

Keresley Newland Primary Academy

Feedback and Marking Policy



February 2019

Rationale

The work that children produce at Keresley Newland Primary Academy will be reflective of high quality, purposeful activities and will demonstrate the pride that pupils and staff take in learning. Staff use feedback and marking as a process to check pupils' understanding as well as inform them about their learning; guiding them towards the next steps and encouraging a sense of ownership in this. Responding to pupils' work is also utilised as an assessment tool for staff to determine the understanding of each pupil before planning for the next steps in the teaching cycle. This ensures that learning is progressive and appropriately accessible to each pupil.

Feedback can be offered to pupils in a variety of ways and should be utilised to the greatest effect. We recognise the negative impact that increased marking places on staff morale and time; therefore, this policy focuses on the highest impact of feedback without an over-reliance on written comments.

This policy complies with the Teachers' Standards 2012. A teacher must:

1. Set high expectations, which inspire, motivate and challenge pupils;
2. Promote good progress and outcomes by pupils;
3. Demonstrate good subject and curriculum knowledge;
4. Plan and teach well-structured lessons;
5. Adapt teaching to respond to the strengths and needs of all pupils;
6. Make accurate and productive use of assessment.

At Keresley Newland Primary Academy, we believe that each pupil should be taken on a journey of awe and wonder in their learning and will be challenged to achieve their full potential. Together we facilitate inspirational and creative learning opportunities, encouraging children to explore possibilities with enthusiasm and imagination. We promote independence, collaboration and confidence, to equip children for life-long learning.

The expectations we hold of our pupils when presenting work and the feedback we offer to them about their learning is a crucial aspect of this 'journey' and underpins the potential progress they can make in their learning.

We provide feedback to children's work in order to:

1. Demonstrate we value their work and encourage them to do the same;
2. Give them a clear picture of how far they have come in their learning and to encourage ownership in taking the next steps;
3. Offer specific information on the extent to which they have met the learning objectives and/or the individual targets set for them;
4. Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
5. Gauge their understanding and identify any misconceptions;
6. Provide a basis for formative and summative assessment which informs future learning activities.

A Common Code

Much of the work in the Foundation Stage is done practically. In these situations, verbal praise, encouragement and feedback is given to the pupil during and after the completion of an activity. Where marking is appropriate in written work, it is completed in green pen and, wherever possible, with the pupil on completion of a task. In writing, work is highlighted with green or pink in line with this policy. During the summer term, when pupils are capable of producing a greater amount of written work, pupils will be introduced to the use of highlighters.

Red pen is introduced in both Year 1 and Year 2 to respond to feedback. However this may need to be modelled to some children in guided sessions.

We use a consistent colour coding system for all forms of feedback to provide a common language for all children, staff and parents.

It is introduced to the children in Year 1 and used throughout Key Stages 1 and 2. Staff will teach the children the meaning of each colour as appropriate to their age and ability. A copy of this code must be displayed in every classroom.

Go Green (you understand)	Think Pink (next steps)	Red Respond (pupil's response)
You understand fully and are ready for the next step.	You are confused or don't understand. Let me help.	Their comments should be in a red handwriting pen.

Verbal Feedback

The most impactful form of feedback is the verbal guidance offered face to face by a teacher to a pupil. Staff will offer as much verbal feedback to pupils as possible during the course of an activity and will record this with a code. (Please see Appendix 1 for codes)

It is expected that staff generally utilise this type of feedback for their group each day, as pupils have had intense learning activities with an adult and quality verbal feedback will have been given throughout. It is not for use as a quick alternative to quality feedback.

Self and Peer-Assessment

Self-assessment encourages pupils to review their work and take responsibility for their learning journey. The success criteria should be referred to throughout the learning and children should be encouraged to take opportunities to evaluate their progress against these at various points. Self/peer Assessment comments are to be written in red pen. There should be valuable opportunities for pupils to assess each other's work during the course of a learning activity.

Towards the end of Year Two, and as common practice in Years 3 – 6, pupils will utilise self and peer-assessment by writing comments in exercise books. When this occurs, pupils will acknowledge ownership by writing their name in brackets next to their comments. Pupils will initially need to be trained in how to make helpful comments.

Pupil self and peer assessment will **not** replace staff feedback and assessment.

Written feedback

Feedback should always be given against the success criteria and **all** comments provided by an adult (teacher or TA) in a pupil's book must be written in a green or pink pen (green to show success and pink for comments for children to think about or comment on / or answer to) using clear, joined handwriting, in line with the School Policy, to model expectations to pupils. Comments should be correctly spelt and punctuated and written using standard English.

Staff feedback can be provided in response to a pupil's self-assessment as well as their own assessment. Professional judgement is used to determine if the learning objective has been achieved. It is highlighted in green if achieved and pink if further work is required to close the gap. Sentences/words etc can also be highlighted in green to demonstrate evidence of high- quality work.

Staff are expected to plan time each day for pupils to respond to feedback in their books. This can be at the start of the day or during the subsequent lesson

Extended Writing Feedback

Children will be given regular opportunities to write at length. This should be not less than once a fortnight. This will often be within English lessons but opportunities should be sought to write longer pieces in other subjects. The expectation is that writing across the curriculum is written to the same high standard as writing in English.

Children should be provided with a copy of the success criteria before beginning to write (example in Appendix 2) and should provide examples of how they have met the success criteria as they write. This ensures that children are focused on the success criteria throughout and it is a visual check for the teacher that the success criteria are understood and being met.

Extended writing may be subject to peer assessment.

Writing should be marked in time for the next session to enable the children to reflect on the marking comments and edit and improve their work.

Year 6 will be provided with the success criteria, either through a display or on a guided sheet.

Spelling Feedback

Spelling errors will be marked across the curriculum. This is done proportionally, according to the individual child's age and ability in spelling, using the code in the appendix. Not all spelling errors need to be identified and staff are expected to use their professional judgement to determine which are the key ones to focus on.

In the Autumn Term, spelling errors in Year 6 will be noted in the margin indicating there is an error on that Line, using the code 'sp'. By the Spring Term, this will be extended to the paragraph which contains the spelling error.

Grammar Feedback

In Year 6, grammar errors are highlighted by paragraph. The teacher brackets the paragraph, recording 'Gr' in the margin to enable the pupils to self-correct.

Homework Feedback

Pupils from Nursery through to Year Six are provided with homework each week. This is more formally arranged in Years 3 to 6 using the Homework Policy. It is expected that staff acknowledge this work by the time it is returned home.

Timescales

In order to ensure the greatest impact on learning, feedback response times must be timely. Verbal feedback is immediate for learning each day but written feedback must be provided by the following lesson. English and Maths will be responded to daily and all other subjects in line with each class timetable. **(No book should go for more than three days without a response.)**

The Role of Other Adults:

Feedback is the responsibility of the adult teaching the pupils or setting the work. TAs may be used to mark group work or homework but this must be in line with the feedback policy.

Parents and Carers:

At Keresley Newland Primary Academy we seek to foster positive working relationships with our parents and carers, which is supported by communicating our policy and practice as clearly as possible. A copy of this policy is available on the school website.

Monitoring:

This policy is monitored by the SLT within the processes of school self-evaluation. The next review is due in July 2019

Date	16 th July 2018 updated 5 th February 2019
Head Teacher	Fiona Hims
Review and update on	12 th July 2019

MARKING CODES

<p>Please mark in green pen. They understand and are ready for the next steps</p> 	
Teaching Assistant	TA
Supply Teacher	ST
<p>Please mark in pink pen. They do not fully understand, They need help or questions.</p> 	
Verbal Feedback	VF
Missing punctuation	Circle the error
Spelling error	Sp (word underlined and Sp written in the margin)
Grammar error	Gr (Gr written in the margin for child to identify and correct)

The Listeners

Appendix 2

Success Criteria	Your assessment	Your talk partner's assessment	Examples
Structure			
<ul style="list-style-type: none"> • Paragraphed • Written in the first person 			
Language Features			
<ul style="list-style-type: none"> • Use of adverbials of place, <i>e.g. towards the end of the building, beneath the window sill, above the door, around the turret, across the lawn, beyond the forest, amongst the tangled undergrowth</i> 			
<ul style="list-style-type: none"> • Use of adverbials of manner, <i>e.g. in dismay, with mounting horror, in silence, in a determined manner, without warning, cautiously, boldly, sorrowfully, dejectedly</i> 			
<ul style="list-style-type: none"> • Use of adverbials of time, <i>e.g. many years ago, in a flash, gradually, all of a sudden, moments later</i> • Not to be used: <i>Then</i> 			
<ul style="list-style-type: none"> • A wide variety of interesting adjectives, <i>e.g. crumbling, overgrown, twisted, rotting, decaying, mournful, melancholy,</i> • Not to be used: <i>big, small, nice, good, bad</i> 			
<ul style="list-style-type: none"> • Complex sentences, using subordinating conjunctions, <i>e.g. whenever, when, as, because, if, even though, although</i> 			
<ul style="list-style-type: none"> • Interesting verbs. • Not to be used: <i>walked, went</i> 			
Punctuation			
<ul style="list-style-type: none"> • Commas and apostrophes to be used as taught so far. 			

My talk partner's assessment:

Teacher's assessment:

