



Chilton Academy

Quality Marking and Feedback Policy 2019/21

At Chilton Academy we endeavour to support all pupils in making better than expected progress and raise confidence and self-esteem. We see quality feedback and marking as central to this. This includes:

- Teacher marking work and feedback
- Oral feedback at the point of teaching and learning (Teachers, support staff and pupil to pupil)
- Self-assessment and feedback
- Peer assessment and feedback

Feedback is most powerful when it is delivered at the point of learning.

This policy is written in line with all subject based policies, Early Years Policy and the Assessment Procedures Policy.

Aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children
- To have a consistent approach that measures school progress against national standards.

Principles

Quality marking of children's work can take different forms and involves both written and verbal feedback.

We endorse the following principles of effective feedback and marking:

- Whenever possible teachers should provide individual, verbal feedback to children at the point of learning.
- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and children that addresses errors and misconceptions at an early stage
- Marking and feedback should be linked to Learning Intentions, Steps to Success and personal targets
- Teachers should look for strengths before identifying improvements when marking work.
- Children **should be given specific time to read, reflect and respond to marking and feedback (discrete taught sessions within the teaching and learning journey)**
- Children should be encouraged to mark, self-evaluate and peer-assess
- Feedback and marking practices and procedures should be keeping in with the school policy on assessment
- The outcomes of marking should be used to inform teachers' judgements concerning children's progress and to inform teacher records and reports
- Stakeholders should have the school's marking and feedback procedures explained clearly to them.
- Marking and feedback practices **must** be manageable to be effective

Monitoring and Evaluation

All marking should be in accordance with the agreed symbol and feedback format (see Appendix 1).

A review of samples of work is carried out on a regular basis to monitor the implementation of this policy (half-termly to termly minimum). The children identified for monitoring will reflect a broad sweep of abilities within each year group. The findings of reviews are shared with staff.

Moderation of all books is carried out by the DHT termly with marking and feedback included as a focus. Staff moderate books termly, again with marking and feedback included as an area for discussion

Special Educational Needs

- In marking the work of children with Special Educational Needs, teachers assess progress towards each individual's targets (SEN Support Plans).
- Children receive verbal or written feedback in accordance with their ability
- Children are encouraged to recognise their successes and supported to make improvements

Marking and Feedback Within Early Years

The majority of marking and feedback will be provided orally to younger children. This needs to be instant and relevant to the children. It is important some is recorded within learning journals and forms part of the individual child's progress monitoring.

Feedback is also provided using ICT (iPads) where pupils can then give their instant views on what they are doing.

Assessment procedures allow for more formal recording using both post it notes, learning journeys and '2Simple' iPad App. This is monitored termly by school leaders.

Steps to Success are used by staff and referred to in direct group teaching. By the end of the Reception year pupils should be using simple Steps to Success to self-assess their work.

Marking and Feedback within English

Marking and feedback will take many forms within English. The main procedures to be followed are:

- Verbal feedback to be given instantly through discussion and group working (VF)
- Detailed Non-Negotiables and specific Learning Intentions provided for all work and marked against by pupil (self-assessment) and teacher.
- Groups of children work with the class teacher in each writing lesson to improve their writing in line with Non-Negotiables and their LI (which is their target).
- All writing is marked in line with the pupils' LI (as this is the focus of teaching for that pupil).
- Basic skills (linked to the Non-Negotiables) should be marked in each piece of writing to ensure misconceptions and basic errors are addressed.

Marking with Mathematics

Marking and feedback will take many forms within Maths. The main procedures to be followed are:

- Verbal feedback to be given instantly through discussion and group working.
- New Learning and Stem Sentences provided to be reinforced throughout an episode of learning.
- Corrections identified and completed by pupils the following day (or within the lesson if appropriate)
- Staff to work with a group of pupils during assembly time if a misconception is identified or if a group of pupils required further stretch in learning.
- Self-marking using red pen should be utilised regularly so pupils can identify personal errors and deepen understanding.

Marking within Curriculum Subject Areas

Marking and feedback will take many forms within other subject areas. The main procedures to be followed are:

- Verbal feedback to be given instantly through discussion and group working.
- Steps to Success provided for all work and marked against by pupil (self-assessment) and teacher.
- Any English and Mathematical work needs to be marked in accordance with whole school policy for those subjects and misconceptions addressed.
- Hook sheets are provided for each unit of work. These include layered assessment which staff high-light once achieved. This helps pupils to see what they have learnt within different subject areas.
- Learning Intentions should be skill specific and success towards these indicated by highlighting in green and yellow.

Self-Assessment Procedures

Pupils are encouraged to offer their thoughts on their work on a regular basis. Whole school approaches for these are:

- Non-Negotiables and LI marked by pupils during the lesson and at the end with red pen
- Self-marking in Maths using red pen to ensure errors can be seen by children
- During English, pupils are challenged to improve their writing independently on Whiteboards prior to teacher direction.

Monitoring

The Senior Leadership Team moderate work termly and marking and feedback forms a part of this process. Staff share work each term, again marking and feedback is a focus of these sessions.

Moderation of marking and feedback occurs termly through whole school moderation of books lead by the SLT. All staff moderate all books termly and they identify areas of strength and to develop for themselves.

Roles and Responsibilities

Governors: Monitor marking and feedback in books (Subject Specific Links).

Head Teacher / Deputy Head Teacher: Moderate work with a focus on marking and feedback. During lesson observations, focus on the feedback given to pupils in different ways and how effective this is.

Teaching Staff: Provide daily opportunities for pupils to reflect on their own work and improve upon it. Mark all work (including homework) and provide feedback which will help pupils to make good progress. Ensure that misconceptions are quickly addressed.

Teaching Assistants: Provide feedback to the children they are working with both verbally and in writing.

Parents and Carers: Encourage children to work at home and provide feedback which supports their learning.

Pupils: reflect on work and provide feedback to the teacher on their own work and that of other pupils.

This policy has been agreed by staff September 2019

Head Teacher: *Amanda Pybus-Coates*

Resources (Including Appendices)

Appendix 1 – Marking in the different Key Stages

Appendix 2 – Detailed Quality Marking

Appendix 3 – General Marking and Feedback

Appendix 4 – Marking Codes



Appendix 1 – Marking in the Different Key Stages

Chilton Academy Marking & Feedback Policy

Formative marking - all subjects

(Updated Sept 2019)

Early Years Feedback

In Early Years, quality verbal feedback on children's learning should:

- be provided immediately
- be positive, focusing on strengths
- address any misconceptions sensitively
- afford pupils the opportunity to extend their learning through effective questioning.

Adults in the setting should continually provide quality feedback to pupils:

- verbally, through gestures and through the provision of reward stickers
- about their play-based learning
- by commenting positively on any creations they have produced
- by showing them, and discussing, photographs of themselves taken for assessment purposes
- by sharing their learning stories/incidental observations through written comments in individual learning journals.
- by providing opportunities for them to comment on their own learning
- by inviting peers to share their feedback.

For children in Reception, recorded work is discussed with pupils and individual, verbal feedback is provided. Written feedback, linked to the learning intention, should be added to pupils' work using green pen. Staff use '2Simple' (iPad App) software to record learning achievements.

KS1 and KS2

- All work in English should have a Learning Intention (target) and date. The LI is used to focus teacher and pupil marking. Non-Negotiables should be provided and differentiated to link with prior learning and current attainment of pupils. Spellings and basic skills should be marked (in-line with the current assessment level of the pupil)
- In maths, New Learning and Stem Sentences/Key Learning Points should be identified for each episode of learning. These are used support reasoning with lessons and tasks. Work should be marked by pupils as often as possible (red pen).
- In curriculum subjects, a Learning Intention should be provided linking to the subject specific skill being learnt. Twice a term, extended writing should occur within a curriculum topic. Non-Negotiables and LIs should be provided for these outcomes. Layered skills are identified and high-lighted by teaching staff in order to show attainment and progress in different subject areas.
- All marking should be in green pen.
- In Foundation subjects, spelling corrections should include new topic (key vocab) words. Where relevant, the teacher's comment should include a question to help further pupil understanding eg: Do you know any other facts about...? What do you think would have happened if....? (See Higher Order Questioning skills).



Appendix 2 Marking and Feedback in writing

Marking Writing

- ✓ Pupils write a minimum of 2 extended outcomes a week
- ✓ All outcomes are marked against the NN (Basic skills of GAPS)
- ✓ All outcomes are marked against the pupils LI (Target)
- ✓ During each writing session, one group works with the class teacher to improve their outcomes
- ✓ At the end of each half term, NN and LIs are assessed by the class teacher and new ones set for individuals and groups based on current written outcomes
- ✓ LIs are colour coded so teacher input is clearly evident (**Green is independent work**, **Blue is following modelling and some input**, **red is guided group work and cannot be assessed**)

Marking Codes (to be used in margin next to highlighted part)

V – Vocabulary

C – Connective usage

O – Openers used

P – Punctuation Used

G – Grammar

Sp – Spelling (to be done at the bottom of a piece of work)

Marking and Feedback in Mathematics – A Summary

Agreed:

- ✓ Corrections to be completed at the start of the next lesson / or sooner (during lesson) if achievable through self-marking
- ✓ If pupils have a misconception of the concept taught, intervention tasks need to be set and assembly time used. This should be evidenced in books.
 - ✓ Pupils are to self-mark tasks set using red-pen and record correct answers and calculations.

Marking and Feedback in Theme / Guided Reading

- ✓ Hook with layered skills on which are highlighted by class teachers to show attainment and progression.
 - ✓ Skill based LI which is marked to by class teachers.
- ✓ Any written outcomes to follow the policy for Marking and Feedback in Writing



Marking Symbols (Appendix 3)

LI - Learning Intention

LO - Learning Outcome

NN – Non-Negotiables

- Children tick NN they perceive to be achieved in red pen (self-assessment)
- Teacher highlights NN achieved in yellow and green
- Teacher highlights 1 or 2 successful points in body of pupil work as/if appropriate linked to NN and LI

Green highlighter indicates a point in work where an area of strength is being identified related to the Steps to Success, LI or personal targets.

Yellow Highlighter indicates point in book from where improvement prompt is drawn

ABC - teacher to add correctly in green pen and

?!,” – teacher to add correctly in green pen



- Finger spaces (EY / KS1)

▪ - indicate full-stop required (EY/KS1)

← Start writing at the margin

// - Indicates where new paragraph should begin (miss line and indent)

Spelling - wavy line under incorrect spelling / sp in margin

^ - insert word

Independent (I) or Supported (S) - may be used to indicate independent or supported written responses in books

VF – verbal feedback