

SHINE
ACADEMIES



**Marking and Feedback
Policy
H Bentley
September 2022**

**Approved by
Chair:** _____

**Review
Date:** _____

Rationale

At SHINE Academies we mark and assess work to:

- See if work has been done
- Recognise the efforts of pupils
- Judge attainment
- Recognise achievement
- Identify next steps for pupils
- Recognise success and set targets for improvement
- Identify next steps for teachers
- Provide evidence for standardisation
- Provide evidence for accountability

Key Principles

Teachers spend a large proportion of their time assessing and marking pupils' work. This time is spent most effectively at SHINE Academies by applying the following principles:-

a) Shared Principles

- It provides opportunity for prompt and regular written or spoken dialogue with the pupil
- Teachers and pupils are clear about the learning objectives of a task and the criteria for success
- Teachers provide constructive suggestions about the ways in which the pupil might improve his/her work
- Teachers agree next steps with the pupil
- Teachers and pupils work to targets to see how far they have achieved them

b) Teacher-centred Principles

- Teachers are selective in the aspects they choose to comment on
- Teachers comment on specific, positive aspects of the task
- Teachers recognise effort as well as quality, by linking effort to specific skills or understanding
- Teachers use the information gained together with other information to adjust future learning plans

c) Pupil-centred Principles

- Where appropriate, pupils are encouraged to comment on the work themselves before handing it in or discussing it with the teacher
- Pupils are praised when they focus their comments on the learning objectives for the task
- Pupils are given time to act on the feedback they are given

d) School-centred Principles

- Everyone's practice is consistent and in line with the overall policy on Assessment, Recording and Reporting throughout the trust;
- The marking and feedback policy is reviewed at intervals to ensure that it is understood by all new members of staff, that practice continues to reflect trust policy and that everyone has the chance to share and develop practice further.

Classroom practice will be effective when:

- We are clear about what pupils know, understand, can do and what they need to do next in all areas of their learning;
- We ensure pupils know what they are learning, what they have achieved and how they can improve;
- Assessment informs practice;
- We focus the response on the learning objectives and criteria for success;
- A range of strategies are used to support learning which includes spoken and written feedback when needed;
- Verbal feedback is prompt and regular
- Pupils are directly involved;
- Teaching is modified as appropriate.

Guidelines for the effective implementation of the Marking and Feedback Policy

Assessment for Learning

The following guidance is based on that produced by the Qualification and Curriculum Authority (QCA) and the Association of Assessment Inspectors and Advisers (AAIA)

Assessment for learning involves the use of classroom assessment to improve learning. It differs from assessment of learning, which measures what learners know or can do.

Key features

Much recent research indicates that effective formative assessment is a key factor in raising pupils' standards of achievement.

Central to formative assessment, or 'assessment for learning' is that it:

- Is embedded in the teaching and learning process of which it is an essential part;
- Shares learning goals with pupils;
- Helps pupils to know and to recognise the standards to aim for;
- Provides feedback which leads pupils to identify what they should do next to improve;
- Has a commitment that every pupil can improve;
- Involves both teacher and pupils reviewing and reflecting on pupils' performance and progress;

- Involves pupils in self-assessment.

To improve the quality of assessment for learning, we should consider our approach to:

- a) Involving pupils in their learning;
- b) Modelling quality: showing pupils the learning strategies and goals;
- c) Giving feedback to pupils on their work;
- d) Self-assessment and peer assessment.

a) Involving pupils in their learning

Most schemes of work emphasise the need to identify clearly the learning objectives for a lesson. Indeed, lessons remain better focused when teachers share these objectives with pupils. In order to involve pupils fully in their learning, teachers at SHINE Academies:

- Explain clearly the reasons for the lesson or activity, in terms of the learning objectives;
- Share the specific assessment criteria with pupils;
- Help pupils to understand what they have done well and what they need to develop;
- Show pupils how to use the assessment criteria to assess their own learning.

b) Modelling quality: showing pupils learning strategies and goals

Assessment criteria are often defined in formal language that may not be clear to the pupil, so it is important that teachers share with their pupils' examples of work so that they can see the standards they are aiming for. Pupils who study the completed work of others will develop their reflective skills and find out what it is like to take an active part in the assessment process.

These opportunities can include:

- Encouraging pupils to listen to the range of pupils' responses to questions;
- Showing pupils the learning strategies
- Showing pupils how the assessment criteria have been met in some examples of work from pupils not known to the pupils;
- Encouraging pupils to review examples from anonymous pupils that do not meet the assessment criteria, in order to suggest the next steps to meeting the assessment criteria;
- Using examples of work from other pupils in the class highlighting the ways it meets the assessment criteria or standards.

c) Giving feedback to pupils on their work

Feedback is an essential element in assessment for learning. Teachers need to develop methods to interpret and respond to assessment information in a formative way. It is important that there are safe and secure relationships so that trust is established between teacher and pupil, prior to giving feedback.

Pupils benefit from opportunities for formal feedback through group and plenary sessions. Where this works well, there is a shift from teachers telling pupils what they have done wrong to pupils seeing for themselves what they need to improve and discussing it with the teacher.

Therefore, giving feedback involves making time to talk to pupils and to teach them to be reflective about both the learning objectives and their work/responses.

Use of marking ladders in writing tasks – can be used by the teacher and/ or the pupils to self-assess.

Guidance on marking work

- All work will be marked using a red pen
- All work will be marked before the pupil is given the book back to work in
- The symbols identified **Appendix 1** will be used by all members of staff and displayed in the margin, some symbols may be displayed within the piece of work as differentiation
- If the SC for the lesson has been achieved children are challenged further through the use of Tiger challenge (KS1) or a ladder challenge (KS2).
- Verbal feedback must be used throughout the lesson whilst the adult moves around the classroom along with instant feedback/margin marking.
- Reception next steps can include verbal feedback, which will be evident within lessons and written next steps may be given where appropriate.
- If the SC for the lesson is not met the misunderstanding must be addressed and a small task provided to ensure understanding (this can be carried out in the 'catch up' session). A simple model or example can be used to show pupils how.
- The teachers' marking should provide a good example to pupils; correct spellings; use of grammar and model handwriting should be displayed
- Where appropriate, pupils should be challenged to extend their learning beyond what was achieved in the lesson by being provided with a 'challenge' (please see Marking Types)

Thinking opportunities must be provided to ensure pupils are encouraged to learn at a greater depth (please see marking types)

- Teachers will mark any responses pupils provide to prompts given or challenges set
- Blue pen can be used in EYFS and KS1/2 to evidence child voice or represent specific words or phrases if illegible
- Challenges, next steps and prompts will not be used in every piece of work, but where the teacher feels that it is appropriate. Spelling practise can be

given where a child is repeatedly spelling something incorrectly or a spelling should be known at a child's current working standard

- The Adult Assessment Grid (**Appendix 3**) should be stuck into pupil's books before every lesson, clearly dated. Year 2 and 6 are exempt from this during summer term. These will clearly identify the criteria that teachers will be marking against at the end of the session. These are explained to the pupils before they begin their task and completed by pupils (and peers where applicable) at the end of the activity. They are also completed by teachers whilst marking books. 3 success criteria should be used for maths, a minimum of 2 success criteria with 1 of them scientific enquiry for science and the amount of criteria for topic at the teacher's discretion and 3 or more for English, depending on the weekly cycle
- A ladder/tiger challenge will also be shown as an extra challenge on the success criteria ladder for English, Science and non-core.
- Highlighters, or 'double-ticks', are used to identify evidence that a pupil has met the objective e.g. uses short sentences, a range of adjectives and uses scientific language appropriately,
- Handwriting lessons and additional practice will be provided where appropriate and personalised next steps given where necessary.
- Phonics practice is acknowledged daily and corrected where necessary.

Marking dyslexic pupils work

When marking work, teachers and staff are mindful of managing the needs and self-esteem of Dyslexic children. They may only make a limited number of corrections on a piece of work. Where appropriate, staff will try to give verbal feedback as well as written feedback. Where a child has known difficulties or Dyslexic tendencies, then teachers will exercise sensitivity in their marking of spellings particularly. Correction of spellings will be focussed primarily upon high frequency words and particular letter strings.

Marking Types – these are to be used at the discretion of staff members, as and when they deem necessary

Pupils can be provided with an opportunity to respond to marking from the previous session where necessary. To be able to do this feedback can provide opportunities for them to practise things they are struggling with and to also allow them to extend their learning. The following are example prompts that could be used in a teacher's feedback.

A scaffolded prompt

- Start a sentence e.g. The old, aggressive man cautiously.....
- Give a direction e.g. Write a sentence below describing the man's movement using your senses

- Use a focused question e.g. Why was the man cautious?

A reminder prompt

- How do think the author created suspense?
- How do you think the boy felt when he lost his ball? How do you know?

An example prompt

- Go back and add these adjectives to your sentence:.....
- Go back and use these words instead of using the word said.....












Providing a challenge




- How many possibilities can you find for?
- Find the missing numbers.... (What could these numbers be to make this calculation correct?)
- Have a go at..... and explain your method and thinking
- What comes next in this pattern?
- Continue the pattern and explain the rule
- Convince me that this answer/sentence is correct
- How many other ways could you get to this answer?
- How many questions can you create to come up with the answer....?
- Which is the odd one out between.....? Explain your answer
- Why has..... happened? Explain your answer
- What do you think will happen if.....? Why? What evidence have you got?
- Do you know anything else about.....?
- Use a thesaurus to find as many words with the same meaning as.....and use one to improve your work
- The answer is.....what is the question?

The above examples of challenging pupil thinking and depth of learning within a subject fit into all lessons. E.g What comes next in the pattern? This naturally falls into Maths, but can be used in Phonics, Grammar, Spelling, Science etc. When marking there needs to be a range of challenge types offered to pupils to ensure their thinking and thought process is continually challenged and developed.

Appendix 1: Guidelines for using symbols




Symbol	Meaning
Staff initials	These will be written underneath every piece of work to indicate who has taught and marked the work

	<p>This indicates whether a child has used any stepping stones in the lesson to self-regulate their learning This can also be shown through the stepping stones icon being included on work and ticked by the adult/child</p>
	<p>This indicates that the pupil was heavily guided through their work</p>
	<p>This indicates that the pupil has worked completely independently following the initial teacher input</p>
	<p>This indicates that the piece of work has been taught and marked by a supply teacher</p>
	<p>This indicates that the piece of work was taught and marked by a trainee/student teacher</p>
	<p>This indicates that the work has been completed correctly</p>
	<p>This indicates an excellent example and links to the success criteria</p>
	<p>This indicates an incorrect answer and needs checking again</p>
<p>Incorrect <u>incorrect</u></p> <p>SP</p>	<p>Incorrect spelling should be underlined and correct spelling written in the margin or under the piece of work. Not all spellings should be corrected (only those which the pupil is expected to know e.g. HF words, spellings in this week's test and phonics sessions). The corrections of spellings should reflect the individual pupil's ability level.</p> <p>As the pupil's ability progresses, then the incorrect spelling should be identified with support gradually being withdrawn Eg: put SP in the margin and underline the incorrect word; put SP in the margin; put SP at the end of a paragraph and get children to find the incorrect spelling themselves; comment at the end of the piece of writing and ask children to find any spelling errors within their work without giving guidance as to where the error is.</p>
<p>P</p>	<p>Incorrect or missing punctuation.</p>
<p>G</p>	<p>Incorrect grammar.</p>
	<p>This indicates the pupil's next step to learning if needed</p>
	<p>This indicates a missing word</p>
	<p>This indicates a new paragraph</p>

	This indicates that the learning objective for the lesson has been met
	This indicates that the pupil has nearly achieved the learning objective for the lesson
	This indicates that the pupil has not met the learning objective for the lesson

Appendix 2: Examples of feedback prompts requesting a response

<i>Writing Prompts</i>	<i>Maths Prompts</i>
<p>Read your work – add....(3 full stops, an adverbial which says where, a question mark, etc)</p> <p>Try to find the sentence which needs to be changed/ doesn't make sense and improve it.</p> <p>How could you check this?</p> <p>Is there another way you could write this information? (identify a sentence)</p> <p>Finish this sentence.....</p> <p>Underlie the sentence you have used....(adverbials, conjunctions, speech marks, persuasive language, etc)</p> <p>Tell me 1/2/3 reasons why you should get a Dojo Point for this work.</p> <p>Underline that have.... (Underline 2 sentences that have adverbials)</p> <p>What...would you use...? (What word would you use to show me what the character is feeling)</p>	<p>Look back at your work – can you add....(your method, a number line, etc)</p> <p>Where you went wrong?</p> <p>How could you check this?</p> <p>Now try these....(extension questions/ consolidation questions)</p> <p>If the answer was....what would the question be?</p> <p>Is there another way you do this?</p> <p>Find a quicker way of doing this:</p> <p>Highlight where you have used...(column method, grid method, a strategy to check your answer, etc)</p> <p>Tell me 1/2/3 reasons why you should get a reward for this work.</p>

Success will include these:		Adult assessment		
				
*	I can use a range of cohesive devices.			
*	I can use the colon and semi colon to mark the boundary between independent clauses.			
*	I can proof-read my work for spelling and punctuation errors.			

<p><i>Please write another....(similie/sentence to show me how the mouse moves)</i></p> <p><i>What if you could not use...? (Short sentences, adverbials, simple sentences, etc)</i></p> <p><i>What new words have you learnt today? What do they mean?</i></p>	<p><i>Tell me two numbers that have a difference of 30.</i></p> <p><i>What...would you use to...? (What unit would you use to measure the width of your book?)</i></p> <p><i>What are the...of...? (What are the factors of 45?)</i></p> <p><i>What would happen if? (what would happen if you started with 64?)</i></p>
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Appendix 3. Example of a Learning Ladder

(Stars may be used instead of bullet points where skills aren't equally weighted)