



# Marking and Feedback Policy

Policy reviewed by Academy Transformation Trust on	October 2017
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This policy links to:	Located:
<ul style="list-style-type: none"><li>• Academy Improvement Strategy</li><li>• Achievement Strategy</li><li>• Curriculum Strategy</li><li>• Teachers Standards</li></ul>	

Review Date – October 2019



## **Our Mission**

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

## **Our commitment**

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

## Introduction

### Policy Statement

This guidance is to support academies and sets out some key principles that can and should be reflected in all academy policies and practices.

ATT believes that all academies should have a Marking and Feedback Policy and that the core principle of this policy should reflect that marking and feedback is to support the achievement of learners.

ATT is clear that marking and feedback represents an important dimension of effective teaching practice. Marking and feedback:

- Ensures that teachers and parents understand where pupils are with their learning and what they need to do to improve further
- Informs interventions, to make sure that pupils' progress is on track
- Supports pupils' evaluation of their own learning.

When marking and giving feedback, all teachers should keep in mind a core set of goals. The best outcomes can be achieved by focussing on the following important points:

- The individual pupil's abilities and goals
- The areas a pupil can improve
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the academy
- The individual pupil's level of understanding
- Avoiding giving grades for every piece of work.

ATT fully supports the findings on marking and feedback of the Independent Teacher Workload Review Group (ITWRG) established by the Secretary of State. The Review Group was tasked with assessing the contribution made by marking to excessive and unnecessary teacher workload. The Review Group's report sets out steps that should be taken in academies to tackle marking-related workload burdens in ways that recognise how feedback can be used effectively to support pupil progress and achievement. All Marking and Feedback Policies should reflect the advice given in this report.

At Star Academy Sandyford, we believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all marking and feedback is underpinned by this policy which all pupils and staff follow on a day to day basis. Marking will be purposeful and manageable for staff and pupils.

Quality feedback includes:

- ✓ Verbal feedback
- ✓ Teacher Assessment
- ✓ Self-Assessment
- ✓ Peer Assessment

Self and Peer Assessment may be interchangeable across the course of a week dependent on the sessions taught.

### **Verbal Feedback**

Verbal feedback and dialogue should be embedded within every session. It should be specific to the learning intention and success criteria, and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. When this is given, a 'VF' will be recorded next to the piece of learning. During learning walks, pupils will be expected to discuss such feedback and how they are improving their written work.

### **English Feedback and Assessment**

All English work should identify key corrections for the pupil to then go back and edit according to this. These developments should be linked to the end of year objectives for the specific year group with a focus on the following aspects:

- Grammar
- Punctuation
- Spelling
- Sentence Structure
- Exciting Vocabulary
- Paragraph

Where it is required, teachers should comment on the presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.

### **Teacher Feedback, Marking and Assessment**

One piece of learning per pupil in English should be marked in depth per week by the class teacher. This is where a green comment is made, along with a next step. All English, Learning Journey and Science work except maths) should be marked with the system below. Every pupil should have their Learning Objective sticker in their books (see below for the expected format).

### **Monday 23<sup>rd</sup> January 2017**

**LO:** I am learning to include persuasive features in my writing

- Write in first person
- Organise my writing appropriately
- Use rhetorical questions in my writing
- Use emotive language in my writing

Work should be highlighted or ticked following this system:

Green – Great (The adult should tick or highlight in green the success criteria which have been met. In EYFS and KS1 the symbols below should be used when marking in depth to support pupils' independence.

Pink – Think (The adult should always identify a next step in learning. Success criteria should be highlighted if they have not been met. In EYFS and KS1 the marking symbols below should be used to indicate these next steps. Teachers should also use pink to correct pupil's learning e.g. spelling.

Purple – Improvement through use of “**purple polishers**” (The **pupils** should be allocated Dedicated Improvement Time (DIT) during every session to take on board feedback and respond to it. This may be through editing their learning or by answering a teacher question).

### **Maths Feedback, Marking and Assessment**

Every pupil should have their Learning Objective sticker in their books as below:

#### **20.02.17**

**LO:** I am learning to investigate and represent thousandths

- Represent thousandths using concrete apparatus
- Represent thousandths in writing
- Identify the place value of each digit
- Relate thousandths to tenths and hundredths

All calculations should be marked correct or incorrect, using green or pink highlighter. Self-assessment may be completed by the pupils, in pink and green pencil, as pupils benefit from marking their own work, however this should then be further assessed and agreed by the adult. The pupils should then correct any mistakes in purple pen (within the session – Dedicated Improvement Time).

It is important for teachers to distinguish between a pupil's simple slip, and an error that reflects a lack of understanding. Where a pupil makes a simple slip, it should be enough for the pupil to make the correction, using Dedicated Improvement Time and to re-work the question in purple pen.

If there is a lack of understanding and clear misconceptions, the teacher should initially identify where the misconceptions exist and address these within the rapid teacher-led same-day intervention (wobble wallet). Within the marking further clarification should be detailed in pink pen as to how the child can move their learning forward and their next step. It may also be the case that the teacher re-models the calculation to show the correct method.

Within the EYFS, marking is an individualised process whereby pupils are given immediate feedback which they then respond to as part of the lesson. These next steps will be evidenced in writing by the teacher in their Maths Books.

### **Self-Assessment**

In Key Stage 1 pupils should be taught to self-assess in a meaningful way, against the success criteria. By the end of Year 2, the pupils should be able to self-assess regularly. By the end of Key Stage 2 pupils will self-assess at their end of a piece in English. All self-assessment should be moderated by the class teacher, using a light touch mark to either agree or alter the self-assessment.

### **Peer Assessment**

In Key Stage 1 pupils should be taught to peer-assess in a meaningful way, against the success criteria. By the end of Key Stage 2 pupils will peer-assess regularly in English and Maths. Again, all peer assessment should be moderated by the Class Teacher, using a light touch mark to either agree or alter the assessment. Peer Assessment should follow the same procedure as Self-Assessment. The pupil should initial their peer assessment to identify who has assessed the work.

### **Dedicated Improvement Time**

Teachers should allocate dedicated improvement time for the pupils to revisit and reflect on their feedback and respond to it every day. This would form part of your input or as a morning activity.

“Purple Polishers” – purple pens are used to edit work. This can be in the form of correcting spelling or grammatical errors. Alternatively they can be used to improve a piece of work through improving vocabulary etc...

### **Marking Codes.**

The following marking codes are applied throughout the academy.



Green to be seen – positive and correct



Pink to think – error that needs revisiting

I – independent work

T – teacher aided work

TA – teaching assistant supported work

VF – verbal feedback given

/ - new sentence

// - new paragraph

### **Feedback Codes.**

**S** – Success against the target set

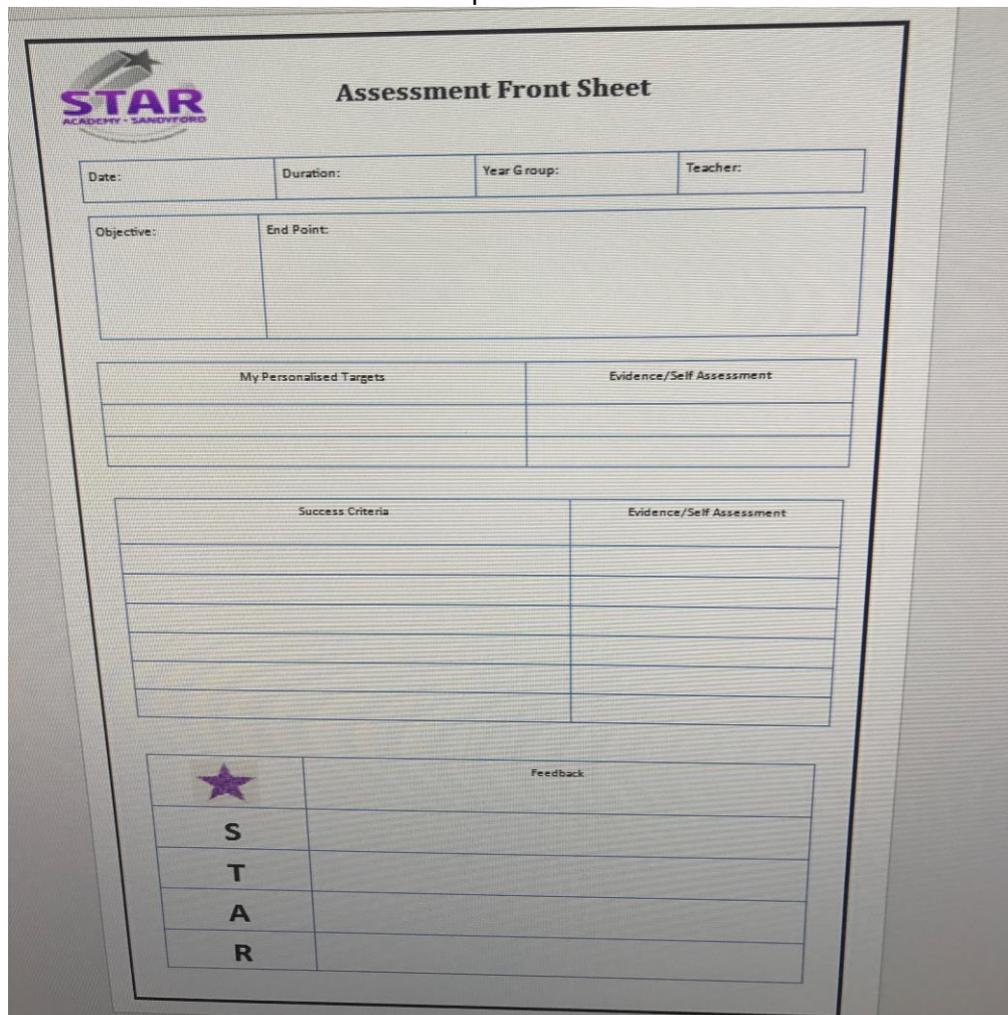
**T** – Target – progress towards individual target

**A** – attitude to learning

**R** – pupil reflection and response

### Assessment Front Sheets

These are used within English at the start of a unit of work. They identify individual targets to focus on within that piece, the success criteria and this can be self-assessed to prove where that evidence can be cited in the piece. Feedback using the STAR feedback code is then used at the end of the piece.



**STAR**  
ACADEMY - SANDFORD

### Assessment Front Sheet

Date:	Duration:	Year Group:	Teacher:
Objective:	End Point:		
My Personalised Targets		Evidence/Self Assessment	
Success Criteria		Evidence/Self Assessment	
★		Feedback	
S			
T			
A			
R			

### Inclusion and SEND

Where a child is identified as having an additional need the marking policy will still apply. However additional consideration will be made regarding the amount of feedback and what will be marked. For children with a diagnosis of dyslexia or dyslexic traits, the focus shall be made on specific spelling errors relevant to the child and not all errors.