

Feedback & marking – 2023-2024

All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback in order to impact children's learning.

Key Principles:

- The sole focus of feedback and marking should be to further the children's learning
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification
- Written comments should only be used where they are accessible to the students according to age and ability
- Feedback delivered closest to the point of action is most effective, and as such, live verbal feedback delivered in lessons is more effective than comments provided at the later date
- Feedback is provided to both teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments
- Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- All pupil's work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

It is vital that feedback is provided for any learning undertaken as soon as is practicably possible. As such, the following processes will be utilised:

During Learning

1. Live marking/Verbal feedback

Staff transition around the room evaluating learning as they go. They should interact with the children, clarifying development areas and extend learning, tasking the children to improve their work accordingly. Coach the children to self-correct following steps to success or using minimised modelling.

2. Self-reflection/Peer marking

Children given a set of criteria, which they use to assess their learning or that of their peers. The criteria should be explicit and include examples of best practice to support understanding.

3. Green star

Where verbal feedback has been given, teachers will use green pen to write on the work and suggest an improvement linked to the learning intention. Pupils will record their response in pencil or pen (once license has been issued)

Staff evaluate learning either during the session - where there is a development area, they should put a green star alongside it within the margin. This will draw the children's attention to a specific aspect where they must read through and address as accordingly. Staff should also put a green star at the bottom of the page so there can be clarity of the response and that the correction is visible.

Learning assessment

1. Highlighting strategy

Pink is used to highlight successful elements of the learning against learning intentions/success criteria.

Green is used to highlight areas for further development (with a corresponding written prompt as appropriate). A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Pencil will be used by the children when self-editing their work. Children must be provided with quality time for this. 'Fix It Time' happens during every session. Highlight one specific aspect that is achieving ARE in pink, highlight one specific aspect requiring adaptation in green. Highlight in blue one aspect displaying Greater Depth.

2. Green box marking

Green Box Marking involves the teacher selecting a section of work to feedback on in detail. They offer specific feedback on this section which the pupil can act upon. The purpose is to enable a more precise focus on the key areas for improvement. The pupil knows where to target their efforts and improvements can be identified much more clearly to help aid student progress

This type of feedback is more focussed and manageable for pupils. Instead of asking students to re-write or apply feedback to the entire response (which can be demotivating for a pupil) they only re-write the work highlighted in the green box whilst considering the teacher feedback.

The size of the box will determine how many improvements need to be made and the technique can be used flexibly. Teachers may use more than one green box throughout the work to direct the pupil towards a focus e.g. The omission of question marks.

3. Editing Slips

Editing slips could be used by pupils to show their response to all types of feedback, including green box marking and peer and self-assessment.

Editing slips will show the improvements made to work and therefore the impact of feedback.

4. Challenge

A question is used to challenge (more able) and is linked to the learning intention.

Pupil recovery

1. Fix it focus

Find and fix. Pupils are given time to correct and redo their work during lessons. This can be a mixture of quick fixes and a deeper redraft to demonstrate that work meets assessment standards.

Provide children with opportunity to reflect on assessed outcomes and consolidate or address following teacher guidance. Additionally, following a review of all the children's learning teachers should look for reoccurring key development areas across the cohort. Record these with a supporting model on the whiteboard. Books at tables from the start of the session.

Children tasked to address this within fix-it time – one area to extend to ARE, one area to extend to GDS

When quality-marking teachers:

1 Read the entire piece of work.

2 Highlight where the child has met the learning intention in pink pen for 'Tickled Pink' using the marking key and indicate clearly a focused area for development marking in green pen for 'Green for Growth' with a comment linked to this, which will help the child improve their future learning.

3 Spelling, punctuation and grammar need not be marked in every piece of work but are marked using the marking key.

4 The adopted marking key use symbols as shorthand when marking. Pupils are to be made clear about what the symbols represent and will be able to see them on the classroom walls.

Pupils' response to the comments

- Pupils should be given time at the start of a lesson, to read and consider the written feedback (Green for Growth and Tickled Pink) the teacher has provided.
- Pupils should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Pupils should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply. They will use a writing pencil to respond to all feedback.
- Pupils respond to green for growth within their work using a writing pencil, writing the correction above their original work, e.g. a correct spelling. All Pupils should sometimes be encouraged to self-evaluate and older pupils should be encouraged to identify their own successes and look for an improvement point.

- Pupils should occasionally be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our simple marking code that works for both teachers and pupils to help them understand and respond to feedback and, ultimately, progress in their learning. The core of this marking code is set out below, although some additional age-appropriate elements may be included in some phases of the school. All staff will mark in pink pen and children self-mark, correct, edit and improve their work with pencil where appropriate.

Guidance for using codes: all codes are written in the margin. There is no requirement to circle.

Symbol	Meaning
	I'm tickled pink! This part of your work is correct or meets the learning intention
	Take a look at this part again. Make the correction needed and edit appropriately
	Read through and address verbal feedback given. If space is required for correction staff should also put a green star at the bottom of the page so there can be clarity of the response and that the correction is visible.
	Correct/good point/well written (in more practical subjects, such as PE, this could be a 'thumbs-up').
	Incorrect/wrong point (in more practical subjects, such as PE, this could be a 'thumbs-down').
Sp	Correct a spelling mistake (these words should be redrafted as part of good retrieval practice exercises to support memory).
P	Correct a punctuation mistake (these sentences should be redrafted as part of good retrieval practice exercises to support memory).
?	This does not make sense/sentence needs to be clearer.
^	You need to add a word.
//	You need to start a new paragraph.
H	Handwriting needs to be improved

Marking Expectations

Extended Writing

- When starting extended writing, children look back at their work to find their step
- Extended writing is marked in depth
- Writing is edited by pupils using green box marking and editing flaps
- Every symbol for editing is responded to
- Maximum of 3 spellings identified for correction
- Next step identified – word or phrases

Wider curriculum

- Every piece of work is marked
- Peer marking is checked by a teacher – errors are adjusted
- Green highlighting, symbols for editing, and challenges in maths are responded to in pencil

Spelling

Spelling must be addressed at **an age and stage appropriate level** in all written pieces.

Handwriting

Correct handwriting in all written work. Choose one or two letters and model at the bottom of the page. Alternatively look for patterns of letters like decenders or letters with a 'stem.' Highlighters are useful ways to provide support. Correct digits in Maths. Children should write the letter or digit 5 times (no more).

Student marking (self-and-peer- assessment).

Children are asked to reflect on their own learning. The children are asked to consider how well they think they have achieved against the learning objective and the success criteria. Self-assessment is not about how well they enjoyed the lesson, although positive learning should be enjoyable. The children are asked to complete the following:

The following sentence stems are used in the classroom to further support pupils' ability to reflect on their learning:

	What went well?	How could you improve?
Self-assessment	"The things that went well were..." "I am good at..." "I am proud of..." "The best bit of my work is..."	"To improve my work I need to.. "Next time I work on this topic I must remember..." "I need to focus on..."
Peer-assessment	"The best bits about your work are..." " You should be proud of..." "From your work I have learned how to improve my own by..."	"To improve your work you need to..." "To help you understand, here is the correct workings for question..."
Use the suggested sentences to help you reflect on your learning.		

Keeping it consistent:

- Class teachers will acknowledge at the top and the bottom of the work.

Top: highlight the LI (not the whole of the title) in pink (if the LI is achieved independently and the child is ready for the next step), or green if the LI was not achieved.

Bottom: a comment or tick

- If work has been marked during the lesson by an HLTA/LSA then teachers will initial at the bottom of the page to indicate that they have seen it
- Correction of spellings. A maximum of three words will be identified in any piece of work, these should be common exception words or words that are specific and important to the topic being taught. Words may be written out correctly at the bottom of the page for children to copy out three times. Older children may sometimes be asked to use a dictionary to correct their spelling – some may need a prompt to do this e.g. the first three letters of the word to enable success
- Stamps and stickers may be used where appropriate