



Tyne Community Learning Trust First Schools

Marking & Feedback Policy

Rational

Marking is a highly effective tool to further learning and further children's development within a school environment. It focuses on two main functions- assessment and feedback. The marking of children's work in their learning environment is essential, it provides effective monitoring and assessment of individuals, groups and classes and it is used to give constructive feedback on the quality of a child's work, the progress they are making and how they can improve.

Who is this policy for?

The policy is aimed at all staff who take responsibility for the teaching of pupils in the schools. In our schools this includes all teaching staff and support assistants as well as our Senior leadership teams.

Our Aims

- To provide clear feedback to pupils about the strengths and weaknesses of their work and advise them on how to improve.
- To involve the pupils in the assessment of their own work and encourage constructive and motivating dialogue between each other and with their teachers.
- To recognise, encourage and reward pupil's efforts and progress thus raising self-esteem.
- To inform parents of their child's performance and progress.
- To provide a record of pupil's progress and achievement and inform future teaching and target setting.



Methods Used to implement the aims

Teachers can use a variety of methods to give feedback, these may include:

- Observation
- Questioning
- Discussion with child
- Editing and marking a piece of written work the child.
- Encouraging self-assessment, peer assessment and group review.
- Assessment of work through marking after the session.

Our Marking procedures:

In our schools, we recognise that feedback can take many forms. We also note that verbal feedback may add up to 7 months progress for children and written feedback up to 5 months progress.

(EEF Teacher Feedback to Improve Pupil Learning, **First Edition** Published 11 June, 2021)

Our approach in lessons aims to meet both of these feedback routes to ensure children gain the maximum response from their educators, whilst also ensuring our staff have a realistic



Every Week we will see...

Peer and Self Assessment:

From the Early Years upwards, pupils will be involved in the assessment process. We expect pupils to take ownership of their learning and have many opportunities to reflect through peer and self-assessment. Staff are expected to verbalise the reflection process regularly, and provide age appropriate opportunities for the pupils in their class to do this.

Weekly expectations:

Staff are required to provide an opportunity for peer reflection **once a week minimum from EYFS** (not necessarily recorded). However, we recognise the frequency of these sessions will build as the children develop their skills and support our teaching staff to reflect and use their judgement to develop this with their class of children.

When staff do use this as a feedback method it must be recorded as the following:

- PA (peer assessed) or SA (self Assessed) **in green pen as it is pupil led.**

Adult Feedback:

In our schools, we believe in quality teacher 'Next Step' marking: Rich formative assessment to 'close the gap' or extend. In our schools, this will be representative of our children and our teacher's judgement of their needs. However, we have a basic expectation that staff will follow and enforce. All written feedback will fall into one of the four following categories:

There are four types of Next Steps:

- 1) Scaffolding- A child has a misconception or error and the teacher provides a scaffolded response to get them unstuck and to make progress.
- 2) Find and Fix- Signposting work to improve with a clear focus. E.g Question 2 has an error in place value. Find and fix.
- 3) Consolidation- A child needs more practise, or the teacher wants to assess if they are able to demonstrate a skill independently





4) Further Challenge / demonstrated secure

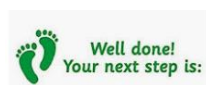
the lesson and so is offered a challenge or a new context. Examples can be seen further down this policy in the appendix.

Stretch- A child has understanding during

Standard Expectations:

In addition, all of our adult led feedback will ensure the following non-negotiables are adhered to as a basis in all lessons: (Specific lesson requirements are in the appendix)

- Feedback given is prompt and work is marked regularly, this may be verbal or written.
- Feedback given relates to the learning objective.
- Teachers and LSA's use highlighters to mark work. All lessons will have their Learning objectives highlighted with **Green for achieved**, and **pink for not achieved**. Partially achieved will be indicate with a green highlighter tick next to the learning objective. (Noted in class as 'Green for Got it, Pink for Think')
- Any guided work is labelled as 
- Any Supported work is labelled as 
- In the absence of the above symbols the presumption is that a child worked independently.
- Time is given for children to reflect and improve their work based on their written comments. **(in green pen)**
- All teacher comments/marking are in black pen.



appendix.

- Children are required to extend their learning – and will do so through a 'next step' stamper. Details of how often this is uses in each subject specific lesson can be found in our

Specific Subject based marking expectations are further detailed in our appendix.

EYFS

In the early years we ensure that discussion and verbal feedback fully informs further planning to enable children to make progress.

Written evidence will be through:

- teacher comments (in black pen)
- Child comments. (this will be in green pen as we recognise that children can not record at this stage)




Non Specific Learning Objective Marking:

We recognise that our children will be given feedback related to their specific learning objective by our staff. However, we also recognise that there are many opportunities to reinforce basic skills in lessons alongside specific learning objectives. Therefore, we have the following ‘Ongoing’ feedback policy objectives that feed into our specific learning feedbacks in daily lessons.

The following key will apply to the children in our schools:

<p>KS1 Minimum of 2 corrections circled in black pen, and to be corrected green pen by child.</p>	<p>Capital letter or full stop is missing..</p> <p style="text-align: center;">(T.)</p>	<p>Word is spelt incorrectly (key word specific to year group)</p> <p style="text-align: center;">(Sp)</p>	<p>Careful with your presentation and handwriting.</p> <p style="text-align: center;">(P)</p>
<p>A word is missing from your sentence</p> <p style="text-align: center;">(?)</p>	<p>Finger spaces are missing</p> <p style="text-align: center;">(F)</p>		

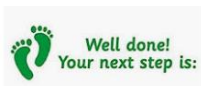
<p>KS2 Minimum of 3 corrections circled in black pen, and to be corrected green pen by child.</p>	<p>Your vocabulary choice could be better.</p> <p style="text-align: center;">(V)</p>	<p>An opener has been overuse or needs to be edited.</p> <p style="text-align: center;">(O)</p>	<p>A conjunction is missing or needs edited.</p> <p style="text-align: center;">(C)</p>
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<p>A word is missing from your sentence</p> <p style="text-align: center;"></p>	<p>Careful with your presentation or handwriting.</p> <p style="text-align: center;"></p>	<p>Your use of punctuation needs edited.</p> <p style="text-align: center;"></p>	
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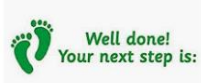
Appendix A

Examples of marking: Specific focus: Maths

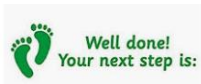
Maths:



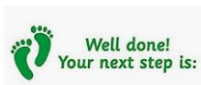
Write a problem for me to solve this time!



What's wrong with mine?



Try this..... $47 + \underline{\quad} = 67$



Story it!



Appendix b: English (Writing)

Marking for Improvement:

We follow the marking policy within Experience Day and Sentence Stacking lessons however challenge and steps for development are provided live in the lessons rather than as a next step in books.

As outlined above, children will be extended through the use of 'Deepening the Moment' which will be done throughout the teaching of the lesson either verbally or through the use of visual aids.

Teachers and Teaching Assistants in the lesson will also be expected to live mark. When they have supported a child they will indicate any help received through a tick system. For example; when a child has had support to spell a word, the teacher or TA will tick only the letters/part of the word they supported with.

Marking after independent writing sessions is done as an independent editing session prepared and guided by the teacher. In the session the children will edit their work using the three E's.

E1 – revise spellings and key words,

E2 – rewrite sentences,

E3 – reimagine to add extra detail.

The children will receive personal instructions at the start of the editing session as to which E's and how many they need to edit. The children will edit their work using a black pen.

Appendix C:

Further subjects and expectations... NB subject to review from Middle leaders and SLT on an ongoing basis.

Subject	Learning Objective	Written Feedback	Peer Feedback	Self Assessed	Next steps
Maths	Every lesson	2 x weekly – focus within the 4 areas	At least 1 x weekly	At least 1 x weekly	2 x weekly – focus within the 4 areas
Writing	Every lesson	2 x weekly – focus within the 4 areas	At least 1 x weekly	At least 1 x weekly	2 x weekly – focus within the 4 areas
Reading	Every lesson	2 x weekly – focus within the 4 areas	At least 1 x weekly	At least 1 x weekly	2 x weekly – focus within the 4 areas
Science	Every lesson	1 x a block	1 x a block	1 x a block	1 x a block
History/Geog	Every lesson	1 x a block	1 x a block	1 x a block	1 x a block
Art/Design Technology	End of block review	1 x end of block	1 x end of block	1 x end of block	1 x end of block
PE	Verbally every session	-	Verbally every session	Verbally every session	Verbally every session
Music	Verbally every session	-	Verbally every session	Verbally every session	Verbally every session