



***High Aspirations, Moral Strength, Spiritual Depth***

**Introduction**

At Andrews' Endowed School, we will take a professional approach to the tasks of marking work and giving feedback on it. Feedback and marking supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. There will naturally be some differences in the marking styles used by individual teachers, and the age of the children will have to be taken into account. However, all children are entitled to regular feedback on their learning, which makes an impact on their learning. Therefore, very careful thought is therefore required from teachers when using feedback to ensure that it moves learning forward. Feedback is enabled when teachers have provided high quality instruction through providing effective instruction, setting learning intentions, which feedback will aim towards and assessing learning gaps.

In delivering effective teaching, teachers:

- build on pupils' prior knowledge and experience;
- avoid overloading pupils' working memory by breaking complex material into smaller steps;
- encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills;
- deliver a carefully-sequenced curriculum which teaches essential concepts, knowledge, skills, and principles;
- use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations;
- are aware of common misconceptions and prepare strategies to counter them;
- plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning;
- adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all; and
- provide pupils with tools and strategies to plan, monitor, and evaluate their learning.

**Aims and objectives**

We recognise the crucial role that teacher judgement plays in delivering feedback at the appropriate moment. We deliver appropriately timed feedback that focuses on moving learning forward:

- focused specifically on the task, subject and/or the pupils' self-regulation strategies show that we value the children's work, and encourage them to value it too;
- raise aspirations through the use of praise and next steps;
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- share our high expectations ;



- gauge the children's understanding, and identify any misconceptions which can be addressed in a timely manner;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

### **Principles of marking and feedback**

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, which impacts the children's learning in order for them to progress.
- Marking and feedback is the dialogue that takes place between teacher and pupil, often while the task is still being completed.
- Marking should always relate to the lesson objective, success criteria and the child's own personal learning targets on their Pupil Passport if appropriate.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Through 'next steps' marking, comments will focus on only one or two key areas for improvement at any one time.
- Where verbal feedback is given, impact on child's learning should be evident. This may be focused on the task, the subject or self-regulation strategies. It may need several reminders revisiting previous learning to see the impact on the child's learning.
- The marking system should be constructive and formative.
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject.

### **Implementing the marking policy**

The school has high expectations that apply to all pieces of work (e.g. the date and learning objectives must be on each piece of work), and teachers will ensure these expectations have been followed.

The expectations will take into consideration the child's age, ability and the subject being covered. These will clearly show the differentiated focus of learning. Models of the work showing the expectations will be displayed during the lesson. This may be in the form of a whole class modelling example or an individual model.

Consideration is given to what a particular child is capable of – work is marked in line with the child's ability and using the teacher's professional judgement.

Comments must always be constructive, giving guidance, on how to improve.

Work is regularly used to inform teacher's assessments.

Careful planning is required to provide time and opportunities for pupils to use the feedback given.

Ticks are normal where work is correct, and a dot where errors have been made. Other symbols used regularly are listed below (see p3).

When appropriate, children may mark their own or another child's work, but the teacher must always review this marking.

Children should be encouraged to evaluate their work ahead of final marking, against their success criteria and the learning outcomes.



We mark in a colour other than red, predominantly green. Children use purple pen to self-assess and edit their work.

Longer pieces of writing should show deeper marking through the use of success criteria. Children and teachers both record their evaluations of the writing completed by the child.

As the children move through the key stages, we expect them to begin to identify where they have met the success criteria.

### **Verbal Feedback**

Verbal feedback is an integral aspect of effective instruction that is delivered in a variety of different ways. It can be pre-planned and highly structured, such as whole-class feedback or a structured one-to-one discussion; alternatively, it can be instantaneous and spontaneous, such as quick prompt task advice. It can be directed to an individual pupil or a specific group with shared learning needs. On the other hand, it could be offered to a whole class. It can accompany written feedback, whether that be comments, or it can stand alone. Careful thought and consideration is still required when delivering it.

### **Appropriate Timing**

In addition to delivering high-quality initial instruction (including formative assessment), carefully judging the appropriate timing, and crafting the most impactful content, when providing effective feedback teachers also pay close attention to how pupils receive feedback and what they do with it after. A variety of factors may influence whether pupils seek and welcome feedback—and are then able to use it effectively—and these may affect pupils differently. Careful consideration is therefore needed when offering feedback to pupils; a 'one-size fits all' approach may not be so impactful.

Factors that may influence a pupil's use of feedback include:

- Pupil motivation and desire for feedback;
- Self-confidence and self-concept;
- Trust in the teacher; and
- Working memory.

### **Preparing Pupils**

Teachers prepare pupils for receiving feedback by:

Discussing the purpose of feedback;

Modelling the use of feedback;

Providing clear, concise and focused feedback;

Ensuring pupils understand the feedback given;

It is crucial that pupils are given the time and opportunity to use the feedback given so that it moves learning forward. Rather than just commenting on work that has been finished, it needs to impact the future work that a pupil will undertake. The feedback will be monitored to see whether the feedback is being used by the pupils. If not, the approach will need to be adapted to ensure that pupils are welcoming and acting on the information provided.



**Control Box**

<b>Version</b>	1	<b>Date/Effective from</b>	Autumn 2023
<b>Author</b>	Gemma Gundry	<b>Review Date</b>	Autumn 2025
		<b>Responsibility</b>	Senior Leadership Team

**Associated Policies, Documents, Agencies:**

- Curriculum Policy
- Early Years Foundation Stage Policy
- Marking and Feedback Policy
- Teaching and Learning Policy
- Assessment Policy
- Handwriting Policy
- Spelling Policy
- Display Policy



### Marking Symbols used in KS1

Learning objective

Learning Objective has been achieved (Maths)

Learning objective

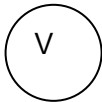
Child is working towards learning objective (Maths)



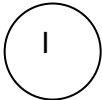
Areas of development including specific spellings relating to phonics or key words



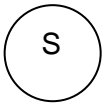
Areas of success relating to success criteria



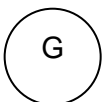
Verbal feedback given. One or two worded annotations to explain verbal feedback.



Independent Work if previous work has been supported.



Supported Work. (For our SEN children, it is also beneficial to have a short narration of how they have been supported.)



Guided Work. (For our SEN children, it is also beneficial to have a short narration of how they have been supported.)



## Marking Symbols used in KS2

**Learning objective** Learning Objective has been achieved (Maths)

**Learning objective** Child is working towards learning objective (Maths)

\_\_\_\_\_ Spelling mistake for KS1 children focusing on phonics

SP Spelling mistake for KS2 children

// Paragraph or new line

^ Omission

NS Next Step

CL

Capital Letter

.

Full Stop missing

SS

Sentence Structure for Upper KS2

P

Punctuation (Y5 and Y6)

V

Verbal feedback given. One or two worded annotations to explain verbal feedback.

I

Independent Work if previous work has been supported.

S

Supported Work. (For our SEN children, it is also beneficial to have a short narration of how they have been supported.)

G

Guided Work. (For our SEN children, it is also beneficial to have a short narration of how they have been supported.)



**Self Assessment symbols for learning**



Understood fully



Beginning to understand, need some practice



Finding difficult, not really understood



## **Guidelines for all pieces of work**

All work must begin with the date and title.

We use the 'long date' (1<sup>st</sup> September 2023) in written work, and the 'short date' (1.9.2023) in Maths.

Pencil must always be used in Maths.

A purple pen should be used to show the child's edits within their work. Editing strips should be used for improving sentences and paragraphs. Errors in pen are crossed through once.

Written work should be completed using a sharp pencil (EY/KS1) or a fountain pen or roller ball containing blue ink for KS2 children. Biro's are not permitted, as they do not support children's letter formation or control over their pen.

Children are encouraged to use Grapheme Phoneme Correspondence charts, dictionaries and thesauruses.

When squared paper is used for number calculations, the expectation is usually that each digit will occupy one square.

We do not expect to start a new page for a new piece of work, unless there are only a few lines left at the bottom of the page.

A line should be drawn in pencil under the previous day's work.

All lines must be drawn with a ruler.





What might the content of effective feedback look like in the classroom?

<b>Task</b>	<b>Subject</b>	<b>Self-regulation strategies</b>
In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'
In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'