



Feedback and Marking Policy

VERSION CONTROL SHEET

POLICY NAME: Marking and Feedback Policy
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Document date	Filename	Meeting submitted	Summary of changes required
January 2016		Policy Review	New Policy
December 2017		December FGC	Reviewed and updated
October 2019		LGB	Updated
March 2021		LGB	No changes

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What is the purpose of our feedback and marking policy?

We believe that for children to make rapid progress we must design and communicate a clear and concise way of feeding back the successes and next steps in pupils' learning. This policy aims to communicate how we do this and ensures that all staff and stakeholders have access to guidelines which, when followed, ensure our children receive a consistent and common message on how to improve their learning. This feedback and marking policy has been designed by teaching and teaching assistant staff during whole school INSETs.

Why do we mark?

We believe feedback and marking should provide constructive feedback for every child, focusing on success and areas of improvement - against learning objectives - enabling children to become reflective learners. This will help some of them to close the gap between current and desired attainment; and others to extend and challenge beyond their current level.

The process of marking and feedback should:

- a) Raise self-esteem
- b) Identify next steps
- c) Offer opportunities to check for understanding
- d) Ensure children become involved in assessing and in the process of improvement through reflection

How we mark: always against the objective

-Verbal feedback

-Written feedback (in green friction pen) - adults write using the appropriate letter formation for their age group (. Adult handwriting must be legible and readable by a child.

Children polish or show improvements using a purple polishing pen, handwriting pen or pencil.

-Diagrams

-Pictures

-Success criteria

-Support stickers (info graphed and circled with appropriate support tools)

Teachers can mark and conference work either live or after/post sessions. It is viewed as a preference for live marking to be the most readily used strategy as this should a) lessen staff workload and b) have the greatest immediate impact on learning. After/post session marking can take two forms 1) individual marking identifying patterns of misconceptions and progress and 2) group marking identifying misconceptions and progress and to inform next steps in planning and provision. Peer marking against clear and agreed success criteria is also expected. Pupils use purple (polishing) pens to edit learning, multiple draft and ultimately share their process / progress of learning.

To keep a consistent approach to marking and feedback across the school all teachers will direct staff to:

- 1) Offer **PRAISE**
- 2) **ENHANCE** to challenge the learner further or to gain a better understanding of the learner's understanding or to offer opportunities to practice a skill further.

Teachers will also ensure that children are involved in the process of improvement through reflection and feedback. Children will be given opportunities to respond to their feedback by:

- 3) **RESPOND** to adult and/or peer feedback and suggestions for enhancement (using purple polishing pen where possible)

- 4) **MEASURE** and self assess their outcome against

a) Their own expectation and standard of learning – use 1-10 scale in line with positive learning behaviour tracker

b) The national age related expectation – use measures in line with National Curriculum Level Descriptors

Children will also be encouraged and trained to peer assess and **MEASURE** each others work against **a)** and **b)**

- 5) **SHARE** new learning with the world. Sharing what you have learnt can help to raise self esteem, deepen understanding and offer others models of success. Children can share their learning and finished outcomes in many ways such as:

Upload to the internet / school website – send to real audiences (such as designs or letters) – send to family or friends – present during assemblies, shows, plenaries etc – share with another adult – display their learning – etc. There are many creative ways that a child can share their learning.

This process of marking will be referred to as P.E.R.M.S.

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Children who need to further focus on self assessment / measure, may find using the personal positive learning behavior tracking sheet useful. This will enable them to refine their assessments and focus on three key areas of improvement.

- 1) Learning behaviour
- 2) Progress within a lesson itself
- 3) Effort

All teachers will ensure that children have access to these positive learning tracking sheets and that children are trained to use them appropriately.

Teacher actions (including Supply Teachers):

P=Praise E=Enhance S=Share

Child actions: R=Respond M=Measure S=Share

It is the teacher's duty to ensure children have regular opportunities to carry out their part in the marking process (P.E.R.M.S.) and ensure children are trained how to respond and measure.

The minimum requirement for a TA is to mark against P for Praise. More able TAs will evidence quality marking by working with the teacher to mark against P for Praise, E for Enhance and S for Share. TAs will be expected to verbally promote the process of response and measure with the children.

How do we show evidence of quality marking?

Layout in books:

Reference to a Learning Objective (Can I..?) will be present in all pieces of work across the school. All Learning Objectives (Can I..?) will be displayed on the left-hand side of the page on the line below the date. Expected layout in books:

Wednesday 10th November 2021 or 10.11.21 *(Short date always used in Mathematics books)*

Can I use powerful adjectives to describe a character?

Where objectives have been printed and stuck into children's books, the agreed frame for the text must be used

Evidence of Quality MARKING: Copyright © 2013 by David Sammels

NB – Teachers must ensure that all P.E.R.M.S. parts of marking are enabled and carried out. Teachers must also be able to carry out MEASURE to level a piece of learning. Models and images of success will need to be made available to children, so they know what success looks like and how best to achieve this.

		Adult/Key Workers role (Minimum expectation) P & E - Write in Green pen		Child's role Edit own work using either a pencil or purple polishing pen to show improvements		Adult/Key Workers role (to provide opportunities) and Child's role (to carry out)
Yr Group / Stage	Objective	Praise	Enhance	Respond	Measure (self assessment)	Share (Be Creative Think Big Be Proud)
N	Verbal Independent targets as PLODs on Key Worker Wall	Verbal linked to PLB and achievement Stickers Weekly BLP Assembly and certificates Praise shared daily with parents/carers	Verbal Link with PLOD wall Use tailored Foundation PLB tracker Children to use up-levelling display and materials with teacher Daily verbal Plan, Do and Review	Responses will be made to achievement and their learning behaviour Verbal Non verbal – thumbs up/thumbs down, use Makaton signs for Happy and Sad Children to re-visit up-levelling display to reflect and respond	Thumbs up/thumbs down Use Happy/Sad faces to measure	Display learning in the classroom Display learning in another learning space Take a copy home to share with family Add to the school website
R	Verbal Independent targets as PLODs on Key Worker Wall Stuck in Writing Books	Verbal linked to PLB and achievement Stickers Weekly BLP Assembly and certificates Praise shared daily with parents/carers	Verbal Link with PLOD wall Use tailored Foundation PLB tracker E shown in books and written for children to see Children to use up-levelling display and materials with teacher Talking Partners - enhancement focus Daily verbal Plan, Do, Review	Responses will be made to achievement and their learning behaviour Verbal Children respond verbally using scale 1-10 based on PLB tracker and achievement and teacher will record this if needed Children to re-visit up-levelling display to reflect and respond	Use tailored Foundation PLB tracker	Show off their learning in local media such as the newspaper Boast about their learning by adding an example to the whole school Friday Boasting Wall and WOW box Show a teacher from another part of school Bring to whole school assembly Perform in front of an audience As Nursery
1	Written in books/displayed/shared/ in books	Verbal/written/rewards	Written/conference/verbal/conference with Key workers	Verbal/written/polish pens/initial Children to re-visit up-levelling display to reflect and respond / Spaced practice	Number -5/10 (Against objective)	Bring to whole school assembly Perform in front of an audience
2	Written in books/displayed/shared/ in books	Verbal/written/rewards	Written/conference/verbal/conference with Key workers	Verbal/written/polish pens/initial Children to re-visit up-levelling display to reflect and respond / Spaced practice	Number -5/10 (Against objective)	As Nursery Publish learning in media
3	Written in books/displayed/shared	Verbal/written/rewards	Written/conference/verbal	Verbal/written/polish pens/initial/ Spaced practice	Number -5/10 (Against objective)	Gallery learning and exhibit for an audience
4	Written in books/displayed/shared	Verbal/written/rewards	Written/conference/verbal	Verbal/written/polish pens/initial/ Spaced practice	Number -5/10 (Against objective)	Ensure the local community see evidence of learning in their communities eg: on display boards / buses / radio / TV / parks / places of worship / shops etc
5	Visual representation. Shared by adult but written by child in their exercise books	Visual representation. Verbal P shown in books and written for children to see Display/ learning walls	Verbal/ conferencing E shown in books and written for children to see	Verbal R shown in books and written for adults and children to see Peer marking and response could also be indicated / Spaced practice	Verbal M shown in books and written for adults and children to see Use of display to show scale Behaviour/ Effort/ Progress learning chart	

					National Curriculum Levels display Use of examples of National Age-Related expectations to use as reference are available to children	Offer learning to other schools both locally, nationally as well as globally. Vlog their final version for other to enjoy and critique.
6	Visual representation. Shared by adult but written by child in their exercise books	Visual representation. Verbal P shown in books and written for children to see Display/ learning walls	Verbal/ conferencing E shown in books and written for children to see	Verbal R shown in books and written for adults and children to see Peer marking and response could also be indicated / Spaced practice	Verbal M shown in books and written for adults and children to see Use of display to show scale Behaviour / Effort / Progress learning chart National Curriculum Levels display Use of examples of National Age-Related expectations to use as reference are available to children	
SC	As appropriate from all of above					
<p>All forms of marking and evidence are generally applicable for children who are working within age related / year group related expectations. These expectations should always be aspired to, but a teacher will have power to work within expectations either above or below that of age / year group and look at using forms that are better suited to the child's individual stage. For example, a talented child in Yr1 may well be ready to write their own objective and not rely on an adult to write for it them. Equally a child in Yr3 may have specific learning needs which mean it would be better suited for an adult to scribe the objective and the child to focus on working towards the objective. Teachers would need to be able to provide evidence as to why changes in expectations had been made for children. This must be shown in their personalisation plans. All children at all ages / stages should be encouraged to share their learning with others.</p>						

How, when and what do we mark?

For the approach to work effectively, it is vital that time is allocated within lessons for the children to read through comments made and respond to them. When planning lessons, teachers need to consider the time implications of this approach. Wherever class discussion takes place, feedback is given orally. Notes might also be necessary to inform future planning because of the discussion findings. The expectation is that children will be given time to reflect on their learning at least once a week. For example, Monday can be a suitable day with children having a 5 – 10-minute slot to read through previous comments and targets. KS1 children can be grouped for the comments to be read to them daily. 'Feedback/Reflection Time' should be timetabled and noted on weekly planning. Marking can be carried out 'live' alongside the children in class and as part of lessons. Where this is not either possible or appropriate, teachers can use their PPA allocation. Key workers must ensure that their allocated target children have opportunities to respond to adult marking.

Common Misconceptions

If a large proportion of children in the group have made similar mistakes, the first part of the next session may be designed to deal with these misconceptions (pre-teaching / 'jump start' / spaced practice), rather than just carrying on with lots of individual marking and feedback.

Overall Expectations

All marking should be accessible to the child; however, it is also acceptable for other notes to be made if this would be useful to the Teacher, or anyone who may scrutinise the work.

All work in KS1 and KS2 classes will be acknowledged by the teacher with the 'tick' as a minimum. All children must have at least one piece of English, Maths and Science 'detailed' marked on a weekly basis. 'Detailed' marking includes P.E.R.M.S. being carried out.

How do we enable the strategy to work effectively?

Changes should be introduced through discussion with the children. Pupils, who are familiar with the marking

system, should be given the opportunity to introduce the approach to younger pupils in the school. One approach is to share a piece of work on the whiteboard, demonstrating exactly what has been annotated onto the work, ensuring that the children fully understand the prompts.

Teachers need to ensure that the child's work is read through completely before being 'marked' with the ticks and prompts added. **This approach will ensure that marking will concentrate upon the learning objective.** If a member of staff has difficulty in identifying parts of the text to 'tick', the work needs to be discussed face to face with the child.

Secretarial Features

In all books, basic secretarial markings should be evident based on the literacy and numeracy ability of each individual pupil. For example; spelling of keywords appropriate to the child's ability should be corrected where necessary (with space in the margin for the pupil to neatly copy 3 times) and capital letters/full stops should be amended if this applies to the child's 'next steps in learning...'

Agreed Academy non-negotiable objectives should be tracked and addressed in teams across both Phases and the Academy.



Mayflower's Marking Key

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Responding to children's learning. Key codes and reference points

Adult scribe must be written in **green pen**

Positioning on page	Code/Symbol	Explanation
wherever necessary	P	Praise offered to the learner from the person who is marking the learning
wherever necessary	E	Enhancement of learning and understanding through challenge Even better if ...
wherever necessary	R	Response from the learner to the marker directly replying to the enhance comment
a) top left of page in margin (next to the objective) b) bottom of page at the end of evidence of learning	M	A measure of achievement against the learning objective a) Their own expectation and standard of learning – use 1-10 scale in line with positive learning behaviour tracker b) The national age related expectation – use measures in line with National Curriculum Level descriptors and sub levels e.g – 1.2 / 1.5 / 1.8. Children will also be encouraged and trained to peer assess and MEASURE each others work against a) and b)
wherever necessary	S	Share new learning with the world
top left of page in margin	I	Independently achieved without the support of a facilitator
top left of page in margin	WS	Facilitator support given
top left of page in margin	Supply	A Supply Teacher lead the learning on this day
top left of page in margin	GW	Guided Write
top left of page in margin	1:1	One to one facilitator - learner support
top left of page in margin	C	Conference of learning between learner and facilitator
top left of page in margin	VF	Verbal feedback given to the learner from the facilitator
wherever necessary	HOH	Hand over hand control guiding given by facilitator
wherever necessary	/	New sentence
wherever necessary	//	New paragraph
wherever necessary	Sp	Spelling error (children to write out at the bottom of the page x3 times)
wherever necessary	Gr	Grammar error
wherever necessary	O(circle) • (dot)	Error
wherever necessary	?	Doesn't make sense or check this
bottom of page at the end of evidence of learning	✓	Tick (no box) indicates that the learning has been observed

Useful phrases to use when responding to children's learning

Whenever possible always make links to the Positive Learning Behaviour statements (BLP)

<p>Praise</p> <p>Focus on an area that the learner needs to develop or has been working to develop. For instance, linked to their target for that term</p>	<p>Enhance</p> <p>avoid offering questions which only leave room for yes and no answers What...? Where...? When...? Why...? How...?</p>	<p>Respond</p> <p>Learners must be trained to explain themselves and use full sentences</p>	<p>Measure</p> <p>a)The learner's own assessment of how well they have achieved the learning objective b)The learner's and facilitator's assessment against national standards and level descriptors</p>	<p>Share</p> <p>Learners look for ways to share and celebrate and test their new learning. Where ever possible real life applications should be sought</p>
<p>Wow Super Outstanding Excellent Great Good</p> <p>Well done Super progress</p> <p>Great listening You tried really hard</p> <p>Keep up this great learning</p> <p>A job well done Wonderful</p> <p>I am so proud of you because ...</p> <p>I knew you could do it</p> <p>Fantastic</p> <p>Nice work Great effort</p> <p>Positive learning attitude / behavior / effort / focus</p> <p>Improvements can be seen in ...</p> <p>This is evidence that you know more now than you did before because ...</p>	<p>Can you tick where you have..?</p> <p>Prove to me by ... that you cannow give more examples of ...</p> <p>Why did you choose this method?</p> <p>Use the display to up level and improve your ...</p> <p>Explain how you came to this answer...</p> <p>What resources did you use..?</p> <p>Now try ...</p> <p>Where else / when else could you use this learning..?</p>	<p>I know this because...</p> <p>As a result of ...</p> <p>My reason is ...</p> <p>The view I took was ...</p> <p>I have learnt that ...</p> <p>My new learning is ...</p> <p>I am now able to ...</p> <p>I will use my new learning to ...</p> <p>These people ... can help me by ...</p> <p>I need to practice ...</p> <p>I would now like to learn more about ...</p> <p>I need some help to ...</p> <p>I would like to see an example of success</p> <p>My next step in learning is ...</p> <p>Next time I will ?</p> <p>I can apply this learning when ..?</p> <p>I can use this learning to help me to become better at ..?</p>	<p>0-10 out of 10</p> <p>Using National Level Descriptors Eg 5.2 5.5 or 5.8</p> <p>How do you think you did ..?</p> <p>What number do you think this learning is..? why..?</p> <p>How could you move your learning on and achieve a higher number?</p> <p>How could you move your learning on and achieve a higher level?</p> <p>I think this learning is a level ... because ...</p> <p>I could improve my number or level by....</p> <p>This is better than my previous effort because ...</p>	<p>How could you / I tell someone else about this learning?</p> <p>Now share this with a friend and see what they a)like about it? b) Would improve?</p> <p>Why not perform this in assembly?</p> <p>Have you uploaded this to your blog?</p> <p>Have you uploaded this to our school website?</p> <p>Who would be interested in seeing what you have learnt?</p> <p>Who would you like to show?</p> <p>Can you display this learning for other people to see / hear?</p> <p>Film yourself performing this. What did you learn by doing this?</p>

7)P.E.R.M.S. Diagram / Logo:

Children and teachers are encouraged to design their own logos to represent P.E.R.M.S. this approach will enable children to personalise and make P.E.R.M.S. their own.

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