



North Wolds Federation
Marking and Feedback Policy
May 2023



Our **inclusive school community** puts our **Christian values** at its core and endeavours to develop all members to be **wise, happy and spiritually** aware individuals who can achieve their **dreams and goals**. Working with our **local community**, we **care for** and educate each person, **respecting individual differences**. As Jesus welcomed all, so we **welcome everyone** into our school and strive to send them out prepared to be **good citizens** in today's **diverse society**.

We are preparing for a brighter tomorrow.

Start children off on the way they should go, and even when they are old they will not turn from it.
(Proverbs 22:6)

Caring, Respect, Co-operation, Commitment to Achieve, Honesty, Fairness



Our **inclusive school** is at the heart of our **small community** where all families feel **welcome, valued** and **supported** as friends.

Working with our local **community** children leave us, ready for their next learning adventure, as **well-rounded** citizens with the skills, knowledge and the **confidence** to be happy and successful for the rest of their lives.

We nourish their bodies and characters with our school **values** of respect, cooperation, independence, care, happiness and commitment to achieve.

We ensure they have the armour of our **love** and **guidance** to be the best version of themselves and carry that forward with their actions towards others

Caring, Respect, Commitment to Achieve, Co-operation, Happiness, Independence

Policy Approved on : 12/05/2023
Chair of Governors Signature : Approved Via Governor Hub
Policy Review Date : 05/2024

RATIONALE

The Federation seeks to align its aims with the government target for Eliminating Unnecessary Workload around Marking, whilst ensuring that children continue to receive high quality formative feedback about their learning. Outcomes will improve through an increased responsiveness in planning.

For the purposes of this policy, the term 'feedback' is deemed to include any communication which impacts on learning, including:

- Child to teacher/teaching assistant
- Teacher/teaching assistant to child
- Peer to peer review
- Self review

AIMS

- To clarify and praise what is already effective in children's work
- To ensure that children receive clear and effective feedback about how to move their learning forward
- To reduce the workload related to written marking
- To redirect human resources in ways which will impact more immediately on learning (i.e. responsive planning tailored more specifically to individual children's needs)
- To ensure that teaching and support staff are providing effective formative feedback to the children in their care

KEY PRINCIPLES – WHOLE CURRICULUM

- All work in all books will be reviewed by an adult, either as an integral part of the lesson, or following the lesson
- Learning objectives will continue to be highlighted green (achieved) or orange (not achieved) as a summative judgement at the end of the lesson
- Children will continue to self-assess against the learning objective, using an orange or green dot
- Green highlighter may be used to indicate where the learning objective or success criteria have been addressed particularly effectively
- Orange highlighter may be used to highlight specific errors that will be addressed in whole class or individual feedback that the individual may be asked to correct/improve the next day
- Where the orange highlighter is used, the child's initials will appear on the Daily AfL sheet, with details of the feedback provided to close the gap towards achieving the learning objective. This may take a variety of forms, e.g. further consolidation of fluency tasks, appropriately differentiated work, group work supported by an adult, or peer tuition

- Daily Assessment for Learning sheets will be filled in (see Appendix) indicating the initials of any children requiring further scaffolding of learning and the type of adjustment required (guided group work, use of maths equipment, pro-formas to guide written recording, peer tuition, etc.) These will be used at the start of each lesson to direct learning for individuals and groups
- DIRT Time (Directed Improvement and Response Time) will be allowed within the lesson, where necessary
- Children will be given regular opportunity to assess their own and each other's work, using clear success criteria to guide their understanding of what is required to complete the task effectively
- Children will be required to comment on their work, referring to the success criteria, before receiving feedback from an adult (e.g. 'Show me where you have used today's success criteria in your work.')
- Specific examples in children's work which meet the success criteria very effectively may be highlighted in green (e.g. a sentence which demonstrates a particular aspect of grammar, or stylistic language related to genre)
- Adults *may* annotate the children's books where it is deemed necessary/relevant. Such annotations will be undertaken in green pen. Annotations may take the form of modelling, prompting or correcting, but should not be burdensome or contrived – if it is unnecessary in terms of impact on learning, don't write it!
- Recurring GAPS errors will be corrected by the teacher in green pen

Coding

- The level of adult **support** given will be marked on the work, using the codes FS (full support throughout the lesson) IS (initial support only)
- The person giving the **feedback** will be marked on the work, using the codes T (worked with a teacher) TA (worked with a TA) and P (peer tuition)

SUBJECT SPECIFIC PRINCIPLES

MATHS

- In KS1, work can be 'live marked' by an adult, as it is completed, with verbal feedback accompanying the marking
- In KS2, children will be expected to mark the majority of their work, either as a class at the end of the lesson, or via answer sheets available during the lesson, to enhance their understanding of their progress in learning.
- The class teacher will need to review work after marking to check accuracy of marking, highlight the learning objective and identify the type of error occurring
- Feedback will differ based on the type of error:
 - Procedural errors (e.g. mistakes in calculation) will require reworking (with a peer, if necessary)
 - Conceptual errors may require re-teaching, consolidation of related fluency work, peer tuition, or further appropriate scaffolds identified by the class teacher

ENGLISH

- The majority of feedback and marking in English books will be given 'live' during the course of the lesson
- Children will be required to check their written work thoroughly before handing it in, to ensure careless errors are eradicated
- Clear and specific success criteria, related to either genre or GAPs focus, will be used to guide children's understanding of the effectiveness of their work

PRACTICAL SUBJECTS

- In subjects where written recording is less relevant, such as PE or Music, verbal feedback will be given to move learning on during the course of the lesson
- Children will be encouraged to refer to models of effective practice (e.g. demonstrations by children achieving the learning objective successfully)
- Verbal success criteria may be used to close gaps in learning
- Occasionally, video may be used to capture and comment on learning. In these instances, at least as much feedback should come from the children as the adults in the lesson

MOTIVATION

Provision of feedback that is motivating to the child, is essential in ensuring progression. The following methods will be used to motivate learners:

- Green highlighter to praise particularly effective aspects of written work
- Stamps will be used in books - one to reward independence, one for commitment to achieve and one for excellent presentation
- Merits will be given for high quality work, as per Federation Behaviour Policy

PRESENTATION

High standards of presentation will continue to be expected, and 'slips' will be challenged. The following requirements remain in place:

- Date underlined with a ruler
- Penpals handwriting
- Work in all books of the same high standard
- Errors crossed out with a ruler
- Editing in pink pen
- Corrections/comments made by adults in green pen

ROLES AND RESPONSIBILITIES

- Class teachers remain responsible for the progress and attainment of the children in their care

- Teaching assistants will act under the direction of the class teacher to deliver feedback which is relevant and has a positive impact on children's learning
- Subject leaders will continue to review progress and attainment in their subjects, monitoring the effectiveness of this policy in action
- SLT will take an overarching view on the effectiveness of the policy in continuing to support children's progression and attainment
- The Executive Headteacher will report findings to Governors

MONITORING AND REVIEW

- During the trial period (until February 2020) feedback sheets will be monitored.
- After the trial, feedback sheets may be monitored if insufficient pupil progress is identified.
- The policy will be reviewed in February 2020.

References

This policy is based broadly on the policy and practice copyrighted by Dawn Copping, Shaw Primary Academy.

North Wolds Federation Feedback Sheet



Teacher:

Date:

Subject:

Learning Objective:

Misconceptions	GAPS errors/Presentation points	Class List
Points to Praise	Incomplete/Missing Work	