



Illogan School

Marking and Feedback Policy

Date agreed by teaching staff	1st September 2020
Review date	September 2021

At Illogan school we aim to use effective marking and feedback procedures that maximise and advance pupils' progress. Our practice is based upon extensive research which we have personalised to meet the needs of our students and staff.

Our Key Principles

- Marking and feedback is **meaningful, manageable** and **motivating**.
- We celebrate success and use feedback strategies to motivate pupils further.
- We encourage pupils to take responsibility for improving their work independently, providing them with the firm foundations to do so during their time in EYFS and KS1.
- We ensure there is a consistent approach throughout the school, high expectations and standards being at the core of everything we do.
- We use verbal feedback predominantly; this ensures feedback is both individual and instant.
- We 'live mark,' ensuring that all work is seen, accurately marked and acknowledged.
- We include written feedback where it is appropriate to do so.
- We use marking to assess progress and inform future planning.
- Marking work is done so under the direction of the class teacher, this will therefore include HLTAs and TAs marking work where requested.

Feedback during lessons:

Teachers will provide children with clear steps to success which enable them to achieve the learning objective of the lesson. The format of this will vary, dependent on age, but it must be clear and concise for pupils to follow. Pupils will use this to periodically self-assess and reflect upon their progress, either independently, alongside a peer or as a whole class.

Teachers and TAs will 'live mark' during lessons, as well as providing pupils with verbal feedback on their progress. Verbal feedback strategies are an integral part of Illogan's teaching pedagogy. They are used for whole class, group and individual interactions and include:

ABC – teachers encouraging pupils to 'agree, build on or challenge' one another.

Cold calling – teachers to adopt a 'no hands' up response.

See 3 before me – check 3 other sources (e.g. a peer, the success criteria, learning wall) before seeking adult support.

Pose, pause, pounce, bounce – teachers to pose a question, pause for 'thinking' time, choose/pounce on a pupil to answer and then bounce the answer onto another pupil.

Circulating – teachers moving around the room and 'live mark' whilst pupils work to assess progress and ascertain next steps. The visualiser is used to share successes and common errors.

Praise/motivation – staff value the use of praise and encouragement to recognise pupil achievements, boost esteem and positive behaviour.

Developing a positive 'critique' climate – staff support pupils to provide positive feedback to one another to aid improvements. Pupils have a bank of key sentence stems that they use with one another to support and improve work. These are displayed clearly in the classroom.

Marking in EYFS/Key Stage One

EYFS and Key Stage One provide the opportunity for us to help shape the start of our children's learning journeys. The staff here support the children to build esteem, enthusiasm and confidence. We emphasise that only 'marvellous mistakes' can be made because with every error or correction, we learn something new.

Staff model and think aloud the editing process to children frequently in order to prepare them for doing so independently, as they move closer towards Key Stage Two. Editing opportunities will feature in every lesson from Year 1 onwards and will vary from self, peer and whole class.

Writing

- Pink pen is used to highlight impressive work (tickled pink) that is individual to the child and linked directly to the success criteria.
- Green pen is used to highlight an area for improvement (for growth). The child will be given the opportunity to edit and improve this but is supported by the use of green pen to identify it. Pupils will improve their writing/errors using a purple pen.
- All work will be annotated with the level of support (see below for codes).
- Non negotiables will always be marked by staff and corrected by the child. These are age appropriate and include: spelling, punctuation, grammar and handwriting.
- If it is deemed purposeful, staff will complete zonal marking where a specific aspect of a pupil's writing will be marked deeply. This area will be identifiable by a highlighted box. Such a process can be completed at a distance from the lesson or better still, alongside the child to target specific improvements that are required.

Maths

- All work will be marked according to whether the work is correct (pink) or needs improvement (green).
- Errors will be indicated with a 'dot on the spot' where a correction is needed in green.
- The child will correct errors in purple pen (Year 1 will have adopted this strategy confidently by the Summer term).
- All work will be annotated with the level of support (see below for codes).
- Children are encouraged to pause and review the accuracy of their work frequently.

Other subject areas

- Non negotiables will always be marked by staff and corrected by the child. These are age appropriate and include: spelling, punctuation, grammar and handwriting.
- Children will correct any errors using their purple pen.
- All work will be annotated with the level of support (see below for codes)

Marking in Key Stage Two

As the children progress through their learning journey at Illogan, we will gradually increase opportunities for them to become their own 'editors' and to rely less on staff to identify errors. Staff will move away from highlighting the corrections for the children and begin to use symbols that require the children to carefully identify for themselves where they need to pause, reflect and improve.

It is still key that staff model and scaffold the editing process. There will be a greater emphasis in developing the children's peer assessment skills with one another, the language and vocabulary of such sentence stems will be common place and observed throughout lessons.

Writing

- Symbols are signified in the margin that relate to errors in the children's writing. The teacher will cross through these, once the child has corrected them.

sp	Spelling error. Can be underlined by the teacher.
p	Punctuation error. Can be circled where needed.
g	Grammatical error. Can be circled where needed.
^	Omitted word or letter.
//	New paragraph.

	This does not make sense.
()	Redraft this section (can be highlighted in green if appropriate?).

- Pupils will improve their writing/errors using a purple pen.
- All work will be annotated with the level of support (see below for codes)
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Summary feedback

- Will happen at the end of the lesson, to ascertain the next steps for learning and future planning by the teacher.
- This will be recorded on a 'Note to Self' (NTS) document which will be filed in the classroom.
- The NTS document will be a central part of the next episode of teaching and may specifically direct other members of staff to complete work with individual children or groups of, to consolidate learning or inform further intervention at another time.
- Specific progress and assessment feedback will be recorded on the 'Note to Self' and may reference individual, group or class information. There is no set requirement regarding the frequency or format that teachers use to complete this process however, an evidence trail may be followed during monitoring to ensure that lessons are adjusted where appropriate, to ensure pupils make good progress.

Symbols (to be used on all pieces of work)

VF – verbal feedback given

ST – supply teacher

I – independent

S – supported (specify TA or T e.g. TS or TA S)

PI – peer improvement

PD – peer discussion

COVID AMENDMENT SEPTEMBER 2020

Following Government guidance, teachers will not be required to mark individual books using our policy stated above. Books will not leave classrooms or be taken home. Hand sanitiser and gloves are available to all staff who may need to touch books although this must be kept to an absolute minimum. Children will at all times wash hands regularly and will need to be reminded to repeat this process if they touch items belonging to other children. We will use the following strategies to ensure that effective feedback continues to be provided for pupils and that they are clear on their next steps:

- **Self/Peer Assessment/Editing:** This is a prime opportunity to develop the children's editing skills. Ensure you model this process explicitly and scaffold by 'thinking aloud.' It might be that as a class, you use the visualiser to edit a piece of work together (going through one focus at a time e.g. punctuation) and then the children repeat this process but with their own work or a peers. Share with the children 'Austin's Butterfly' as an introduction to this process and the school Discussion Guidelines.
In KS2, teachers could model writing the school's symbols for editing (listed above) on the class model and then the children could investigate and improve the error. In KS1, teachers can model highlighting the class model in green/pink, encouraging the class to then 'teach the teacher' and correct the errors. Where appropriate, teachers may encourage children to use the same strategies in their own books independently. This means that the children will become more familiar with the marking process once it returns.
- **Note to self (NTS):** Encourage pupils to leave their books open and spend time recording whole class, group and individual feedback onto NTS sheets. Use verbal feedback strategies from either the teacher or TA to share these.
- **Shared writing** - use this as an opportunity to 'teach the teacher' and to include common errors identified from the children's work (from NTS). This process is most powerful when there is a clear dialogue of discussion, contribution, analysis and modeling between teacher and pupils.
- **Verbal feedback:** Keeping a safe distance, give verbal feedback relating back to the success criteria after looking at books. See strategies listed above and build these into lessons.
- **Quizzes** - create quizzes to assess the children's understanding. These create a 'fun buzz' in the classroom but can also provide invaluable assessment information for planning.
- **Assessment for Learning strategies:**
 - 1 - Children being clear what success looks like - models are KEY/steps to success for each lesson/having a clear learning intention
 - 2 - Questioning (both open and closed)/listening/observing children whilst they work
 - 3 - Self/peer assessment (children evaluate their success according to a specific criteria)
 - 4 - Children creating their own targets/goals based on their own self evaluation
 - 5 - Creating a 'marvellous mistake' culture, celebrating these because this is when real learning happens!
 - 6 - Frequently checking the children's understanding by building in regular learning reviews. These could come in the form of a 'no hands up' approach or other strategies identified above.
 - 7 - Making connections - what do I already know? What do I need to find out? How?
 - 8 - Talk partners for discussion
 - 9 - Asking pupils to summarise key concepts/learning
 - 10 - Hand gestures - scale of 1-5 for level of understanding
 - 11- Whiteboards to record responses that can be held up and shared
- **Level of support** - in most cases, children can annotate their own on the WALT