immediate action May re-direct the focus of the teaching or task set May include annotations following our school's marking code Any marking is completed alongside the children and is quick.	Lesson observations Some evidence in books Evidence in assessment sheets / files
2 - Summary	Takes place at the end of a lesson or activity Provides an opportunity for evaluation of learning in the lesson. May be peer or self-assessment (purple pens)	Lesson observations Book scrutiny Pre and post teach sessions
3 - Review	Takes place away from the learning May involve written comments for the pupils to respond to May lead to targets being set for pupils' future attention or immediate action (recorded on their target sheet) Provides teachers with opportunities for assessment Leads to adaptation of future plans	Lesson observations Book scrutiny Adaptations to future teaching sequences Use of annotations to inform future groupings

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Excellent work should always be acknowledged with stickers or a Headteacher's award.

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as **ticks, codes or stickers.** Children should feel that every piece of work they produce has been valued and assessed by the teacher through one of the approaches listed above.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, a comment may not be needed in

books. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

At Seascape, we adhere to the following codes when marking work. All staff will mark in green pen and children self-mark, correct, edit and improve their work with purple pens where appropriate.

<u>Guidance for using codes: All codes in the margin, capital symbols and circled</u>

√	Tick purposefully positive elements so that the children know what the tick is for
VF	Write VF in the margin followed by a comment. Immediate impact should be seen afterwards
R	R in the margin when a resource has been used followed by the name of the resource e.g. word bank, number line
S	S in the margin next to the part or question which required support or S in the margin at the end of the piece of work to show the majority of the work was completed with support
SP	When choosing spellings start with phonic spellings e.g. choosing the wrong grapheme, then high frequency words from previous and correct year groups and finally any spelling rules which have been taught Using SP – always in the margin 1. Underline grapheme which is incorrect 2. Underline word (so that the child has to figure out which part they have wrong.) 3. SP only in the margin (so that the child has to find the mistake within the sentence) 4. Finally a dot . next to the word to indicate a mistake but it does not state whether it is a spelling, grammar or punctuation
G	Using G – always in the margin 1. Underline the part which is incorrect 2. Underline word (so that the child has to figure out which part they have wrong.) 3. G only in the margin (so that the child has to find the mistake within the sentence) 4. Finally a dot . next to the word to indicate a mistake but it does not state whether it is a spelling, grammar or punctuation
O	1. O to show where the punctuation should be 2. O only in the margin (so that the child has to find the mistake within the sentence) 3. Finally a dot . next to the word to indicate a mistake but it does not state whether it is a spelling, grammar or punctuation

Marking Codes

Maths

√	This shows a correct answer
•	This shows an incorrect answer
VF	Teacher has given verbal feedback
R	A resource has been used by the child
S	Supported work

English

√	This shows a correct answer
•	This shows an incorrect answer
VF	Teacher has given verbal feedback
R	A resource has been used by the child
S	Supported work
G	This shows a grammatical error has been made (in the margin or above the word depending on child)
SP	This shows a spelling error has been made (in the margin or above the word depending on child)
O	This shows there is an error with punctuation.
*	This shows an improved word is needed.
^	This shows a word is missing.
T	Target
→	Up-level this sentence

Topic

√	This shows a correct answer.
•	This shows an answer is incorrect.
VF	Teacher has given verbal feedback
R	A resource has been used by the child
S	Supported work

Teachers should use a √ or a • beside a tight learning objective linked to a specific skill.
Eg I can use four figure grid references.

Basic English skills can be addressed in topic but the main marking should be linked to the skill that is being taught or applied.

<u>Layout and Presentation</u>

<u>RWI – long date and 'I can' learning objective</u>
Typed on the 3 day programme
Handwritten by the child on the 5 day programme
Not underlined

Monday 5th September 2019
I can hold a sentence

<u>Independent Writing – short date and 'I can' statement on 'identify' day Short date and word related to task on practise and apply days</u>
Typed or handwritten depending on the child
Not underlined

09.09.19
I can identify and use capital letters and full stops

10.09.19
Practise

<u>Maths – short date. One digit per square, dot on the line, I can statement on the next line –</u>
<u>Unit and step on the next line</u>
KS1 – do not underline
KS2 underline
Year 1 typed
Year 2 – 6 handwritten (or typed if needed)

<u>09.09.19</u>
<u>I can solve a 2d + 2d calculation</u>
<u>Addition Step 25</u>

<u>Topic, Science, R.E. - long date and I can statement</u>
KS1 – do not underline
KS2 underline
Year 1 typed
Year 2 – 6 handwritten (or typed if needed)

Monday 5th September 2019
I can compare toys from the past and the present

<u>Spelling jotters and Maths jotters</u>
Short date

<u>Target-setting</u>

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning.

In mathematics, targets for all pupils are based on CLIC and Learn It challenges. Each child is aware of which CLIC and Learn It they are completing and which area they need to improve on to move onto the next challenge.

In English, targets are drawn from the child's individual assessment trackers in Key Stage One and Key Stage Two. Each child will have an informal target set by the teacher after their final piece of writing. This may link to a gap on their assessment tracker or handwriting / formation. The target will be written at the end of the final piece of work and then transferred onto a post it note to be used daily.

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