# Marking and Feedback Policy 2024

Responsibility: SMT  Date: January 2024

Signed and Adopted by the Governing Body:

Chair of Governors

Date: 04.03.24

Date to be reviewed: January 2026

**Introduction**

**A learning objective should be set for each lesson or be a continuation of a sequence of learning. Feedback should relate to this objective and address any misconceptions and provide for pupil's next steps. Care must be taken that entries on Earwig are personal objectives and are not group learning.**

It is only when teachers and staff are clear about what they are expected to have as learning outcomes of a lesson and when they share these with pupils/students, that they help pupils/students to apply assessment criteria to their learning. Teacher's planning should always be shared with all staff (including supply) in the room so they are fully aware of the focus. Pupils/students should know what knowledge they are learning and how this links to prior learning and build to planned end points and not just what skills they are practising.

At the front of each Literacy/English and Numeracy/Mathematics exercise book, a target proforma should be attached. (Appendix 4). These targets will link to the pupils'/students' REAL targets and threaded through all learning. EHCP targets also follow a stepped approach that feeds through the pupils'/students' personalised curriculum. Examples are included in Appendix 3.

**FEEDBACK PRINCIPLES**
Classroom staff spend a large proportion of their time assessing and providing feedback to pupils and students so they can amend work or address misconceptions in the next lesson or via homework. This time is spent most effectively when the following principles are applied:

**SHARED PRINCIPLES**
- It provides opportunity for prompt and regular written feedback, spoken dialogue or signed communication with the pupil/student. Live feedback is the best feedback. Feedback should always be appropriate to the needs of the pupils/students
- Classroom staff and pupils/students are clear about the learning objectives of a task and the criteria for success
- Classroom staff provide constructive suggestions about ways in which the pupil/student might improve his/her work
- Classroom staff agree the next steps with the pupil/student – next steps are regarding the learning objective and not simply the plan for next lesson
- Classroom staff use the agreed targets with the pupil/student to see how far they have achieved them
- Success criteria will be the criteria against which the pupils' or students' work is marked against. Teachers and Subject Co-ordinators need to monitor that assessment feedback and results really do reflect the

learning objectives and those misconceptions are addressed quickly. This takes place in work scrutiny sessions or moderation events

## STAFF CENTRED PRINCIPLES
- Staff are selective in the aspects they choose to comment on so that the experience is positive and shared. Marking is to support the pupils/students and not for any other audience so it must be meaningful
- Staff comment on specific, positive aspects of the assignment focused on the learning objective and provide feedback for the next steps
- Teachers use the information gained with other formative assessments, to adjust future teaching plans
- Any common misconceptions in a group are then included as the starter for the next lesson in the cycle
- Feedback does not need to be written; it can be verbal. This can be marked as verbal feedback on the work. Feedback must be provided in line with the pupils/ students' needs e.g. could be via use of scaffold next time, group activity next lesson, homework etc.

## PUPIL/STUDENT CENTRED PRINCIPLES
- Pupils/students are encouraged to comment on their work themselves before handing it in or discussing it with the teacher via personalised pupils' voice activities (if they are able). Pupil Voice is captured through a variety of means, this can be verbally if that is appropriate for the young person and can be captured through different communication aides and methods to support accurate pupil voice.
- The stepped approach stamps are used to highlight clearly the next steps. Pupils on Engagement model will have the observations discussed at each level before next steps are planned
- Engagement model observations can be completed electronically and uploaded to Earwig to support feedback.
- Pupils/students are praised when they focus their comments on the learning objectives
- Pupils/students are given time to act on feedback they are given routinely after every detailed assessment or deep feedback session
- There are a variety of pupil voice feedback examples as well as opportunities for peer evaluation when pupils are able
- Pupils/students choice of communication reflects their communication method e.g. PODD books, Talking Mats, AAC etc.

## SCHOOL CENTRED PRINCIPLES
- Everyone's practice is consistent and in line with the overall policy on assessment, record-keeping and reporting throughout school
- The Marking Policy is reviewed at intervals to ensure that it is understood by all new members of staff, that practice continues to reflect the school

policy, and that everyone has the chance to share and develop practice further

## PUPIL AND STUDENT FOLLOW-UP

- Follow-up is essential after feedback: it is the crucial element
- If nothing happens following feedback, pupils and students soon get to know that they don't have to respond in terms of improving their work
- Pupils will respond to every piece of work which has been marked using the 'Next Step' approach
- Pupils' and students' responses will then be re marked or discussed

Key: The class team needs to establish, share, maintain and evaluate the routines it uses to give pupils/students sufficient time to read and act on the comment they receive e.g. this could be at the start of the next lesson.

## FEEDBACK TO PUPILS AND STUDENTS

- Feedback for learning is a better description than simply feedback as it encompasses the processes of review and next steps
- Pupils/students must be clear about expectations – in talk partners they could explain the success criteria to ensure clear understanding or for the less able tactile/objects of reference reinforce the focus
- Feedback must be given against the initial expectation
- The skills of responding to feedback must be explicitly taught and pupils/students must be given dedicated time to respond
- Feedback is necessary in order to support the pupils/students to learn better. Learning how to learn is the deeper issue, bringing profound and lasting benefits to pupils' and students' progress and attainment. Intelligent learning behaviours are developed, monitored and assessed as part of the Thinking Schools process.

Examples of feedback strategies include:
- Getting pupils and students to give their personal understanding of the learning objectives and what they need to do
- Promoting an exchange of comments between teacher and pupil or student (e.g. I'll tell you one good thing about your work, and you then tell me one…)
- Feedback sandwiches (positive, developmental, positive comment)
- Contextual statement: 'I liked your description of … character' or Now/Next time…… or Interactive statement e.g. a question about the work
- Feedback will be teacher–to–pupil/student and pupil/student–to–pupil/student, involving dialogue. Pupils and students should be supported to move from 'I am proud of this piece of work because it is neat' to 'I am proud of this piece of writing because I used some very

descriptive words.' The more pupils and students refer to learning objectives in their self-a

- For non-verbal students, feedback should be in the form of communication they respond best to e.g. praise, thumbs up or rewards to reinforce positive work.
- Assessments, the more effective the teachers know their teaching is
- Feedback should be tackled carefully. Work on building confident relationships as a foundation for the risky business to being honest about what you think of pupils' and students' work, so that they can learn to be honest too
- School needs to work with parents/carers to explain changes to marking policy and practice. Help them engage with the use of targets as a way of bringing motivation and direction to pupils' and students' learning activity

Key: Be creative in finding activities that stop the pupils and students from seeing feedback as a dull judgement or nit–picking criticism, and help them see feedback as one of the ways they can work with you to achieve higher standards.

Feedback in written form – guidance on marking work:
- The purpose of individual pieces of work should be made clear
- How the work is to be assessed should be made clear i.e. the success criteria should be made explicit. Pupils and students should be quite clear what follow – up is expected to any piece of work: e.g. 'do corrections' or 'finish off', 'practise certain skills', 'develop the work in certain ways'
- Comments should focus on the success criteria already established. They should be positive in overall tone. They should be personalised
- A grade, score, level or code, if used, should be fully understood by the pupil or student
- Teachers sometimes correct single errors, but they should routinely look for opportunities to teach patterns. A good way of doing this is setting targets at work level (e.g. spelling or vocabulary), at sentence level (e.g. punctuation, structure, tense sense), or at text level (e.g. paragraphing, cohesion, introduction, developing, ending)
- When targets are used, they should be referred to in the marking of subsequent pieces of work, until the targets are hit. Targets give the marking focus
- Use targets as a way of encouraging the pupil or student to take ownership of their learning. Lesson objectives are usually defined by the teacher, but the pupil or student should have a real investment in choosing targets for improving her/his work

Pupils need to know that it is safe and that it is important for them to express their views on what happens at school, this is especially important when discussing their work. Pupils at Villa Real School are entitled and encouraged

to share their views on the curriculum, lessons and how their work is marked. They need to know that what they say is valued and will be listened to and considered. Villa Real School continues to have a strong commitment to pupil voice in regard to marking and this has reported many positive outcomes.

## DEVELOPING PUPILS' AND STUDENTS' SKILLS IN ASSESSING THEIR OWN WORK
Do pupils and students know what makes a piece of work good?
Ask them:

- Do you know when you have done 'good' piece of work? Can you tell me what makes it good?
- When I write a comment or a mark on your work do you always know what I mean? Do you know why I do that? Do you always know what you need to do next/think about?
- How do you feel about comments? Are you sometimes surprised by the comments I make about the work you have done?
- Do you sometimes feel pleased with work you have done? Can you think of a piece of work that you felt you did really well? Can you remember why you thought it was good?
- Do you ever ask your friends what they think of your work? Does what they say help you? Do you ever compare your work to their work?
- When you do the next piece of work do you think back to what you did before, what you/your teacher/your friend thought about it and how you thought about improving it? Does this help you to do the next piece better?
- How can marking help you be even more successful in your learning?

How can pupils and students access their own work, self-correct and use self-correction to get better?

## GENERAL GUIDELINES:
Words we do **not** use in our marking (These words do not promote developmental marking)

- Remember to
- Don't forget
- Can you
- Think about
- But (as it has a negative connotation of what is to follow)

See Appendix 2 for suggested feedback.

## SPELLING:

When marking writing, teachers will underline, in green pen, no more than 3 spelling mistakes and write them at the end of the work. Appropriate words for teachers to identify are those from their phase's Curriculum word list or those from a previous phase.

Children will copy these spellings 3 times, utilising 'Look, Cover, Say Write and Check' where appropriate.

For pupils/students with complex needs they will use sensory tools to practice spelling e.g. trace letters in rice or sand.

## FEEDBACK PRINCIPLES

### EYFS - Nursery

- Verbal feedback and observations should be recorded on individual Half-termly recording sheets, covering all learning areas added to their Early Years Profile Evidence Journal
- Any paper-based work can either be sent home if artwork/craft and a photo on Earwig to evidence, or added to their Learning Journal file as appropriate
- Photographs of learning, both formal, directed and informal, will be recorded as appropriate on Earwig with E.L.G. tags added
- Thumbs are used as AFL at end of sessions for the children to self-assess their learning, where appropriate
- Engagement Model observations are used as a key piece of evidence of learning

### EYFS – Reception

**Reception aged pupils**

- Pupils will have observations of learning recorded on individual Half Termly recording sheets, covering all learning areas and CoEL and added to their Early Years Profile Evidence Journal
- Pupils will have exercise books for Literacy, and Numeracy. It is expected that 3 pieces of work are completed per week, as a minimum. Pupils completing BLAST or Villa Real Sounds, will have these sessions recorded on Earwig, not in a book
- Pieces of work from other learning areas will be marked. The amount of work completed should be appropriate to the individual, and added to their Early Years Profile Evidence Journal
- All work is marked in green pen
- Next Steps should be used for every 3-4 **lessons** of work
- For a practical activity, if the pupil/student is unable to complete any written work, Engagement Model observation forms may be used to record progress. Alternatively, this activity can be recorded on Earwig, annotated with a clear Learning Objective

- The level of help given should be annotated on every piece of work (appendix 1)
- Date, title must be underlined. A full date should be written in all books (e.g. Tuesday 1st July 2024) except for numeracy/mathematics, where a numeric date can be used (e.g. 01.07.2024)
- Thumbs are used as AFL at end of sessions for the children to self-assess their learning

**KS1, KS2 and KS3**

- This policy applies to all subjects including RWI. Pupils/students completing BLAST or Villa Real Sounds, will have these sessions recorded on Earwig, not in a book
- Teachers and class staff mark all work in green pen before being returned to the children
- The level of support needed should be annotated on every piece of work (appendix 1)
- Annotated marking must occur for every piece of extended writing (over 3 lines). However, teachers must not ignore work where developmentally appropriate marking is required
- Next steps should be used for every 3-4 **lessons** of work
- Students should respond to these comments using a choice of pupil voice response slips or other appropriate methods
- Staff underline a maximum of 3 key spellings that the children have spelt incorrectly, and the child writes the corrections three times, utilising 'Look, Cover, Say Write and Check' **where appropriate**.
- Date, learning objective and title must be underlined. A full date should be written in all books (e.g. Tuesday 1st July 2020) except for numeracy/mathematics, where a numeric date can be used (e.g. 01.07.2020)
- Marking codes must be displayed on the wall in each classroom. The children must be made familiar with these codes
- For pupils/students on Engagement Steps, a minimum of 4 Engagement Model observations must be carried out in total per child, per term.
- For a practical activity, if the pupil/student is unable to complete any written work, observation forms may be used to record progress e.g. in work bays. Alternatively, this activity can be recorded on Earwig, annotated with a clear Learning Objective

**14-19**

- This policy applies to all subjects including RWI. Students completing BLAST or Villa Real Sounds, will have these sessions recorded on Earwig, not in a book
- Teachers and class staff mark all work in green pen before being returned to the children
- The level of support needed should be annotated on every piece of work (appendix 1)

- Annotated marking must occur for every piece of writing. However, teachers must not ignore work where developmentally appropriate marking is required
- Next steps should be used for every 3-4 **lessons** of work.
- Students should respond to these comments using a choice of pupil voice response slips, or appropriate methods
- Staff underline a maximum of 3 key spellings that the children have spelt incorrectly and the child writes the corrections three times.
- Date, learning objective must be underlined
- Marking codes must be displayed on the wall in each classroom. The children must be made familiar with these codes
- For students on Engagement Steps, a minimum of 4 Engagement Model observations must be carried out in total per child, per term.
- For a practical activity, if the pupil/student is unable to complete any written work, observation forms may be used to record progress. Alternatively, this activity can be recorded on Earwig, annotated with a clear Learning Objective
- For students completing ASDAN and NCFE, all photos must be annotated according to the Exam Board requirements on approved proforma. These photos should not also be on Earwig. Annotation should refer to the student by name e.g. Bobby was able to select the correct tool to complete the task
- No dates should be put on ASDAN, Entry Level Maths or NCFE sheets
- When work is scribed, the name of the scriber should be written e.g. Scribed by Joe Bloggs

## MONITORING IMPLEMENTATION OF THE MARKING AND FEEDBACK FOR LEARNING POLICY

This policy will be monitored through: Regular scrutiny of pupils' or students' work (to be carried out by subject Co-ordinators), sampling books across subjects (to be carried out by the Senior Management Team), discussions with staff and pupils or students (to be carried out by the Senior Management Team), observations of lessons (to be carried out by the Senior Management Team and Leadership Team).

Governors monitor according to the Governors' Monitoring Policy of which work scrutiny is a part.

## Marking and Feedback during Remote Learning

Feedback and assessment can take many forms and may not always mean extensive written comments for individual children.
At Villa Real, we will utilise;
- Work marked automatically via digital platforms
- Live feedback via TEAMS
- Marking of paperwork
- Email to pupils/students via 'To Email'

- Comments on Earwig
- Calls
- 365 emails
- Face to face in rare occasions (socially distanced)

**Appendix 1**
Level of Support:

| | |
|---|---|
| **NH** | **No Help** – you can do things on your own |
| **SH** | **Spoken/Signed Help** – you are helped by someone speaking or signing suggestions at you |
| **GH** | **Gestural Help** – you are helped by someone holding you and/or helping you to move |
| **PH** | **Physical Help** – you are helped by someone holding you and/or helping you to move |
| **SE** | **Sensory Experience** – you are given the opportunity of being involved through a sensory experience, e.g. hearing, touch, sight or taste |
| **ER** | **Experience Recorded** – you are provided with an experience of the activity but are unable to take part |

**Appendix 2**

| What went well | Your next step |
|---|---|
| You have spelt most/all/some words correctly. | Correct the spellings of the words I have circled. |
| Your story shows great imagination. | What does (insert word) mean? |
| You have use connectives really well. | Better use of sentences with shorter and longer sentences. |
| Your spelling has really improved. | Greater use of connectives between ideas and paragraphs. |
| You have shown determination in your work. | Links to the next paragraphs. |
| You have engaged with/developed your understanding of/mastered your use of… | Increased accuracy in your work. A greater range of vocabulary |
| You have used and correctly spelt the key words. | Which alternative word/phrase could you use here? |
| Your description/explanation has been fluently written. | If you do not understand a key term, how can you find out? |
| Your written work was easy to understand. | Describe one more point/part…. Can you define…? |
| The work shows a lot of research has been done. | Give one example of….. What other connectives could you use…? |
| You have included good and bad points. | Rewrite the highlighted paragraph using 2 more connectives… |
| Your argument was well balanced. | What does _____ mean? |
| You have used evidence to back up your ideas. | Give me 1 way in which this work could be better presented. |
| You have used a variety of connectives. | If you do not know what a word means, give me 1 way you could find out. |
| You have linked your paragraphs, showing that you have a theme/argument/plan running through your answer. | What other descriptive words could you use instead of…? |
| You have used the correct modal/auxiliary verbs: should have etc. | Rewrite your answers but use sentences that do not start with 'because'. |
| You have included 2 or more ideas in your answers. | Give me one more fact about… |
| Excellent vocabulary used | Give a reason why… Give a reason for…. |
| Your answers show you clearly understand the work. | What evidence proves that …? |
| You have explored the learning well. | Give 2 reasons why…. |
| You have engaged with the task. | What is the link between…..? What else do you know about…? |
| You have investigated ….. with increased positivity/confidence. | How is this similar/different to…? Why is this similar/different to…? |

| | |
|---|---|
| You have shown greater independence in your learning.<br>You communicated well in this task.<br>You have understood cause and effect well in this task.<br>You have attended deliberately to the task and LO.<br>You have anticipated the next step in the task today.<br>Your learning displays good concentration and determination today.<br>You have recognised and responded to the learning today.<br>Your work displays clear progression and greater independence.<br>You have worked with greater collaboration today.<br><br><br>**Even better if:**<br><br>Linked to the learning objective | Describe how this person/event affected people/events….<br>What was the most important reason for…?<br>What was the most important result of…?<br>Tell me who was the most to blame and why.<br>What do you think will happen next?<br>Give me 2 other ways of saying _____.<br>Give me 2 other similar words to ____.<br>Explain how this person/event affected ….<br>Can you explain a link between the person/event and today's world?<br>Can you explain how…?<br>What is your conclusion about…?<br>What questions would you ask…?<br>What do you think the impact of this person/event will be on …..<br>Explain the similarity/difference between….<br>Explain 2 or more reasons why _____ started.<br>Give me some of your opinions on….<br>Explain why I have highlighted….<br>Explain what you think is going to happen next.<br>Explain how ____ and ____ could be linked.<br>What advice would you give to ___ and why?<br>Explain 2 more reasons why ___ acted as they did.<br>Why might _____'s view on ____-be…..?<br>Why might people's beliefs change/differ?<br>How do you think the person/event may develop next?<br>Explain 2 or more reasons how _____ should/could have acted. |

| | |
|---|---|
| | What questions (and why) would you ask _____ at the time?<br>What were the main consequences of _____<br>Explain how this event is connected to today's world?<br>To visually recognise….. |

**Appendix 3**
**<u>Presentation Examples</u>**

**<u>What went well</u>**

You have started to improve your presentation.

Your handwriting is well formed.

The letter…. is well written.

All of your letters are on the line.

You have used finger spaces well.

You have used full-stops/question marks etc. well.

Your mark making is developing.

You held the pencil with greater strength today

**<u>Your Next Step</u>**

Rewrite the marked section but with better presentation skills.

Please underline all dates and titles.

The use of sub-headings would help you to structure your work.

How could you have presented this better?

How would you have presented this differently for... (describe a different audience)?