

Marking and Feedback Policy



Intent

At Pearl Hyde, we believe that feedback and assessment underpin the basis of teaching. Frequent and effective assessment allows teachers to review previous planning and teaching, identify strengths and gaps in understanding, and adapt future planning to suit the needs of all pupils. We believe that children should be aware and proud of what they have achieved as well as understanding their next steps for improvement. We have high expectations of pupils and intend to encourage them to take pride in their own work, teaching them to independently edit and improve in order to produce the best work they possibly can. We aim to provide feedback in a manner that is fair and includes all ability levels, while stretching all pupils. This means that we celebrate every step of a child's learning journey and encourage them to continue to utilise and improve their skills to the best of their ability. We also aim to provide feedback in a range of formats to vary the levels of independence and to engage all pupils with editing and improving tasks.

Implementation

- Children are made aware of the expectations, end points or success criteria for each piece of work in order to build their awareness of their own achievements.
- Verbal feedback is given throughout lesson time as teachers move around the room, giving an immediate response to children and opportunity for practise. They can be challenged through questioning or could be given an additional task as the feedback is given.
- Questioning throughout lessons is targeted to individuals and is used to challenge them at their level. This is used to assess children throughout a lesson and check for understanding before moving on.
- All feedback will identify successes as well as improvements that can be made, with the intention of motivating. Encouragement and praise should be given for every step of progress, no matter how small, as this looks different for every child however a teacher's job is to improve outcomes, where effort or work isn't good enough teachers should implement the behaviour policy.
- Self - assessment is consistently taught and modelled to support children in developing skills in reflection and evaluation.

- **Children** are encouraged to use their **purple pens (editing pens)** throughout lessons, and are praised for doing so, rather than just when they are given feedback, in order to build their independence and encourage editing as they write.
- Opportunities for formative assessment are planned into lessons in order to continuously ensure children are achieving their targets and understanding how to meet the success criteria.
- Feedback should be timely, focused and relevant to the lesson objectives. This also ensures a range of approaches to feedback are taken to challenge and meet the needs of pupils.
- Summative assessment is clearly planned into the timetable and is often conducted during an assessment week. Specific targets for each year group are used to assess whether a child has met age related expectations. Data is collected to understand the attainment and gaps in learning throughout this time.
- Children are given time, planned into lessons, to review, edit and improve or respond to feedback.
- Walk Thrus – **feedback that moves forward** will be used as a coaching tool for staff.

Impact

The implementation of the feedback policy will lead to:

- Reduced workload for teachers while improving the quality of feedback and skill development in pupils as they are encouraged to review and analyse their own work. A greater responsibility will be placed on pupils to re-read, edit, and improve their work.
- Children will take greater pride in their own work and take responsibility for improving what they have done leading to an improvement in outcomes.
- There will be a consistent approach to marking across school meaning children will develop these skills throughout their school journey and continue to build on them as they move through year groups.
- A variety of marking and feedback techniques will be evident in books with a greater freedom for teachers to be creative and flexible, meaning that responding to feedback will be more enjoyable for pupils.
- An improvement in levels of attainment in all year groups due to children more consistently responding to feedback and independently reviewing work.

Evaluation

Feedback will be given by staff on the impact of the feedback policy on children's progress, attainment and enjoyment of receiving feedback. Feedback will also be given by the Headteacher, SLT and Subject leaders after reviewing books.

The evaluation of the policy will be ongoing and reviewed again by the Headteacher and SLT at the end of the Summer Term. Ongoing evaluation could result in whole school CPD/reminders, year group reminders/support or if needed support for individual teachers.

Monitoring

The Headteacher, SLT and Subject leaders will conduct frequent checks of books and planning to ensure the implementation of the feedback policy. There will be reviews from all staff to check that the approach is well adapted to suit the needs of every child in our school.

Feedback methods

At Pearl Hyde, we use a combination of feedback methods

- **Live feedback** – in the moment marking and support, directly into the child's book during the lesson
- **After lesson feedback** – where a book is marked after a lesson and comments left for the child

- **In depth marking** – this is where a piece of work has been marked in depth (e.g. a cold write or Maths assessment), comments are likely to be left and there should be time given to children to acknowledge/read the comments.
- All books in all subjects should be **seen and marked regularly**.

Live Feedback:

- Where there is **green** pen in a child's book it should be assumed the majority has happened at the point of learning and within a lesson; not after the lesson where the children would need to go back and read it.
- When demonstrating either strategies, spellings or modelling ideas to a child whilst working with them these should be written straight into the child's book in **green pen**.
- The use of wipe boards should be carefully considered to ensure that the learning journey is evident in children's books.
- Over the course of a block of lessons all children should have evidence of working alongside a teacher or teaching assistant in their books.
- Stickers can be used for children and should be placed at the bottom of the work when appropriate and could be given during the lesson to praise the child and for the child's work to be used as a good example to others. This should form mini plenaries throughout any lesson.
- It is vital that during transcription the high frequency words are copied correctly and any errors are identified through live marking at this point.
- Where appropriate to the age (upper KS2) or stage of the child spellings can be identified at the point of feedback however, there must be evidence that this has had an impact and the child does not continue to repeatedly spell the word incorrect.
- Common spelling errors should be recorded by the class teacher and taught where necessary.
- Sentence punctuation is corrected at point of learning which is acted upon by children.
- Letter formations are corrected in line with school handwriting policy – during transcription and throughout the lesson.
- In Maths, it might be appropriate for children to mark their work during the lesson, for example calculations (this is also a good strategy for teacher workload) – this should be done in **purple pen** and children should be taught to mark with a neat tick.

After lesson feedback:

A teacher might mark an error/misconception after a lesson but this should be carefully considered, taking into account the age and stage of the child.

- *Spellings* – if these are being identified after the lesson teachers must consider how many they are identifying. Teachers should pick out either common exception words or key vocabulary the child should have spelt correctly. These spellings should then be written under the work and the child **must** be given the time to review and practise the spellings. Children should be coached into taking responsibility for looking at the previous day's work and acting if needed. Where there are common spelling errors within a class then these should be addressed/taught again to the class, allowing time to practise.
- *Maths* – where a teacher marks work after a lesson and errors/misconceptions have been highlighted or teachers have chosen to demonstrate a calculation or particular model, the impact of this must be considered and staff should ask themselves – will the child have time to go back to it? Will they be able to access the feedback independently or do they need someone to talk it through with them? Do they actually need a follow up in a guided group? Is this something I need to reteach and show evidence of?

- *Written comments* – it is vital to celebrate children’s work and teachers should use their professional judgement as to where this is appropriate. The age of the child is important and where a comment is left the child must be able to read it. For EYFS and KS1 stickers could also be used to celebrate work and comments where appropriate depending on the child. In KS2 it may be appropriate to communicate with the child through a written comment but again, time must be given to ensure the child can read and understand this. It is a non-negotiable that **all** incidental writes and **end of unit writes** are marked by the class teacher before the next lesson and a comment/form of praise left for the child.

In depth marking:

- **Extended** writes should be marked in depth.
- Teachers are likely to want to keep additional notes whilst marking a longer writes so that it can inform planning for the unit (see Appendix A with example of record sheet that could be kept)

Feedback policy codes and colours (See Appendix B for Poster)

Proud Pink – staff use to celebrate successes within the child’s work – this could be during **Live feedback** or when leaving a positive comment during **After lesson feedback**.

Growing Green – teaching staff will use to **Live feedback** during the lesson – this could be to highlight an error/misconception, set a challenge or demonstrate a model/spelling and goes directly into the child’s book.

Growing Green – staff will use if giving ‘**after lesson feedback**’ or ‘**in depth marking**’ to highlight an error/misconception or demonstrate a model/spelling.

HLTA’s & TAs to mark **everything** in **blue** pen.

Polishing Purple – children will use this colour to clearly edit and improve their work.

Codes

Each code should be written clearly and neatly

	Supply teacher or student teacher
	Guided – work has been completed as a small group with the teacher or TA
	Supported – some individual support given from the teacher during the lesson
	Independent – for all work this will be assumed so this code is only needed to demonstrate where support was given then a child has proceeded this with independent work
	Oral feedback, to show you have fed back to a child. The work should also show this as a point of improvement
	Your answer is correct
	A mistake has been made; can you spot it?

Book layout

- All work needs to have a clear date and Learning Objective – if it is not appropriate or a barrier for children to handwrite then a sticker or slip should be used.
- The date and title/Key Learning should always be written from the left of the page (margin) and should **always** be underlined with a ruler – children in KS1 will need to be taught how to do this.
- If sheets are being used or printed dates/learning objectives they should be stuck in neatly and straight; if sheets need trimming to fit the book then this must happen. Sheets should not be

sticking out of books and if folded done neatly. Where children need support with this time should be taken to support them in practising this skill.

- Grammar should be circled in green and grammar underlined in orange. I think this is linked to sentence accuracy
- Mistakes should be neatly crossed out with a pencil/pen and replaced where it can be legibly read or purple pen used in KS2. Sometimes it may require the use of * to identify the location of editing.
- In all written tasks, children should start their writing at the margin and work across the page. Children do not need to start a new page for each lesson but should leave 4 lines before writing the new date so work can be clearly read.
- In Maths, children should also write the date/key learning from the left-hand side of the page, underlining in the same way. Children should be taught that letters do not need to fit into the squares.
- In Maths, each digit should go in a square and this must be taught to the children and made a non-negotiable.
- In Maths children will be taught to fold the page in half when working straight into their books from the start of the Summer Term in Year One. This is then a non-negotiable for all other year groups. Children should be taught to work down the columns in their Maths books.

*It is important to note that all of the above applies to **all** books

Reception expectations and examples

In general Reception expectations should mirror the rest of the school. A learning objective should be present when children are completing guided work. The most important aspect of reception is high quality interactions however books should show progress and enough evidence should be gathered to support the teachers knowledge of each individual child.

Evidence keeping in Reception

- Math and English
- Home learning
- Drawing club
- Floor Books
- Handwriting books- when the child is ready
- Phonics books

Guided Activities: during focus activities, teaching staff write comments on a child's work, often identifying the level of support needed or if the work was done independently. Next steps are also identified. Children, where possible, are encouraged to comment on their learning and next steps are discussed with the children in age-appropriate terms.

Success Criteria/Unit Cover Sheets

- For all writing units a cover sheet should be used which states the grammar coverage the children will be taught and use within that unit.
- For all wider curriculum subjects the title page should be stuck in neatly to begin each new unit and the relevant knowledge organiser on the following pages. These should then be highlighted as and when the knowledge is taught.

Edison class

Wherever possible, Edison class should reflect the whole school marking and feedback policy. As well as working to children's individual needs with which books each child has, Edison class also uses Tapestry to track the progress and communicate a child's learning journey with parents.

EYFS and Year 1 Sentence Checkers

This should be used when appropriate in Reception and for all writing activities for Year 1 children. These are laminated and should be on tables for children to use throughout every writing activity. Use these to inform feedback within live marking.

Reception:

					
capital letters	finger spaces	neat letters	sound out words	full stops	read it out

Year 1:

				
correct letter size and shape	finger spaces	sound out words	punctuation	read aloud

Year 2-6 Sentence Checkers

These are laminated and should be on tables for children to use throughout every writing activity. Use these to inform feedback within live marking.

Year 2:

				
Finger spaces	Correct letter size and shape	Punctuation	Word choices	Read to an adult or partner

Year 3-6:

				
Word choice and effect	Spelling	Handwriting	Appropriate punctuation for effect	Read to an adult or partner

Reflecting on unit outcomes (Appendix A)

These are to be completed at the end of each unit, from informed feedback to identify strengths and areas for improvement in the next unit of work. These will need to be photocopied and handed to English Lead for quality assurance. Next steps will then become the main focus for sentence accuracy in the following unit.

Self-Assessment

We believe in children taking ownership of their work and making sure they are always showing their best effort. This marking approach works well for building independence. It is an approach that needs to be taught and modelled consistently in order to embed skills and examples of what children may write can help.

Editing – children should be taught how to edit with purple pen. This skill will take time and teachers should ensure that children are supported to edit specific skills or to add more detail. Teachers should consider strategies where children rewrite sections to add more detail so that writing is still clear. After a Hot write editing should focus on the skills from the success criteria and children should be given an opportunity to identify any missing elements.

Peer-Assessment

This marking approach works well for building independence as well as an ability to critique others writing, developing communication and collaborative skills. Some children will find it easier to spot mistakes in someone else's writing while some can struggle. Children are able to support one another in editing writing which exposes children to new approaches and styles of writing. Similarly, to self-assessment, this approach requires modelling and practice but encourages children to praise each other's work while supporting one another in improving it. It should be thought through what the children are being asked to look for e.g. it could be better for a child to comment on how a piece of writing has made them feel rather than look for grammar errors. It is really important that misconceptions are not evident when a child is peer marking someone else's work.

Whole Class Feedback

This marking approach works best for work that is relatively similar for all children in the class or where a few common mistakes or misconceptions have been spotted. Teachers may select a range of books from varying abilities (feedback can also be targeted to groups) and list key common misconceptions within the pieces of work. This is also a useful approach in lessons where further teaching is required as whole class tasks can be set through feedback.

Coaching

Walk Thrus will be used by staff – 'feedback that moves forward'

Below are the areas of focus within this element that can be used within coaching cycles and to support staff pedagogy of feedback.

**Focus forwards**

Use assessments to identify areas for improvement in performance or gaps in understanding.

**Keep it positive and specific**

Feedback should largely be framed in language that is positive and encouraging.

**Match the message to the student**

Feedback only succeeds if students trust it and use it to increase their effort or raise their aspirations to improve their performance.

**Avoid satnav syndrome**

A Sat Nav system gives continuous directions making it possible to travel from A to B without learning the route.

**Reduce feedback over time**

As students engage in Independent Practice and gain confidence, reduce detail in the feedback given, allowing more struggle time before offering feedback.



Appendix A: Reception - Reflecting on Writing Outcomes: Next Steps



		<u>Achievements</u> What do the children demonstrate they can do?	<u>Next Steps</u> What do the children need to do next to improve towards the ELGS What learning has not yet been secured?
Communication and Language	Understand simple sentences Learn and use new vocabulary Articulate ideas in well-formed sentences Connect ideas using connectives		



Transcription	Phonics GPCs known		
	Blending to read new vocabulary		
	Segmenting to spell own words		
	Common exception words		
	Handwriting Pencil grip		
Composition	Letter formation – starting points and direction		
	Sentence Punctuation – Capital letters and full stops		
	Word choice and vocabulary		
	Match spoken to written word		
	Sentence construction		
	Coherence – does the writing make sense		
	Can be read by others		
Make a professional teaching decision: What are your priorities for improvement towards the ELGs			
Coherence: What will be the focus for your daily contextualized sentence accuracy work?			
What are the next steps for your confident and competent writers?		What are the next steps for your less confident writers?	

APPENDIX B: Years 1- 6 Reflecting on Unit Outcomes: Next Steps

		Achievements at the end of this Ready Steady Write unit What do the children demonstrate they can do?	Next steps in learning for children in my class What do the children need to do next to improve against the year group standards? What learning has not been secured from previous unit(s) / year groups?
Transcription	Phonics Spelling Common Exception Words Word List		
	Handwriting		
Composition	Text Cohesion (includes punctuation)		
	Word choice & vocabulary Sentence Construction Coherence - does the writing make complete sense?		
	Sense of Audience and Purpose Impact on Reader Lang. Features		
Make a professional teaching decision: What are <i>your</i> priorities for improvement in the next Ready Steady Write unit against year group standards?			
Coherence: What will be the focus for your daily contextualised sentence accuracy work?			
What are the next steps for your confident and competent writers against year group standards?		What are the next steps for your less confident and competent writers against year group standards?	

Understanding year group standards lies at the heart of improving outcomes for children in writing. It is important that gaps in children's application of these standards are appropriately and contextually integrated into subsequent **Ready Steady Write** lessons.

Refer to [Writing Assessments Counts](#) document for year group standards – found on Ready Steady Write: Assessment

Appendix C - Pearl Hyde Feedback Poster

The purpose of this poster is to give key headlines for feedback, for example, in the event of a supply teacher who may not read the full policy. All teaching staff must read and follow the full policy but could use the below as a reminder.

Pens for TEACHING STAFF to use

Proud Pink –celebrate successes within the child's work

Growing Green – highlight any errors/misconceptions or set a challenge

Pens for SUPPORT STAFF to use

BLUE – celebrate successes within the child's work and highlight any errors/misconceptions or set a challenge

Pens for CHILDREN to use

Polishing Purple – edit and improve their work

Codes

Each code should be written clearly and neatly into the child's book

	Supply teacher or student teacher
	Guided – work has been completed as a small group with the teacher or TA
	Supported – some individual support given from the teacher during the lesson
	Independent – for all work this will be assumed so this code is only needed to demonstrate where support was given then a child has proceeded this with independent work
	Your answer is correct
	A mistake has been made, can you spot it?

Pearl Hyde Feedback Non-negotiables

- Date and Learning Objective/Title written from the left of the page underlined with a ruler
- Page folded in Maths books (Summer Year 1 onwards)
- One digit per square in Maths books