



Marking and Feedback Policy

Reviewed: January 2022

Next Review: January 2023

Goldsmith Primary Academy Marking and Feedforward Policy

INTENT

At Goldsmith Primary Academy we believe that a successful quality marking and feedforward policy will contribute to all children being active participants in their learning enabling them to reach their academic and personal potential. In doing so, our comprehensive Marking and Feedforward Policy reassures and motivates children and adults alike in the pursuit of excellence in learning. Marking is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child.

Our policy is underpinned by key principles. We believe that good marking practice includes:-

IMPLEMENTATION

Effective Feedback should:

- Be provided in a timely manner
- Provide clear information to children about the strengths and weaknesses of their work.
- Encourage children to strive and improve and promote independence of self correcting.
- Direct children to what they need to do to improve their work and the next steps they need to take.
- Identify achievements and the next steps in their learning
- Relate to learning objectives for each lesson
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work through next steps
- Be read by pupils and time should be given for them to improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work.

IMPACT

Why do we mark children's work?

- To help teachers monitor children's progress and to diagnose what has not been understood so as to assist forward planning and learning

- To provide helpful feedback to children so that: their needs are identified and we can discuss with them what they find difficult and the next steps they need to take
- To ensure that children's achievements are recognised thus giving encouragement and building confidence
- To ensure set tasks have been carried out to an expected standard

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.

- Teachers will share learning objectives (LO) with pupils in all lessons
- Teachers will clarify, understand and share clear success criteria for pupils to self or peer assess against as appropriate.
- We encourage pupils to see themselves as the 'first markers' and audience for their learning. Children should be encouraged to find their OWN mistakes and to check and improve their own work individually or with the help of a peer before showing their work to the teacher. As such, this will be through using VCOP colours within their writing.
- Teachers must plan for feedback to take place and should include a range of assessment types including peer and self-assessment.

Children's response to marking:

All staff emphasize the importance of understanding the marking system and the positive effect the process has upon the pupils. Close reflection and review of the teachers' marking by the pupils is imperative, otherwise it negates the precious time the teacher has spent upon it, and does little to improve learning. Children should be given time, at the start of each lesson or in a discrete time set to be able to read and respond to the written feedback the teacher has provided. Children 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. Children should be expected to respond to the written feedback, either by correcting their mistake in purple pen or by writing a reply.

Quality teacher Next Step marking: Rich formative assessment to 'close the gap' or extend:

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 / Stretch- A child has demonstrated secure understanding during the lesson and so is offered a challenge or a new context. Examples can be seen further down this policy.

EYFS

In EYFS, marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations- using a circle for letter/number formation,
- short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special books

EYFS

Word Underlined in orange or circled if incorrect 	E.g. Use phonics to help you spell the word.
	Look at the letter circled? Does it need an uppercase or lowercase letter? The space where a full stop should go could also be circled.
VF	Teacher has spoken to you about how to improve your work.




What codes are expected within children's books:

What is my #feedforward telling me?

All Year Groups:

Your teacher will be giving you verbal #feedforward in all of your lessons. As they give you #feedforward. Your teacher will visit your books, to give you written #feedforward in your work. They will do this in green pen. You will see these three symbols appear in your work:

Edit and correct your work in purple pen, so it is clear for your teacher to see how you have made progress.

Symbol			
Meaning	A tick means your teacher likes something you have done or you have correctly answered a question.	A circle around a word or answer means you have made a mistake. You need to correct this using purple pen.	An arrow means your teacher would like you to complete an additional work or follow an example. Please do this using purple pen.

It is **YOUR** responsibility to make changes to your work.

You will frequently be asked to self-assess in purple pen. You may need to ✓ or • your work. Sometimes, you will be asked to highlight your work for VCOP:








VocabularyConjunctionsOpenersPunctuation

What is my #feedforward telling me?

KS1:

Your teacher will be giving you verbal #feedforward in your lessons. Your teacher will stamp the L.O if you are on track to achieve it. If they are proud of your effort, they will give you a sticker: They will also indicate if you have had some support by writing either a 'T' or a 'Ta' next to 🎯 the L.O.

They may also write in your book using **green pen**, using some of these symbols in the margin of your work:

 Minimum of 2 errors to be circled in green and corrected by pupils in purple .	  A capital letter or full-stop is missing (KS1).	 Finger spaces are missing.	 A piece of punctuation is missing.
 A word is spelt incorrectly.	 Careful with your presentation/ handwriting	 A word is missing from your sentence.	 Verbal feedback has been given

Edit your work in **purple pen**, to correct errors shown above.

Your teacher, if needed, may use this symbol: 

This means they want you to complete a next step which will help you make progress.

Complete this task in **purple pen**.

You will frequently be asked to self-assess in **purple pen**. You will be asked to highlight any written work using VCOP colours.







What is my #feedforward telling me?


KS2:

Your teacher will be giving you verbal #feedforward in your lessons. Your teacher will stamp the L.O if you are on track to achieve it. If they are proud of your effort, they will give you a sticker: 🍌 They will also indicate if you have had some support by writing either a 'T' or 'Ta' next to the L.O.

They may also write in your book using green pen, using some of these symbols in the margin of your work:

 Minimum of 3 errors to be circled in green and corrected by pupils in purple.	 Careful with your presentation/Handwriting	 Your vocabulary choice needs to be edited.	 A conjunction is missing or needs to be edited.
 An opener needs to be edited or has been overused.	 Your use of punctuation needs to be edited.	 A word is missing from your sentence.	 Verbal feedback has been given

Edit your work in purple pen, to correct errors shown above.

Your teacher, if needed, may use this symbol: 








This means they want you to complete a next step which will help you make progress.

Complete this task in purple pen.

You will frequently be asked to self-assess in purple pen.. You will be asked to highlight any written work using VCOP colours.

Vocabulary	Conjunctions	Openers	Punctuation
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Stamps and quantity of marking within books across KS1/KS2:

Subject	LO Stamp	Marked using marking policy	Self Assessed	Peer Assessed	Next Stepped	2 Star and a Wish	Writing Assessment Grid
Stamps							
Maths	Top left -Daily (TTTT)	X 2 Weekly	X 1 Weekly	X 1 Weekly	X 2 Weekly		
English/Phonics	Top left -Daily (English) Not needed for phonics	X 2 Weekly	X 1 Weekly	X 1 Weekly	X 2 Weekly		
Big Write	Top left -Every Big Write	Every Big Write		Once every three pieces Using Peer Assessed Stamp- this should not be the moderated piece of writing.		Once every three pieces using : 2 stars and a wish	Once every three pieces (twice per half term)
Reading	Top left -Every domain lesson taught	X 1 Weekly	X 1 Weekly (Domain lesson)		X 1 Weekly Domain (when required)		
GPS	Top left -Every lesson taught 1 x Weekly	X 1 fortnightly	X 1 fortnightly		X 1 fortnightly Domain (when required)		
Science	Top left -Every lesson taught 1 x Weekly	X 1 Weekly			X 2 Each Half Term		
Theme / Art	Top left -Every evidenced lesson (min 1 x Weekly)	X 1 Weekly	X 1 weekly (if second lesson evidenced)		X 2 Each Half Term		
Spanish	Top left -Every lesson	X 1 Fortnightly					