

Marking and feedback for impact policy

“Feedback is one of the most powerful influences on learning and achievement.”

Hattie and Timperley, 2007

Research indicates that high quality marking and feedback is a key factor in enabling children to understand how to improve their work and make progress. Assessment, marking and feedback are key to consistently improving learning. All our children will have the opportunity to understand and learn from clear, constructive and consistent feedback.

The key aims of this policy are to ensure that high quality marking and feedback

- accelerates progress for all groups of learner
- informs planning and improves the quality of teaching and assessment

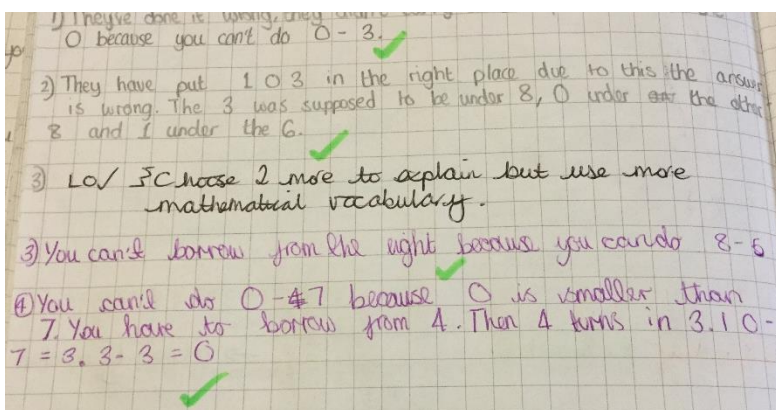
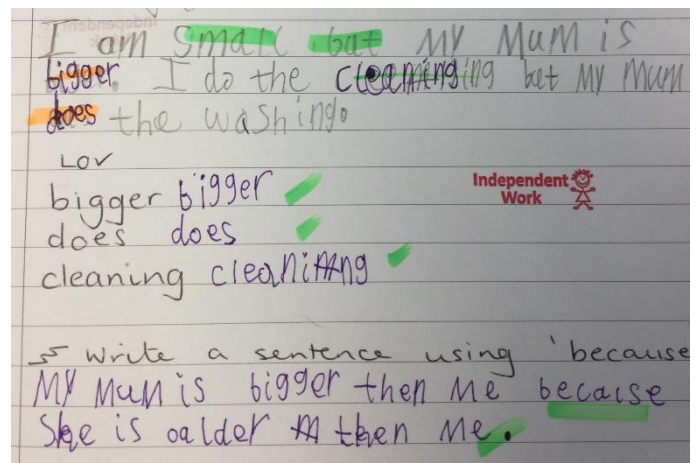
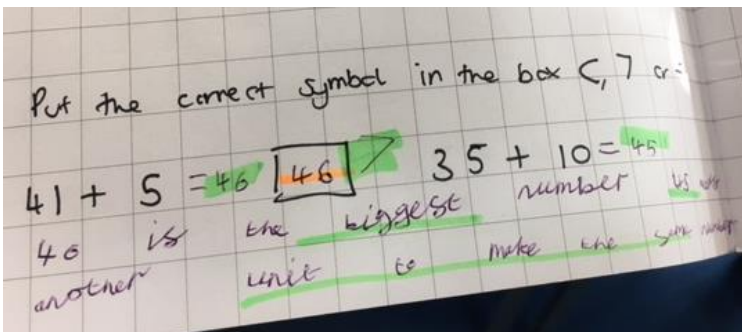
As a result of quality marking and feedback children will:

- know what they have done well
- understand what they have to do to improve and make progress
- be motivated to be the best they can be

Next Steps

Next steps are not targets. They are short term challenges, to which the child needs to respond to improve their work. This is a process of step-by-step improvement in which the teacher provides effective challenges and questions to ensure that the child makes progress.

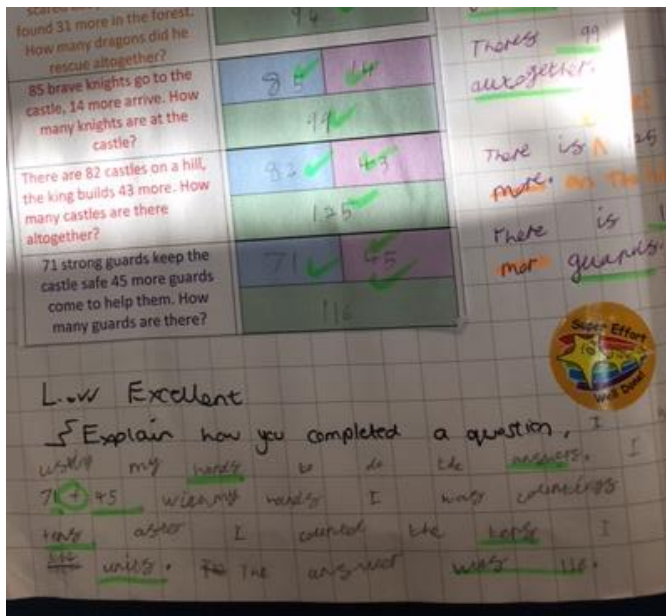
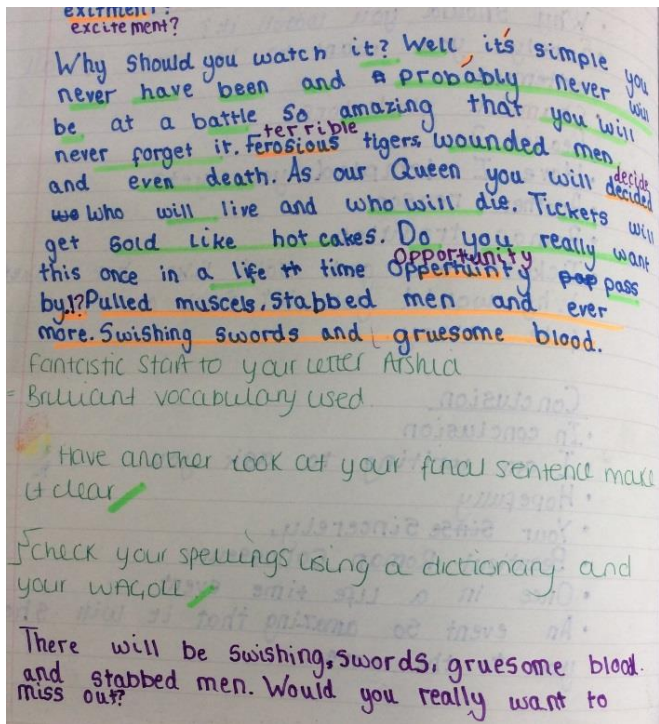
Next steps should be linked to the learning outcome and success criteria for that unit of work. These are based on National Curriculum Age Related Expectations. In writing, relevant Age Related Expectations are summarised in Making Good Progress Grids so that children have a clear understanding of the skills they need to develop and apply in their learning. It is those progress grids that will form the success criteria that pupils' feedback will be based upon.



Purple Pens

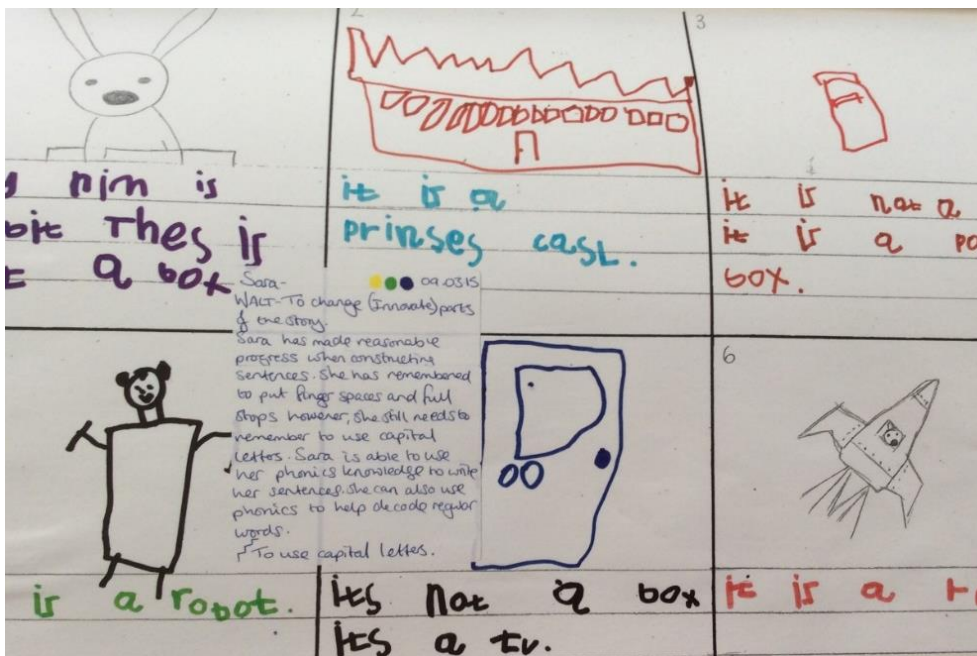
Children in KS1 and KS2 use purple pens to respond to feedback in all curriculum areas and improve their work. Teachers must provide children with regular opportunities to reflect on their work, respond to comments, make visible improvements and develop a deeper understanding of how to make progress. Teachers need to check that purple pen improvements have been made and that the child has made progress. In the best cases this process of challenge and improvement leads to a dialogue between child and teacher.

Next steps and pupil response must be precise and timely in order to have impact.



EYFS

- Next steps should be given for all literacy and numeracy focus activities.
- Next steps are recorded in children's learning journeys and communicated clearly with the child and where appropriate parents and families.
- Next steps should be based on Early Years outcomes.
- Next steps are used to inform planning and provision and to enable all staff to support children to make secure and rapid progress.



Why and when

Marking must support children to make progress and understand how to improve their work. If identical next steps are repeated over a sustained period of time, the child is **not** making progress or the teaching is **not** addressing the child's specific needs. For example, if a child is consistently using capital letters incorrectly over a period of time this barrier to progress must become a key focus for their learning rather than a repeated statement. Teachers must check that these next steps have been met successfully.

Assessment and feedback should occur daily in order for formative assessment to be effective. This does **not** mean that in-depth marking happens every day. A range of feedback techniques, *including verbal feedback and TA marking*, can be used in order to help children make progress.

A teacher's professional judgement should be used to decide when in-depth marking, with next steps and purple pen, will be used. This would normally be whenever a significant learning challenge has been set so that the teacher can assess whether or not the child has achieved the outcome and to give appropriate feedback. For example:

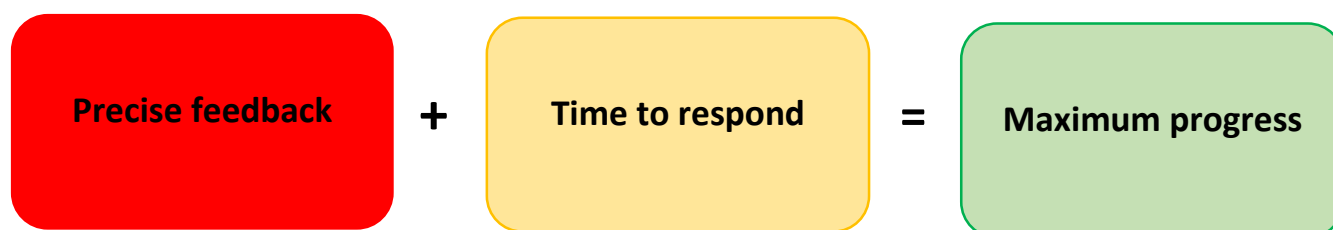
- During the writing process to ensure the greatest impact on progress and quality of outcome
- A paragraph that practices a specific skill
- Using and applying maths skills to solve a problem
- Routine practice of a number operation

We should aim to fit all marking within the working day using all adults to support the process.

All children must benefit from high quality marking and feedback. Does your data identify a particular group of learners who need to make accelerated progress? Does your marking and feedback strategy identify the needs of those children who are at risk of making limited progress and enable them to understand and improve their work?

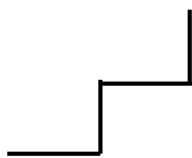
Spelling and Punctuation

Children should be aware of the Age Related Expectations for Spelling, Punctuation and Grammar. Teachers should monitor spelling and punctuation as part of the marking process but not correct every error. As a result of using green and orange highlighting, children should understand what they have done well and what they need to do to improve. This identified area for improvement could be a specific next step, an immediate engagement activity or included as a success criteria for the next piece of work.



Adult led marking and feedback

Marking should use the following codes:

<p>sc ?</p> <p>sc✓</p> <p>sc✓✓</p>	<p>Success criteria not yet met. This must be followed by reinforcement task or adult support to be given in purple pen time during the next lesson</p> <p>Success criteria achieved</p> <p>Success criteria exceeded – next step challenge needs to be given.</p>
<p>Highlight green</p>	<p>Success criteria met (aspects of)</p>
<p>Highlight amber</p>	<p>Success criteria or aspects to be improved</p>
	<p>Next steps for success, which are taken from making good progress grids. There are two types of next steps:</p> <ol style="list-style-type: none"> 1. Reinforcement following sc? e.g. Remember capital letters for people's names 2. Deepening learning following SC✓✓ : Justify ... Explain why ... Prove that you can ... Create a problem using...
<p>VF or Video</p>	<p>Indicates either verbal feedback or video feedback</p>
<p>Marking spellings</p>	<p>When marking spelling, teachers should be aware of relevant high frequency words, age related spellings lists, and topic specific vocabulary.</p> <p>Spelling errors on ARE words to be highlighted for pupils to correct (maximum of 5)</p>
<p>Marking missing punctuation</p>	<p>Rather than filling the missing punctuation for them, add a P in the margin to show missing punctuation on this line.</p>

Self and peer led marking

<p>Highlight green</p> <p>In pencil crayon</p>	<p>Success criteria met (aspects of)</p>
<p>Highlight amber</p> <p>In pencil crayon</p>	<p>Success criteria to be improved.</p>