



# **POLICY ON MARKING AND FEEDBACK**

<b>SCHOOL</b>	<b>SPRINGWOOD JUNIOR ACADEMY</b>
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# Springwood Junior Academy

## MARKING AND FEEDBACK POLICY - Updated in response to COVID-19

At Springwood Junior Academy we believe that high quality, consistent and timely Marking and Feedback enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance.

### 1. Aims:

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- promote self-assessment (recognise their difficulties and accept guidance)
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress.
- inform future lesson-planning.
- inform of any necessary amendments/interventions required in the current lesson

### 2. Principles of marking and feedback:

- The process of marking and offering feedback should be a positive one.
- Comments should be appropriate to the age and ability of the child.
- Children should be encouraged to self and peer assess.
- The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed.
- As the year progresses, marking should develop from being methodical eg spellings / punctuation, to becoming more fluent, eg up-levelling sentences.

### 3. General Guidance to teachers

#### Assessment and feedback during the Lesson

- The teacher will share the learning objective and success criteria.
- Teachers should aim to provide verbal feedback where possible during the lesson and indicate this on the child's work, therefore showing impact on learning for the remainder of the child's learning within the lesson.
- Pupils should, where possible, have the opportunity to self- and peer-assess against the set success criteria or learning objective, in some format, on a regular basis when appropriate. This will be in green pen. When a teacher provides the next steps in their learning, or they themselves identify their next steps, they will indicate, in green pen, the appropriate symbols. When peer-assessment occurs, they will also sign their initials.

- The teacher will mark in red pen / the TA will mark in blue pen.
- F.I.T stickers are used to sign-post children to what they need to consolidate / learn next.

### **Assessment & Feedback after the lesson**

- Agreed marking symbols will be used (see appendices)
- Written comments should be neat and legible
- Teachers should plan opportunities regularly for children to look at and respond to feedback/ marking
- Any corrections / editing carried out by the children in response to marking should be carried out using a green pen
- The teacher should mark work prior to the next lesson.

### **Pupil Self and Peer Assessment**

Peer Assessment is where a pupil's work is judged by fellow pupils. Self-Assessment involves pupils making judgements about their own work. These strategies enable children to have a clearer view of their own learning and ways to improve, they therefore become more independent and driven in their learning. When children do peer assess, they will be fully aware of the criteria to assess their peers against and will have been taught the correct manner in which to do this e.g. listening carefully, being positive and constructive, and commenting on the success criteria only.

### **Marking and Feedback in the Early Years Foundation Stage (EYFS) and start of Year 1**

In EYFS and at the early stages of year 1, marking and feedback strategies include the following:

1. Verbal feedback (V) - pupils should be praised and/or given a task/target to deepen/secure understanding - a short note of the feedback given and by whom should be recorded on learning.
2. Stickers and stamps can be used to praise pupils.
3. Short and narrative observations (written) - to feed into assessment/planning for next steps.
4. Transcripts of words and sentences (where unclear) should be made to ensure that writing can be read at a later point.
5. Most pupils should have the opportunity to up-skill their own work by Summer term in EYFS.
6. The mark scheme codes should be used at an appropriate level.

### COVID-19 Specific Marking and Feedback Adaptations.

In order to ensure Risk Assessment Guidelines are adhered to, but also to support staff health and well-being, Marking and Feedback needs to be adapted in a number of ways, specifically how and when it takes place.











Live marking is essential in providing instant feedback to the children and ensures improvements/challenges are completed whilst the learning/work is fresh in the child's mind. It also avoids the need, where possible and appropriate, for teachers to take home books to mark. This will form the main basis of feedback and inform assessment for learning, with in-depth marking used appropriately.

- Staff will endeavour to provide feedback to individuals within the lesson, using the agreed marking symbols where appropriate and directed by staff e.g. drawing the 'Next Step' symbol to show they have followed the adult's advice. This could either follow individual advice or, if staff identify a common way forward for a group (or even the whole class), a 'Learning Stop' would take place, and specific children will need to use the Next Step symbol at that point.
- Children are encouraged to self-assess whenever appropriate.
- Use peer-assessment sparingly, particularly at a time when children have clean hands. They will adhere to Risk Assessment guidelines of talking to each other about work whilst facing forwards, side-by-side, not facing each other.
- Adults will remember to mark books behind or in front of children, whilst facing forwards to avoid face-to-face positioning.
- In maths, children will (particularly in UKS2) insert their own marking sticker at the end of the lesson in preparation for the teacher looking at books.
- In-depth marking will occur when appropriate, for example when a longer piece of writing has been created. Staff will, as normal, use the marking symbols and provide concise, constructive feedback/next steps. Children will be expected, as normal, to respond to the feedback and up-level work as soon as possible after being marked using green pens.

#### Conclusion:











This policy's principles and practice have been agreed by the staff of Springwood Junior Academy and monitoring and evaluation will take place periodically to ensure that it is applied consistently throughout the school. Evaluation throughout the 'COVID era' will be on-going to ensure the effectiveness of live marking on the progress of children's learning.

**Appendix 1**  
**Numeracy Marking Symbols**

	Outstanding
	Good
	Adequate
	Verbal feedback
Next Step/ 	Next step in learning
GW	Group wrk
? or 	Explain/look again
	This is correct
.	This is wrong—correct it
	Independent work
 	Supported work Heavily supported work
1mp	Merit point

## Appendix 2

### Literacy Marking Symbols KS2

	outstanding
	good
	adequate
	Verbal feedback
Next step/ 	Next step in learning
GW	Group Work
sp	Spelling mistake
gr	Grammar mistake
	Capital letter missing/ Punctuation missing
*1 *2 or * (Each sentence to be numbered and/or bracket a whole section that needs re-wording)	
	Missing words
	Wrong connective / upscale this word
 	Supported work Heavily supported work
Mp	Merit point

### Appendix 3 Literacy Marking Symbols KS1

	Outstanding
	Good
	Adequate
	Verbal feedback
Next Step/	Next step in learning
GW	Group work
sp	Spelling mistake
gr	Grammar mistake
	Capital letter missing/ Punctuation missing
*1 *2 or * (Each sentence to be numbered and/or bracket a whole section that needs re-warding)	Look at this sentence again. It doesn't make sense. Re-write it.
	Missing words
	Wrong connective / upscale this word
	Supported work Heavily supported work
Imp	Merit point