



St Buryan Academy Primary School
Believe, Achieve, Aspire

Marking and Feedback Policy 2022/23

Date Reviewed by the LAC:

Next Review date: Summer 2023

Marking and Feedback Policy

Communication of policy

This policy should be shared with all stakeholders within St Buryan Academy. It is crucial for all staff to be aware of, and apply this policy. Children must be aware of the expectations of the presentation of their work as well as how adults within school will engage, assess and feedback.

It is important for local academy committee members to be aware of this policy and use it when monitoring. Parents and carers must be informed of the policy so that they are aware of how marking and feedback is used at our school as well as the high expectations we set in terms of presentation of work.

Mission Statement

At St Buryan Academy, we value the importance of feedback and marking and we believe it to be a fundamental process of the teaching and learning cycle. Marking should provide constructive feedback to every child, focus on their successes and improvements needed in order make further progress therefore enabling children to become reflective learners.

What is feedback?

We acknowledge that feedback, as an integral part of every child's learning process, comes in a variety of forms and should be a regular and well-thought through part of every lesson. It should be specific, clear and appropriate for the age of the child. The most effective feedback, whether it is written or verbal, will give children a clear understanding of how they can improve, with children responding and making progress as a result.

Key Principles

- The sole purpose of marking and feedback should be to further children's learning.
- Teachers should provide recognition and praise for the learning that children produce and ensure they understand that their learning is valued.
- Teachers should allow specific time for children to read, reflect and respond to marking.
- All children's learning should be reviewed by the teacher at the earliest appropriate opportunity to ensure that any misconceptions by the child can be addressed. This must be before the next lesson.
- All marking and feedback should be used to inform future planning.

Our Vision for Marking and Feedback alongside Teacher Workload

Our marking and feedback policy is underpinned by the evidence of best practice from the Education Endowment Foundation guidance report: 'Teacher Feedback to Improve Pupil Learning'. See Appendix 1.

We have also considered the recommendations of the Workload Review Group as well as the Teacher Standards and considered the following statements:

The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'. This is not a requirement for pupils to provide a written response to feedback: it could simply that pupils should act on the feedback in subsequent work.

The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

In summary, we recommend that all marking should be meaningful, manageable and motivating.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: *Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.*

Our Approaches to Marking and Feedback

Live Marking

This immediate feedback technique is used to prompt children to think more deeply at a particular point of their learning and to address misconceptions quickly so that learning can be moved forward. This feedback can be either written or verbal. Teaching Assistants should live mark if they work with a group of children and only for that group of children.

Light Marking

This feedback technique is not necessarily about providing next steps to move learning forwards but more about establishing positive relationships with children and showing them that their learning is valued. Light marking should acknowledge children's progress and successes.

Self or Peer Assessment

Peer assessment enables children to give each other valuable feedback so that they learn from and support each other in the classroom. Children will be encouraged to give feedback that is kind, specific and helpful which will help to move learning forward. Consideration towards the age and ability of the child and the subject must take place when using this approach to feedback. It might not always be appropriate.

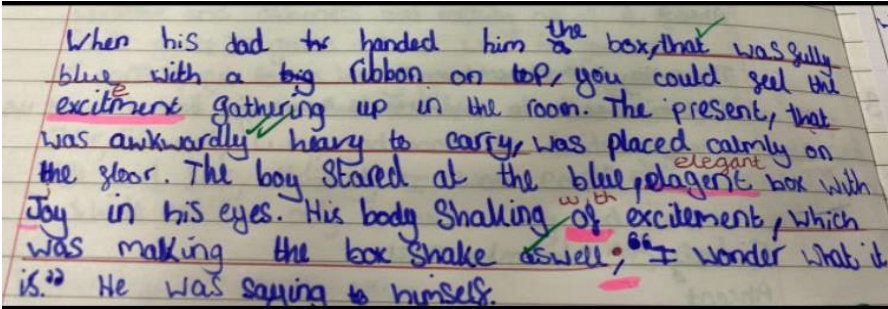
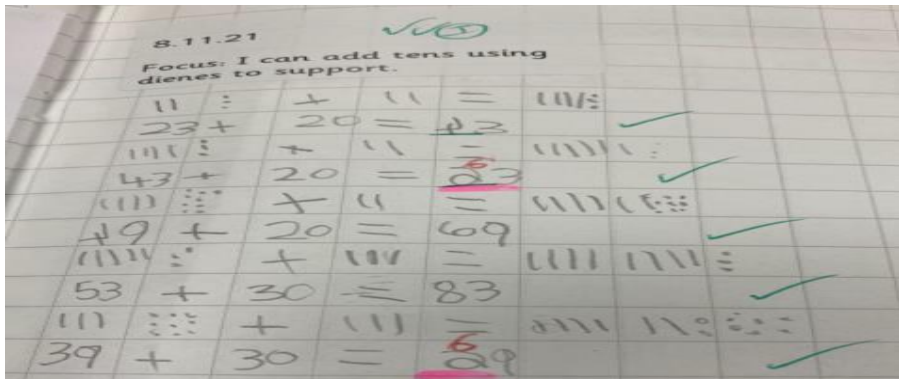
Self-assessment allows children to reflect on their learning linked to the lesson focus and/or success criteria. When completing a success criteria, children will draw a smiley, straight or sad face next to each criteria. In some cases, this may need to be supported by the Teacher or Teaching Assistant. At the end of each piece of learning, children will draw a smiley, straight or sad face underneath their learning to show how they feel about achieving the learning focus. All peer and self-assessment should be acknowledged by the teacher.



Next Step/Aspire Marking

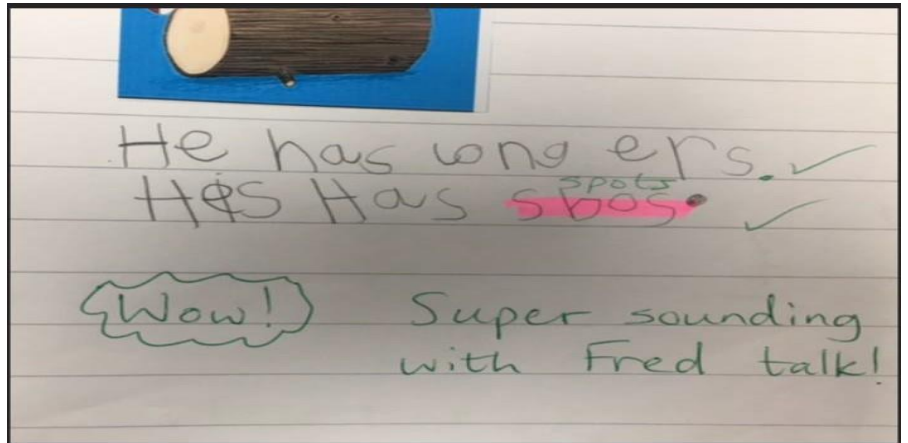
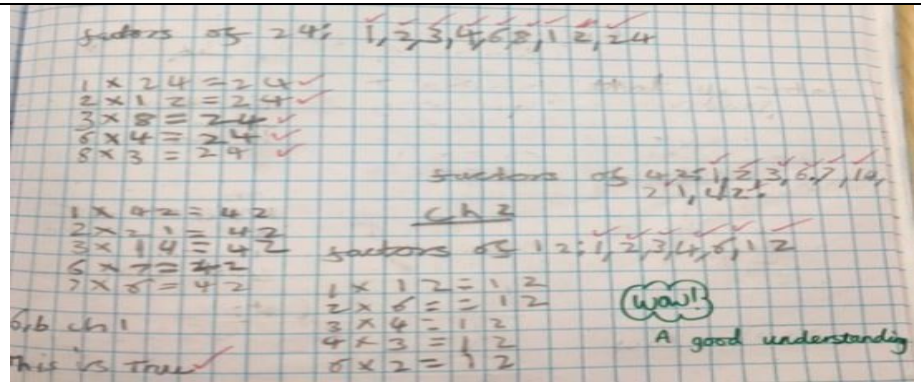
Next step marking should be referred to as 'Aspire feedback' in line with our ethos. This focuses on giving children feedback which allows them to improve against the success criteria or learning focus and enables children to become reflective learners in order to move their learning forward. With this, we will ensure that children have an allocated time to respond to their next steps. Next steps will be next to 'Aspire' as written by the teacher or a drawing of a step (see Appendix 2). Teachers may decide to use tabs to mark where children have achieved next steps/aspirational comments for their own records.

Children will respond to half-termly extended writes for display on post-it notes to show understanding of the progress that they have made.

Type of marking	What will this look like?	Examples																																				
Live Marking	<ul style="list-style-type: none">• Takes place in lesson with groups or individuals.• Often given verbally to children for immediate action• May include think pinks. These should not appear more than three times in a piece of work.• Ticks or double ticks will be used during the lesson to show that children have met the learning focus or achieved more than the learning focus.• I might be used to show that the children have worked independently on their activity.• When a child is supported with their work, it should state this with the staff member's initials; for example, S/ JM <p>If no marking from a staff member appears, it should be taken that an adult provided verbal feedback for that piece of work.</p>	 <p>When his dad he handed him the box, that was gully blue with a big ribbon on top, you could feel the excitement gathering up in the room. The present, that was awkwardly heavy to carry, was placed elegantly on the floor. The boy stared at the blue, elegant box with joy in his eyes. His body shaking with excitement, which was making the box shake as well; "I wonder what it is." He was saying to himself.</p>  <p>8.11.21 ✓ Focus: I can add tens using dienes to support.</p> <table><tr><td>11</td><td>+</td><td>11</td><td>=</td><td>22</td><td>✓</td></tr><tr><td>23</td><td>+</td><td>20</td><td>=</td><td>43</td><td>✓</td></tr><tr><td>43</td><td>+</td><td>20</td><td>=</td><td>63</td><td>✓</td></tr><tr><td>69</td><td>+</td><td>20</td><td>=</td><td>89</td><td>✓</td></tr><tr><td>53</td><td>+</td><td>30</td><td>=</td><td>83</td><td>✓</td></tr><tr><td>39</td><td>+</td><td>30</td><td>=</td><td>69</td><td>✓</td></tr></table>	11	+	11	=	22	✓	23	+	20	=	43	✓	43	+	20	=	63	✓	69	+	20	=	89	✓	53	+	30	=	83	✓	39	+	30	=	69	✓
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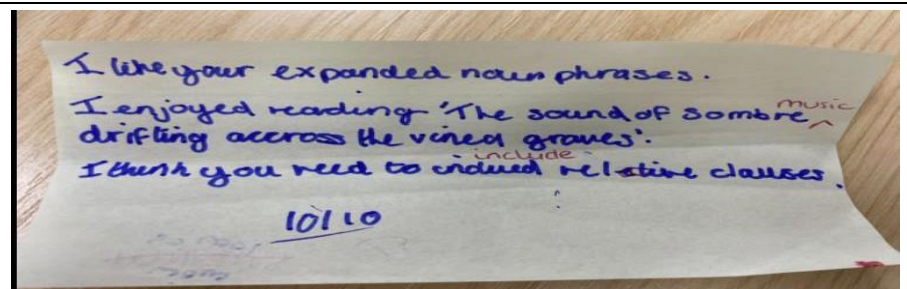
Light Marking






























- Appropriate praise for children's effort in their learning
- Dojo (EYFS/KS1)
- Wow
- Stickers
- Ticks or double ticks will be used during the lesson to show that children have met the learning focus or achieved more than the learning focus.



Peer assessment and self-assessment

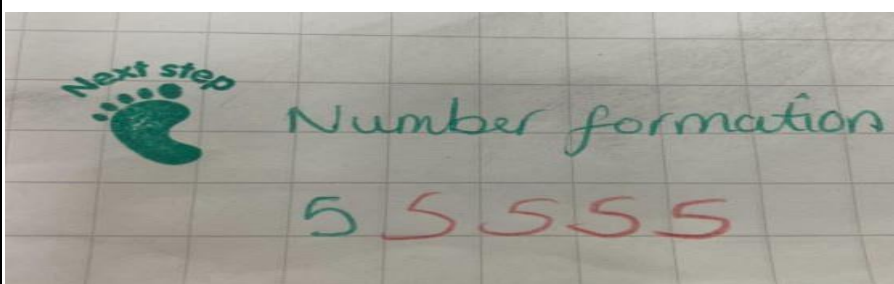
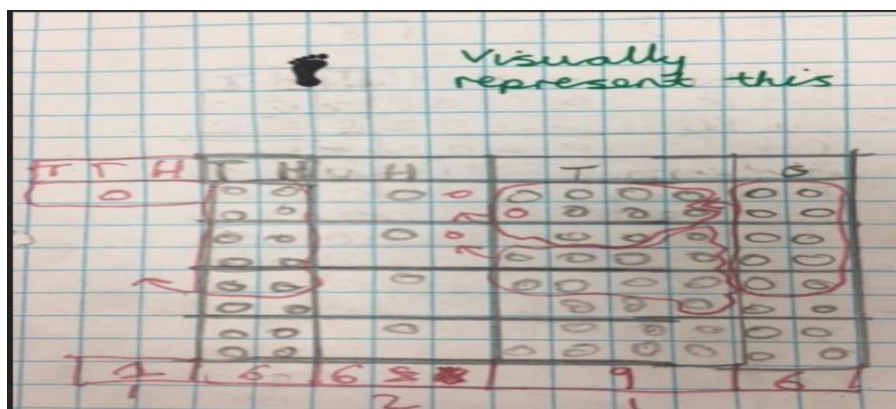
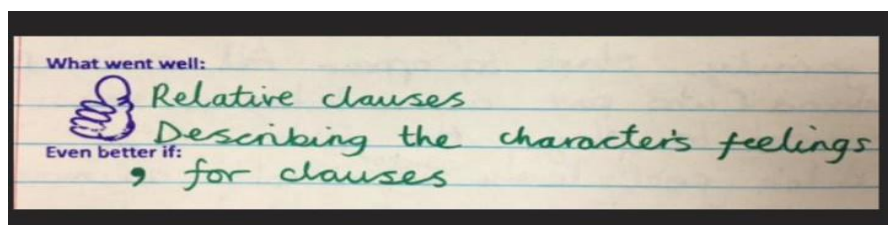
- This can happen at the end of or within a lesson.
- 'What my partner thinks' success criteria.
- 'What I think' success criteria.
- Children to traffic light at the end of the lesson to show if they think they have achieved the lesson focus.
- Might use post it notes or written sentences from a partner e.g. 2 stars and a wish.
- In Key Stage 2, children to underline where they think there is evidence of them achieving the focus, using an orange pen. Teachers can then acknowledge this with a tick or double tick.



	Success Criteria	What I think	What my teacher thinks
	Handwriting		
	I have maintained legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.		
	Composition		
	I have used adverbs, preposition phrases and expanded noun phrases effectively to add detail and precision.		
	I have selected appropriate words from a range of synonyms.		
	I have identified the audience and purpose for my writing.		
	I have planned my diary taking into consideration life during WW2.		
	I have evaluated the success of my writing and its effectiveness.		
	I have used a thesaurus to make my writing more lively and interesting for the reader.		
	I have written about the character's thoughts and feelings.		
	Vocabulary, grammar and punctuation		
	I have used co-ordinating and subordinating conjunctions.		
	I have used a range of cohesive devices*, including adverbials, within and across sentences and paragraphs.		but, so 
	I have used capital letters, full stops, question marks, exclamation marks, commas for lists mostly correctly.		
	I have used apostrophes for contraction.		
	I have used paragraphs to organise ideas.		
	I have used tense consistently and appropriately throughout.		

Next step marking

- Next step symbol (see right) used to show the children that they have something to respond to.
- Next step to be written alongside of the stamp.
- This would normally go at the end of the child's piece of learning but could also go in any place on the page.
- Next step can say 'respond to think pinks' but this should not be used as a child's next steps all of the time.
- Next steps could be to ensure that within the next piece of work they are addressed.
- Number or letter reversals, finger spaces and letter formation will always be a next step so that the children have the opportunity to practice the number formation.



Next step symbol:



Preparing for the next Key Stage

Foundation to Key Stage 1

In term 6 of Foundation, teachers will begin to use pink highlighter to show children that they have something they need to respond to.

Key Stage 1 to Key Stage 2

In term 6 of Year 2, teachers will stop using green highlighter to show the children what they have achieved linked to the learning focus and they will teach the children to underline what they think they have done well using a ruler and red pen. For example, if the lesson was focusing on conjunctions, the children will be taught to go through and underline where they think they have used a conjunction. The teacher can then use a tick or double tick above where the child has underlined.

Policy date: September 2022

Review date: Summer 2023 in preparation for academic year 2023/24

Presentation of work

Standards are to be consistent no matter what the subject.

Through high expectation of presentation, it is believed that the importance of the work that is produced will be enhanced, and help to raise self-esteem.

Principles

Consistency of approach is key to raising standards of presentation

Standards of presentation will enhance the pride children have in work produced

The expectation is that all written work will receive the same consistent approach

Consistent teacher expectation of work will improve standards of work produced, not just in presentation, but in content as well

Aims

To ensure that quality work is produced by children at all ages and abilities

To enable children to have success, resulting in better self-esteem

To produce consistency of approach and standards, no matter who the teacher is or at which age

To inform parents of what is expected from their child and support the school in ensuring their child achieves, as far as possible, the required standards

Monitoring and Evaluating

Samples of books will be brought to pupil progress meetings to check presentation policy is adhered to

Discussions will be encouraged with parents at events such as curriculum evenings, parents' evenings and parent workshops.

All staff will continually monitor their own practice and moderate across year groups during moderation sessions

Subject Leads, SLT and LAC members will carry out monitoring of presentation

Desirable Outcomes

There will be an improvement in children's learning

Children will become more self-confident and develop greater self-esteem

Children will become more involved in their own learning and assessment and will develop a greater awareness of what is expected of them

Parents will develop a greater understanding of the school's philosophy of the purposes of presentation and of its usefulness in terms of children's achievement and progress

There will be consistency in presentation across year groups, between years and across the key stages.

Guidelines

The following agreed procedures for the presentation of children's work should be implemented by all staff:

- The cover of all books:
 - Child's name ➤ Class name and year group ➤ Book title
- There should be no graffiti on any book (inside or outside)
- All work should conform to the agreed handwriting font (unless a child has an identified significant weakness)
- Handwriting must be taught not covered by just completing worksheets
- Written work must start with the day and date which must be underlined with a ruler (the day and date should be written in full in key stage 2 by the child unless not appropriate). In Maths the 'short date' may be written.
- The learning intention in Maths and English and/or title in all other subjects must be clearly visible at the top of the work. This does not have to be underlined.
- In key stage 1, the date and learning intention may be printed and stuck in. This must be done with pride and quality.
- A margin should be used as appropriate/needed (e.g. for question numbers, to separate columns of work etc.)
- Where a child has missed a lesson, the reason should be recorded e.g. Intervention or PA (pupil absent) with short date
- Where lessons have been taught by a Supply Teacher this should be recorded as ST
- Where a child has received intervention teaching this should be indicated
- Support should be indicated using the agreed codes (See Marking and Feedback Policy)
- All marking should follow the agreed Marking & Feedback Policy and staff should model school handwriting
- The use of pen or pencil is down to the teacher's discretion
- Pencil must be used when underlining or drawing diagrams
- Children must not use Tippex/liquid paper ● One line should be drawn through any mistake
- Rubbers to be used with discretion but only on rare occasions, as rubbing out does not allow for the monitoring of progression.
- If work is to be stuck into books, it must be done with precision and care. Time should be spent coaching this skill if necessary.

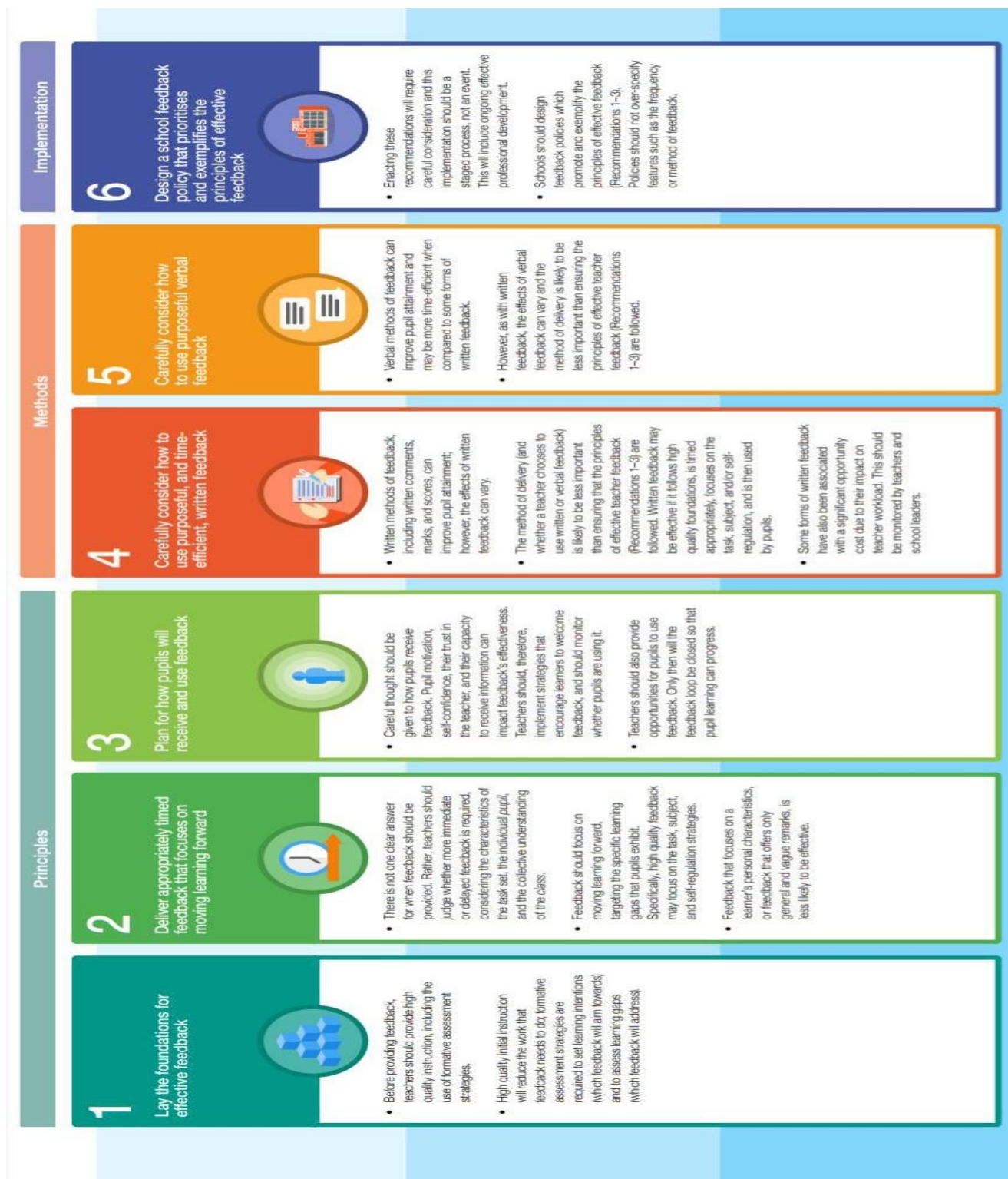
Work within floor books should still reflect our presentation expectations.

Resources for pupils

- Pupils should have easy access to the appropriate equipment: rulers, pens, pencils, colouring pencils
- Each room has individual whiteboards available for pupils.
- Pupils should have access to resources that support and further their learning, understanding and presentation.
- Pupils have access to ICT if required.
- Pupils and staff should check the floor and other surfaces before leaving the room e.g. at break time, for spare equipment





Appendix 1 – Summary from Education Endowment Foundation guidance report:

'Teacher Feedback to Improve Pupil Learning'



(Education Endowment Foundation, 2021)

Appendix 2 – St Buryan Academy Marking Codes

Symbol	What does this tell me?
	I have achieved the focus
	I have achieved beyond what was expected
	Think pink – I need to correct a spelling, punctuation, formation or reversal
I	I have worked independently today
S/JM (initial of staff)	I have received support from an adult
DP	I earned a Dojo point
	I need to include this next time

Children should self-assess their maths at the end of each lesson:

Children should use stars up to 3 to signify how much effort they have put in; with three stars being maximum effort. They should also traffic light their work to signify how difficult they found their work with being green=confident, amber=need to revisit and red=challenging.