



# Marking and Feedback Policy

Policy reviewed by Academy Transformation Trust on	October 2017
----------------------------------------------------	--------------

This policy links to:	Located:
<ul style="list-style-type: none"><li>• Academy Improvement Strategy</li><li>• Achievement Strategy</li><li>• Curriculum Strategy</li><li>• Teacher standards</li></ul>	

Review Date – October 2019



## **Our Mission**

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

## **Our commitment**

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

## Introduction

### Policy statement

This guidance is to support academies and sets out some key principles that can and should be reflected in all academies policies and practices.

ATT believes that **all** Academies should have a marking and feedback policy and that the core principle of that policy should reflect that marking and feedback is to support the achievement of learners.

ATT is clear that marking and feedback represents an important dimension of effective teaching practice. Marking and feedback:

- ensures that teachers and parents understand where pupils are with their learning and what they need to do to improve further;
- informs interventions to make sure that pupils' progress is on track; and
- supports pupils' evaluation of their own learning.

When marking and giving feedback, all teachers should keep in mind a core set of goals

The best outcomes can be achieved by focussing on the following important points:

- The individual pupil's abilities and goals
- The areas a pupil can improve
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding

- Avoiding giving grades for every piece of work

ATT fully supports the findings on marking and feedback of the Independent Teacher Workload Review Group established by the Secretary of State. The Review Group was tasked with assessing the contribution made by marking to excessive and unnecessary teacher workload. The Review Group's report sets out steps that should be taken in schools to tackle marking-related workload burdens in ways that recognise how feedback can be used effectively to support pupil progress and achievement. All Marking and Feedback policies should reflect the advice given in this report.

At Caldmore Primary Academy, all marking provides an opportunity to value pupils' work, identify misconceptions or next steps and evaluate the extent to which the objective has been achieved. Marking must be a process of creating a positive dialogue with the children, through which feedback can be exchanged and questions asked; the pupils are actively involved in the process.

Consistencies:

Teachers must write in **green** pen.

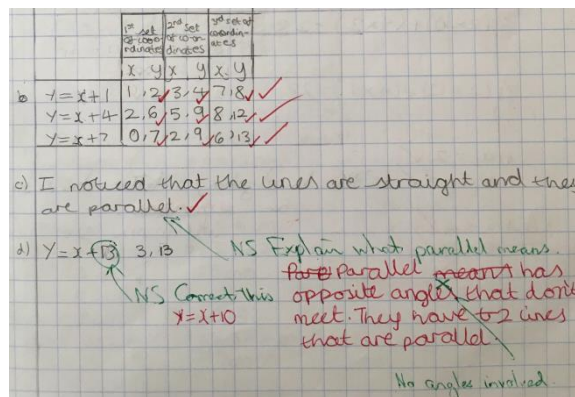
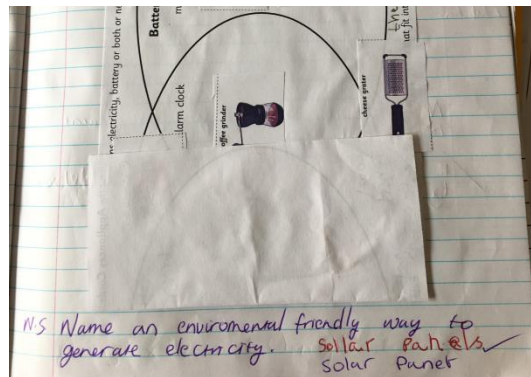
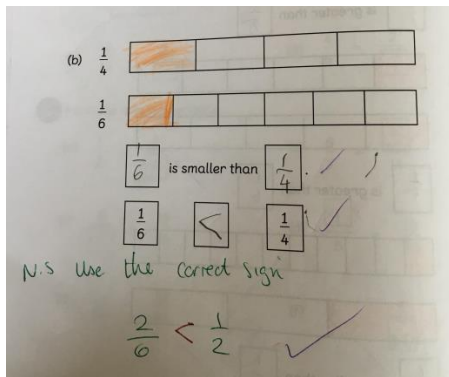
Support staff must write in **purple** pen.

Supply staff must write in **black** pen.

Pupils must respond to marking in **red** pen.

**NS** – 'Next step'. This must be short, sharp and task based. Pupils' responses must be checked and any misconceptions addressed.

**VF** – 'Verbal feedback'. This is written when a task or misunderstanding has been discussed with the pupil but written evidence is not provided.



Guidance is given through observation and verbal feedback. Written work, when produced, is marked against the learning objective. A **tick** is given for correct mathematical work or a **dot** for incorrect work.

### KEY STAGE 1 and 2

Children to write the date in short for Mathematics e.g. **01.10.15** , and in full in all other books e.g. **Monday 21<sup>st</sup> September 2015**. Marking is against the learning objective, referred to as the 'Learning Journey' (LJ), which can be written by an adult at the beginning of the lesson or printed off and glued in. By the end of KS1, the majority of the children are expected to write this independently.

All books must contain evidence of every lesson and every lesson must be marked. A **tick** is given for correct mathematical work or a **dot** for incorrect work. Next step marking should be evident in pupils' Literacy/RML, Maths and Creative Curriculum books a **minimum of once every week**, although it is good practice to use this strategy whenever appropriate.

When a task is writing based, marking will be against differentiated success criteria:

Outstanding progress in this lesson means...	I think...	My partner thinks...	My teacher thinks...

When pupils are working through the process of an initial draft → edit → final piece of writing, they must also be supported by pink/green highlighting to identify strengths and areas for development within their draft.

What to do...	I think	My partner thinks...	My teacher thinks...
* Organise your work into paragraphs.	✓	✓	✓
* Introduce a main setting.	✓	✓	✓
* Describe the setting using adjectives and adverbs.	✓	✓	✓
* Introduce your main characters: name, age, who they live with, what they look like.	✓	✓	✓
* Introduce the story of your evil character: they are not in the setting yet but your character has heard of them.	✓	✓	✓

If you travel far North, you will reach a bustling, frosty town called Hollam. In this town, it is always busy, snowy and freezing cold like the Arctic.

A young 8 year old girl named Lily lived in this town. She lived in an old, tatty, crooked house with her <sup>parents</sup> mom, a dad and <sup>her</sup> twin brother, Liam. Lily has blonde hair, eyes like diamonds, a kind generous personality and love for her <sup>family</sup> ~~everyone~~ and everyone else. Lily and her family were poor.

Although the town was full of busy, chattering, rushing people, a few times every year a sinister silence layed over the town. The people in the town didn't dare to open their windows or doors. The town's people did this because they knew the Ice queen (Queen Mary) would be rounding her wolves up and getting her sledge downed. It had been happening for centuries. Hundreds of children had already been kidnapped and taken to the Ice queen.

If you travel far North, you will reach a bustling, frosty town called Hollam. In this town, it is always busy, snowy and freezing cold like the Arctic.

A young 8 year old girl named Lily lived in an old, tatty, crooked house with her parents and twin brother Liam. Lily had blonde hair, eyes like diamonds, a kind generous personality and love for everybody. Lily and her family were poor.

Although the town was full of busy, chattering, rushing people, a few times every year a sinister silence layed over the town. The people in the town didn't dare to open their windows or doors. The town's people did this because they knew the Ice queen (Queen Mary) would be rounding her wolves up and getting her sledge downed. It had been happening for centuries. Hundreds of children had already been kidnapped and taken to the Ice queen.