



Marking and Feedback Policy

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0.1	Marking and Feedback Policy	Final	SLT	Principal/Vice Principal	August 2021	August 2023
	Regional Director		Principal			Vice Principal
	Head of Foundation Stage		Head of Primary			Head of Secondary

Aim

The aim of this policy is to ensure a clear understanding of the purposes, procedures, and processes of effective marking and feedback in order to maximise progress and support students in their learning.

Effective marking and feedback are integral to outstanding teaching and learning processes at Newlands. By empowering students to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

The guidelines for effective marking and feedback aim to:

1. Inform the student what they have done well and what they need to do to improve.
2. Support student confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of individual students as part of thorough assessment of learning procedures, in order to plan and refine the next steps in learning.
4. Develop consistent processes across the school to teach students to respond to feedback, self-assess and evaluate their own learning.
5. Ensure teacher feedback is effective and purposeful to the individual needs of each child.

Processes

Three types of marking and feedback occur during teaching and learning:

1. Teachers' well-considered intervention to prompt deeper thinking, and address misconceptions during lessons. This takes the form of **verbal feedback** and occurs through effective questioning to clarify, reinforce, challenge or refocus tasks and inquiry, mini plenaries, and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a student or on a group basis.
2. **Developmental marking** in which incisive feedback on attainment and success is given/identified and a response from students is required to accelerate and deepen learning.
3. **Self-assessment and peer assessment** of the attainment and success of a piece of work, to ensure a consistent and impactful approach to effective marking and feedback on student work.

Non-negotiable Procedures for Marking in Primary

1. All marking is to be carried out in **blue pen**. No red, green, or pink pen is to be used for symbols, comments, ticks, or the numbered system.
2. All marking is to be done in clear legible handwriting aligned with the school handwriting script.
3. The marking code is to be followed in all cases (see Appendix 1).
4. The marking code should be accessible to all students in the learning environment.
5. All students' work is to be marked or acknowledged (in the case of peer assessed/ self-assessed work) by class teachers or support staff.

Developmental marking

When identifying specific success - which is linked to the learning objective, the respective work in the Students' book will be identified in **green highlighter**.

When identifying an area for specific improvement the respective work in the Students' book will be identified in **pink highlighter**. The corresponding comment/number will also be **highlighted pink** or;

When identifying an area for specific extension the respective work in the Students' book (literacy or Math) will be identified in **pink highlighter**. The corresponding comment/number will also be **highlighted pink**.

Feedback comments must be constructed to require response by students, at an appropriate level of challenge, and such tasks must be completed by students in green pen or pencil.

The feedback comments will be identified by a number or a written comment depending on the need of the individual.

When developmentally marking writing, attention should be given to spelling and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. These areas will be identified by an '**Sp**' circled, for spelling in the margin of the line the misspelt word is on and identified by a '**P**' circled, for any punctuation misconceptions identified in the margin of the line the punctuation error is on.

Key spellings will be identified and written correctly at the bottom of the page for the student to practice alongside. Make sure the 'Sp' symbol is where the spelling mistake lies so the children are aware of where they went wrong.

The L.O will be underlined in green highlighter if it has been achieved and pink if it was not achieved by the individual.

The LO will have an assessment letter circled next to it-the corresponding letters are:

A= Almost, M=Met and E= Exceeding.

Self-Assessment

Students can self-assess their work against the success criteria that should be displayed (stuck or stapled) into the exercise books next to the work. Children can use the success criteria checklist to tick what they have included in their work and leave other areas blank. If children are instructed to identify these areas in the text a **green pencil** is to be used (this clearly differentiates between a teacher's marking and a Students' self-assessment).

Peer Assessment

Where peer assessment has been appropriately introduced, students will identify one positive aspect of work and suggest one area for improvement. This can be done in any color but not blue or green pen and the peer assessor's initials must be also left in the margin next to the comments.

Responding to Comments

Students responsive marking to comments should be made in green (if possible) so that it is clear they have been completed. If in KS1 or FS this is verbal, it should be recorded at such. Response should be made as soon as reasonably possible in order to support students effectively. Students responsive comments are to be made directly next to the responsive marking number placed in the margin by the teacher.

See appendix 2 for examples of marking.

Procedures in Greater Detail

All students' work is to be marked by a class teacher or through self/peer assessment. Self and peer assessed work must have the L.O assessed using the grading system used by teachers in the margin. No work should go unmarked. Marking that requires an effective response from the student should have time allocated by the teacher for an appropriate and meaningful response ideally to be made at the start of the next session. The overseeing of such a task may be carried out by another adult other than the class teacher. Additional developmental marking may also be used as a strategy to support students who are in need of acceleration.

The Frequency of Developmental Marking

Effective marking is a key tool in providing feedback to students in order that they are clear in what they can do well and what they need to do to improve.

It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching students so that they can swiftly move forward towards desired learning outcomes.

Effective feedback comes under three main headings;

1. **Specific achievement feedback** identifies specific aspects of successful attainment and or progress. This relates directly to the learning objective / Student self-assessment made by traffic light or learning ladder target set for the individual.
2. **Specific improvement feedback** identifies where mistakes or misconceptions lie and how work can be improved.
3. **Specific extension feedback** identifies where further understanding can be explored, to deepen learning and further extend higher order thinking. When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should be given on all student tasks in exercise books.

1. Be positive, specifically identifying what has been done well linked to the learning objective (**highlighted green**)
2. Identify an area for specific improvement followed up with an improvement task (**highlighted pink**)
3. identify a specific area for deeper investigation/ extension of understanding (**highlighted pink**)

Well-constructed feedback tasks prompt effective response from students so to improve quality of work or reinforce learning. They should maintain challenge for individual students, yet be easily executed and brief in nature, enabling Students to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding
- Extend understanding to deepen learning or raise to a higher level of thinking and address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation or grammar

Marking and Feedback in Secondary

“Feedback is information given to the student about the student’s performance relative to learning goals or outcomes. It should aim to (and be capable of) producing improvement in students’ learning. Feedback redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student’s management of their learning or self-regulation. This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.” (EEF)

The main aims of the KS3 Marking and Feedback Policy guidelines are:

- To recognise and share the success of a student’s learning
- To give effective feedback which is; specific, accurate and clear
- To move the learning forward by providing students with constructive feedback
- To enable students to respond to the feedback which they can put into practice and impacts the progress made within future lessons

“The only thing that matters is what students do with it. No matter how well the feedback is designed, if students do not use the feedback to move their own learning forward, it’s a waste of time.”

(Dylan Wiliam)

1. **Regular acknowledgment of work:** Teachers are to give **live feedback** through the use of a tick (if work is completed in a book) and provide immediate verbal feedback to the student that they can respond to. **Responsive teaching** plays a large role in lessons, as teachers regularly **check for understanding** and give **immediate feedback** before moving the learning on. Examples of this can be verbal; hints and tips, modelling, and scaffolding the next steps. Bookwork from the student is still to be digitalized and submitted in Teams, where the teacher can provide further written feedback if required.
2. **Deeper marking and feedback:** Deeper marking and feedback of work are to be completed at least once every 10 days. The emphasis is on **feedback** to move the learning forward. Mistakes/errors are identified using the specific symbols for math, English/science. A star is given to affirm the achievement of something the student has done well. A 'step' is given to which the student should respond either immediately or over time, depending on the type of feedback given. Teachers provide marking and feedback using a green pen.
3. **Whole-class feedback:** Whole-class feedback happens regularly. The teacher will read through a section of work from most/all books. The purpose of a feedback session is to provide the following:
 - Re-teaching and correcting common errors and areas of weakness
 - Opportunity to correct misconceptions and gaps in learning
 - Timely feedback
 - Development of a student's ability to self-assess
 - Verbal feedback to the whole class and individuals
 - Time to reflect, consider, and action the next steps
 - More effective teacher-led feedback
 - Feed into collaborative planning sessions to support further planning
 - Praise student achievement and share best practices/examples of work

Teachers should regularly read the students' written work and provide whole-class lesson feedback - for example by using the proforma (see WCF template). It is essential for students to spend time **reflecting on and actioning improvements**. Feedback sessions should be purposeful and students should be working on their own in silence. This time will also allow the teacher to circulate and provide individual feedback for identified students.

Mistakes and errors

- Corrections to be responded to by students in English are indicated in the margin. In KS3, 'sp' circled for spelling mistakes/errors, 'g' circled for grammar mistakes/errors and 'p' circled for punctuation mistakes/errors. Students are required to then identify the mistake/error and put a corrected spelling list at the end of the marked piece of work.
- Corrections to be responded to by students in Maths are indicated by circling the sum. Students are to respond by repeating the sum to find the correct answer.

* Errors are to be recognised and addressed as misconceptions and retaught by the teacher. Careless mistakes are to be self-assessed and recognised by the student.

Digital Feedback

During COVID, marking of books is severely restricted and work is submitted on Teams. Teachers will provide feedback through the feedback box aligned with each piece of student work. The marking and feedback of digital work will follow the above policy. A 'star' (*) is given to affirm achievement of something the student has done well. A 'step' (/) is given for which the student should respond to either immediately or over-time, depending on the type of feedback given.

Marking for Presentation

Very high standards of presentation should be set, with neat handwriting, organised work, titles, dates and subheadings underlined with a ruler. Blue pen should be used in the main, with black for redrafts or self/peer assessment. Crossing out should be a single neat line. Sheets should be filed or glued into books. Diagrams and drawings should be completed with pencil. There should never be graffiti or doodles. The presentation code is used to promote high standards of presentation; (numbers circled) - (1) = Very Good Standard, (2) = Good Standard, (3) Below Standard.

“Most discussions of assessment start in the wrong place. The most important assessment that goes on in a school isn’t done to students but goes on inside students. Every student walks around with a picture of what is acceptable, what is good enough. Each time he works on something he looks at it and assesses it. Is this good enough? Do I feel comfortable handing this in? Does it meet my standards? Changing assessment at this level should be the most important assessment goal of every school. How do we get inside students’ heads and turn up the knob that regulates quality and effort?” (R. Berger - ‘An Ethic of Excellence’)

Responsibilities

It is the responsibility of teachers to ensure that the policy guidelines are consistently carried out, including response to feedback tasks.

It is the responsibility of all staff working with students to ensure the marking code is consistently adhered to across the school.

Each subject/ vertical/ year leader has the responsibility for monitoring that the policy guidelines are being consistently carried out in their particular subject area. This will be monitored by 'book looks' and in lesson drop ins.

The Heads of Phase have the responsibility to ensure that there is consistency of marking across the Primary and Secondary. This may be monitored at any time throughout the academic year by looking at the class workbooks. It is the responsibility of phase leaders to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school

Likewise, the Head of Inclusion has responsibility to ensure the policy is appropriately adapted and implemented for SOD students.

Digital Marking and Feedback

Teacher feedback and student reflection is of utmost importance in Distance Learning as it is a new way for the teacher and the taught. In addition to checking in on academic learning, it is important to check in on students' well-being and their overall distance learning experience. Simple questions can prompt students to share their feedback:

- What's working?
- What's not working well?
- What would you recommend?

Digital forms of feedback, including text, audio and video, will be provided wherever possible on both formative and summative assessments. This will include teacher feedback to individual students, teacher feedback to groups and cohorts, and peer feedback.

- Marking and feedback of assessments and homework assignments should be prompt- within 2 days of being submitted.
- Written feedback on homework and other written assignments should not be restricted to a simple 'correction' and/or a one-word comment.
- It should be encouraging in overall tone.
- It should identify what the student has done well in respect of meeting the learning objective/outcome.
- Areas for further development/improvement should be clearly explained.
- Marks/grades and feedback will be recorded.

Equality of Opportunity

All students are entitled to have their work marked in accordance with the school's guidelines.

SOD and Inclusion

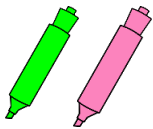
Effective feedback and marking must be accessible to all students and will reflect their individual needs and abilities. This may mean writing comments for specific students in an accessible colour, supporting students to read comments or recording verbal feedback and response. Such requirements should be identified in a IEP, and discussed with the Inclusion team, as required.

Students' progress towards their targets and should be clearly recorded in their IEP. Progress towards each target should be recorded at least once a week, this may be in the form of marked Student work or alternative feedback recorded in their IEP. Students should all use their Student friendly learning plan termly to comment on and record their own progress.

Longer term progress should be recoded on the IEP (which has been shared with parents).

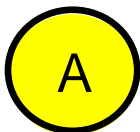
Guidelines Review

At the end of the summer term (Term 3), 2021 the guidelines will be reviewed as well as being reviewed in line with the school's cycle of policy reviews.



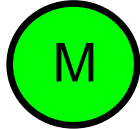
KS1– Learning Objective Assessment

Underline the learning objective in green highlighter if the L.O/WALT has been achieved and pink if it has not been achieved.

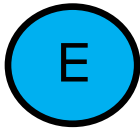


KS2– Learning Objective Assessment

Almost = The child is not meeting/ accessing all the criteria to achieve learning objective.



Met = The child has met the learning objective expectations and has shown a secure understanding of the learning objective for the lesson.



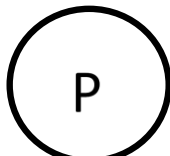
Exceeding = The child has exceeded the expectation of the learning objective and has shown a secure, in depth understanding and is working above the curriculum specific expectation.



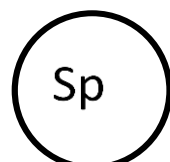
Verbal Feedback- 'VF' is used to show any verbal feedback shared with the student. All students to initial the 'VF' symbol.



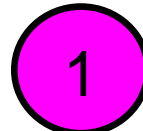
A tick is used to identify any correct symbol work, correct work linked to recent/current learning. This differs to green highlighted work as it does not need to be specified to the L.O.



Punctuation - the circled 'P' symbol placed where the punctuation mistake has been identified. Children correct any punctuation misconceptions along this line in purple.



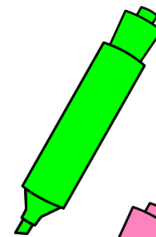
Spelling- Incorrect spelling will be marked with a circled 'Sp'. Children can then identify the spelling mistake. Corrections will be made in purple.



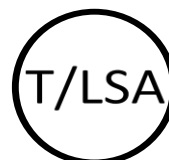
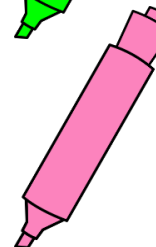
1,2 and 3—these numbers link directly to a responsive question which is displayed on the whiteboard during responsive marking time. Children understand that if they have a number in the margin that they write the answer to that question in purple pen next to the number. (KS2)



Green highlighter—this will be used to underline any work that shows a direct link to achieving the learning objective. All green highlighted marking must be linked to the L.O.



Pink highlighter – this will be used to underline any work that is incorrect. Children will know that any pink highlighted work will need correcting during responsive marking time.



Teacher input/assisted – to show that the teacher or LSA has worked with the child on a one to one or small group basis to reinforce or support their activity.



Grammar- the circled 'G' symbol placed where the grammar mistake has been identified. Children correct any grammar misconceptions along this line in purple.

KS1 Literacy - Phonics marking

Name: Aneefah Date: 06.2.18

ph

WALT- read and write words and sentences containing the ph sound

WALT- sequence a short narrative

WALT: -use the connectives "and" and "because"

1. <u>dolphin</u>	4. <u>elephant</u>
2. <u>photograph</u>	5. <u>phonics</u>
3. <u>alphabet</u>	6. _____

Use the ph picture scene to write sentences that create a short story.
Try to use "and" and "because" in your writing.

The elephant has a
dolphin friend and they are
singing the alphabet song.

The photograph had phonics
on it. The teacher taught
the child the alphabet.

Love _____

KS1 Phonics - Teacher Marking

Name: Laila Date: 19.2.2018

au

WALT- read and write words and sentences containing the au sound

WALT- sequence a short narrative

WALT- use joining words such as 'and' or 'because'

1. <u>author</u>	4. <u>haunted</u>
2. <u>August</u>	5. <u>aut</u>
3. <u>autograph</u>	6. <u>launch</u>

Use the au picture scene to write sentences that link to each other:

The author is writing
a story because
he wanted to
make a Libere and
he is in August
but he had a haunted
House!

✓ Great 'au' work Laila!

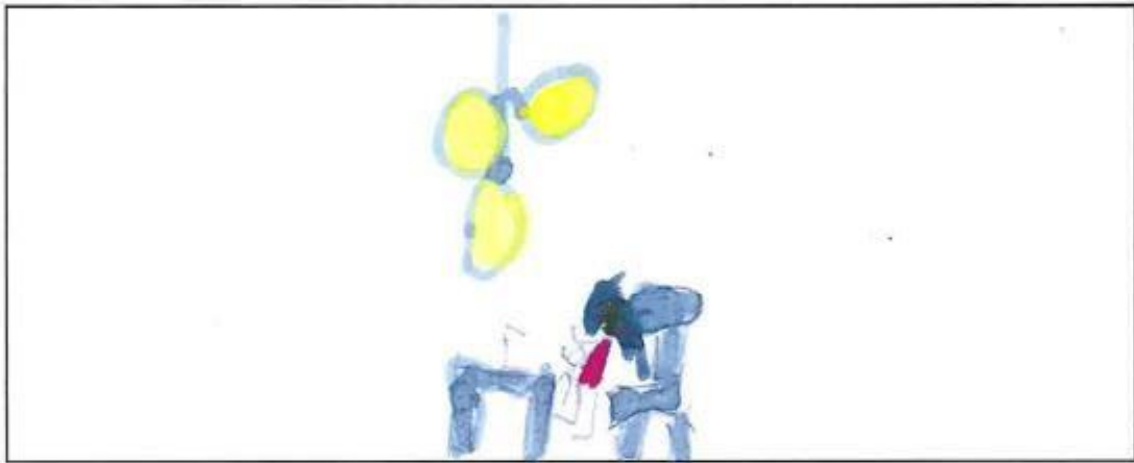
KS1 Literacy - Teacher Marking

WALT: Write sentences with capital letters, finger spaces and full stops

WALT: Use the connectives "and" and "because"

WALT: sequence short narratives

Independent Write: My Trip to Orbi



I had so much fun at
Orbi and I played at
orbi. That was a cold room
I was freezing because
they put a fan on. We watch
movies about animals. Me
favrut was the mairats.

Name: Amel

Date: 30.01.2018

WALT: Write sentences with capital letters, finger spaces and full stops

WALT: Use the connectives "and" and "because"

WALT: sequence short narratives

I had so-much fun I
would luv to come again
with my fam ale.

I had pizzas it was for
lunch and we had jooy.

I sat next to Ali on
the bus and I slept

there

love

Name: _____

Date: 30.01.2018

KS1 Mathematics - Teacher marking

Date: 30.01.18

WALT: solve missing number problems with addition.

Use your base board to help you find the missing numbers to these addition sums.

$$\boxed{12} + 7 = 19$$

$$\boxed{3} + 9 = 12$$

$$5 + \boxed{9} = 14$$

$$2 + \boxed{16} = 18$$

$$6 + \boxed{11} = 17$$

$$3 + \boxed{14} = 17$$

$$\boxed{7} + 8 = 15$$

$$\boxed{14} + 5 = 19$$

$$3 + \boxed{11} = 14$$

$$4 + \boxed{9} = 13$$

Challenge Questions

$$15 = 4 + \boxed{11}$$

$$12 = \boxed{4} + 8$$

$$19 = 12 + \boxed{7}$$



$$\boxed{} + 7 + \boxed{} = 14$$

KS2 Literacy - Teacher marking

Sunday 12 November 2017

L.O To identify relative pronouns. (M)

① 1 The house that Jack built is large.
2 I saw a man who I thought was Ben's father.

② 1 Where do we use them? after a noun.
② Why do we use them? to make it clear which person or thing we are talking about.

3 Sam told me which film would be good to see.
④ 4 Can you remember where Dad parked the car?
5 The driver told us which train to catch.
6 I hear that William eats squid.

1. The house _____ Jack built is large. (who/that)

2. I saw a man _____ I thought was Ben's father. (who/which)

3. Sam told me _____ films would be good to see. (that/which)

4. Can you remember _____ Dad parked the car? (where/what)

5. The driver told us _____ train to catch. (that/which)

6. I hear _____ William eats squid. (which/that)

②

KS2 Mathematics - Teacher marking

5.2.2018
L.O: to multiply fractions by a whole number

1. $\frac{3}{1} \times 1 = 3$ ✓
 2. $\frac{2}{1} \times 1 = 2$ ✓
 3. $\frac{2}{1} \times 1 = 2$ ✓
 4. $\frac{1}{1} \times 1 = 1$ ✓
 5. $\frac{3}{1} \times 1 = 3$ ✓
 6. $\frac{2}{1} \times 1 = 2$ ✓
 7. $\frac{1}{1} \times 1 = 1$ ✓
 8. $\frac{1}{1} \times 1 = 1$ ✓

$3 \times 4 = 12 + 5 = 17 = \frac{17}{1}$

1) $\frac{1}{2} \times 2 =$	4) $\frac{2}{5} \times 4 =$
2) $\frac{4}{5} \times 6 =$	5) $\frac{1}{3} \times 6 =$
3) $\frac{8}{10} \times 9 =$	6) $\frac{3}{5} \times 5 =$

① $\frac{1}{2} \times \frac{2}{1} = \frac{1 \times 2}{2 \times 1} = \frac{2}{2} = 1$

2. $\frac{4}{5} \times 6 = \frac{4 \times 6}{5 \times 1} = \frac{24}{5} = 4 \frac{4}{5}$

3. $\frac{8}{10} \times 9 = \frac{8 \times 9}{10 \times 1} = \frac{72}{10} = 7 \frac{2}{10}$

4. $\frac{2}{5} \times 4 = \frac{2 \times 4}{5 \times 1} = \frac{8}{5} = 1 \frac{3}{5}$

5. $\frac{1}{3} \times 6 = \frac{1 \times 6}{3 \times 1} = \frac{6}{3} = 2$

6. $\frac{3}{5} \times 5 = \frac{3 \times 5}{5 \times 1} = \frac{15}{5} = 3$

①