

Mill View Marking and Feedback Policy

It is paramount that meaningful feedback is provided well to ensure it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This policy set outs a standardised approach to marking and feedback to ensure consistency across the whole school and that will contribute to all children being active participants in their learning, and to the raising of standards.

Key Principles of Marking and Feedback:

In line with the most Education Endowment Foundation's (EEF) recommendations for teacher feedback to improve learning, we have compiled our key principles for marking as follows;

- Before providing feedback, teachers provide high quality instruction, including the use of formative assessment strategies. This will vary by key stage and subject.
- Deliver appropriately timed feedback that focuses on moving learning forward, this may be immediate or delayed depending on the teacher's judgement
- Marking and feedback must target the specific learning gaps that pupils exhibit
- A plan for how pupils will receive feedback will be in place
- Opportunities for children to use feedback are to be given. Only then will the feedback loop be closed so that pupil learning can progress
- Marking and assessments, including STAR tests, will inform future planning
- Marking and assessments will enable the monitoring for attainment and progress

Marking Guidelines

The following guidelines are to be adhered to across school and in all subjects:

- Teachers will mark work in blue ink.
- Teachers must model a legible handwriting style (in line with year group expectation) □ Children will mark and edit work in green pen.
- Teachers and teaching assistants must record the level of support given to the child in completing the work.
- Time must be given to children to respond to feedback when deemed appropriate by the teacher.
- Verbal feedback does not need to be recorded in written form

Feedback and Marking in Practice

Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome (EEF, 2022). It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust subsequent teaching episodes and necessary intervention.

Feedback occurs at one of four common stages in the learning process:

1. **Immediate feedback** – at the point of teaching
2. **Summary feedback** - at the end of a lesson/task

3. **Next lesson feedforward** – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. **Summative feedback** – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

General

In all written recorded lessons, a typed date and learning objective, in the school handwriting font, will be stuck at the start. This will also have a space for children to self-evaluate how secure they felt their learning and understanding was in the lesson. In Key Stage One this will be in the form of colouring in smiley faces (see below) and in Key Stage Two this will be in the form of tick (see below)

At the bottom of the Key Stage One learning objective slip, there is space for a teacher to acknowledge what support was given to a child in the lesson. In instances where specific questions or parts of the learning has been supported, in all year groups, a teaching assistant or teacher can use the codes below, next to the question/area of learning that has had support.

T Teacher Support

TA Teaching assistant support

All work will be deemed as independent if no acknowledgement to support has been made.

Teachers must tick the learning objective when marking foundation subjects/all work to acknowledge how the objective has been met.

Key Stage 1 – Learning Objectives

All subjects (except Shared Read)

Wednesday 8 th September	Me	Teacher
I can describe a setting		
support independent group		

Shared Read

Wb 14- March Shared Reading-Black Beauty by Anna Sewell	*Image of book
What does the author want you to think about Black Beauty's early life?	
What impressions do you get of John and Black Beauty's relationship?	
How does his work under a new master as a cab horse compare to his first week?	
How can you perform the playscript to fully convey the feelings of the characters?	
What does the author want you to think about Black	

Key Stage 2 – Learning Objectives

English

Wednesday 8 th September		Me
I can write a setting description applying all my writer knowledge		
Successes 	Next steps 	

Maths

Wednesday 8 th September	Me
I can multiply decimals.	

Foundation Subjects

Wednesday 8 th September	Me	Teacher
I can use primary sources to find evidence.		

Shared Reading

Wb 14 th March 2022	*Image of book
Shared Reading-Black Beauty by Anna Sewell	
What does the author want you to think about Black Beauty's early life?	
What impressions do you get of John and Black Beauty's relationship?	
How does his work under a new master as a cab horse compare to his first week?	
How can you perform the playscript to fully convey the feelings of the characters?	
What does the author want you to think about Black	

Where a lesson is not recorded in the written format, evidence of the lesson will be referenced on our online learning platform, Seesaw. This lesson does not need to be referenced in text books also.

When uploading content to Seesaw for lessons the following must be included in the post:

- The learning objective for lesson and if it has been met.

- Any support given to children needs to be referenced
- The post will be saved under the correct subject folder

Marking work on Seesaw will consist of live marking, voice notes and written comments. Children will be given time to respond to this marking. Work on Seesaw will feed into whole class feedback, where appropriate and the 'like' button will be used to acknowledge this work.

Whole class feedback sheets

For the following subjects; English, Maths, Shared Reading (one feedback sheet per book) and Science a whole class feedback sheet will be used to outline positives of the learning within a lesson and next steps, which will subsequently inform future teaching. The sheets will replace writing individual comments in children's books, however, verbal feedback or support to individual children should still be used alongside the whole class feedback.

The whole class feedback sheet might include things such as the technical accuracy of the writing: spelling errors, punctuation omissions, grammatical mistakes and other transcription mishaps, as well as any content improvements. Examples of what went well or where errors have been made could be used in the next lesson as a teaching point (where it is an error, teachers might use the mistake anonymously or write a similar sentence with the same error).

An example template for the teacher's feedback sheet for these subject areas is available in Appendix A. Teachers can edit these sheets to suit the needs of their class as long as the main headings are completed (examples of good work and common misconceptions). This includes using the same headings on a Padlet, if an electronic platform is preferred to be used.

e.g. <https://millviewprimary.padlet.org/jessthomson2/rss9qlx0hzqbd55f>

Writing Marking

A whole class feedback sheet will be completed for all English and shared reading lessons, either on paper or electronically, including on Padlet.

Editing and proof reading (in English and all subject areas)

Proof reading and editing are key skills children need to be taught and applying through practice in lessons. Time needs to be allocated to teach children these skills specifically. Children will complete their editing and proof reading in green pen. Where appropriate targeted support for the editing and improving process will be given to children who need it.

- **Proof reading** - involves pupils checking their work for punctuation and spelling errors as well as checking for grammatical accuracy e.g. consistent tense, Standard English. This should be done at the beginning of each session.
- **Editing** - making changes to vocabulary and grammar in order to make their writing more interesting to read. This does not need to be completed after every session and can be left to the teacher's discretion to decide the appropriate time to focus **edit** a piece of writing.

Editing and proof reading in KS1:

- In Year 1 the children will develop early proof reading to check for capital letters and full stops and accurate letter formation, using green pen, in all pieces of written work.
- In Year 2 the children will build on this with support to make simple additions, revisions and proof- reading corrections to their own writing, using green pen.

Editing and proof reading in KS2:

Year Group	Editing	Proof reading
3	Begin to evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements	Proof-read for spelling and punctuation errors
4	Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation Make appropriate additions, revisions and corrections when proof-reading and editing	Make appropriate additions, revisions and corrections when proof-reading and editing
5	Evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements including the accurate use of pronouns in sentences	Proof-read for spelling and punctuation errors
6	Summarise longer passages to clarify and enhance meaning Evaluate and edit to make appropriate changes to grammar, vocabulary and punctuation including use of tense, subjectverb agreement and register, to enhance effects and clarify meaning	Proof-read for spelling and punctuation errors

Marking spelling (in English lessons and across all subjects)

- Identify misspellings using stage 1 to 4 from the hierarchy below
- Identify no more than five words in a piece of writing for pupils to correct. In Key Stage 1 this should primarily be a focus on the common exception words.
- Pupils should be given time each day to make corrections to spellings from the previous day, using classroom resources for support e.g. *working wall*, *word mats*, *spelling lists*, *phoneme chart*, *dictionaries*. Where appropriate recurring inaccuracies in spelling should be practiced by writing it correctly 3 times below the work.

For example: said _____

Stage	Teacher Action	Example
1	Highlight the error the pupil has made within the word for the pupils to correct using pink highlighter.	I went on the trayn. Dont rush!
2	Underline the word where the error has been made. The pupil will need to identify the error before correcting it above in green pen.	I went on the <u>trayn</u> . <u>Dont</u> rush!

3 (yr3/4)	Use a symbol or highlight <u>in the margin</u> to show that there is an error on that line. The pupil will have to look carefully along the line to identify the error before correcting it. Sp – spelling P – punctuation	SP I went on the trayn. P Dont rush!
4 (yr5/6)	Write a general reminder for pupils to check spellings at the end of a paragraph or block of text. This is suitable for independent work to use for assessment.	Check your spellings

Phonics

All phonic lessons will be evidenced via Seesaw with the lesson focus clearly stated. Any children identified by the teacher to need additional support with the day's learning will complete a short same-day 'keep up' session to revise the learning.

Maths Marking

- A whole class feedback sheet is to be used each lesson on paper or electronically, on Padlet.
- All journaling and practice books need to be marked with ticks. Any errors in calculations will have a 'dot' next to the answer and will be revisited next lesson/later the same day.
- All inaccurate number formations need to be circled and practiced by the child in their books.

Marking annotations across school in all subjects

The table below outlines the marking annotations that will occur across school for all subjects. By having consistency in our marking annotations, we are enabling children to become more independent in their revisions as they progress through school. In Key Stage 1 and lower Key Stage 2, the children will be taught and supported with their revisions and editing before completing this with independence in Year 5 and 6. Teachers will use their knowledge of the children in their class to judge the amount of support needed in this process and provide accordingly.

Annotation	Meaning
~ nice	Choose a better word
//	New line/paragraph needed
^	To indicate something is missing
O	Where a capital letter should/shouldn't be If a letter or number is reversed
Highlight/____ /sp	Spelling error (linked to feedback stages)
p	Punctuation error (linked to feedback staged)



Appendix A

Whole Class Feedback Sheet – Shared Read (one sheet per text)

Book and Lesson Number:

Date:

Celebrations	Assessment and Response
Step 1: Read / Vocabulary	Step 2 & 3: Model / Practice
Step 4: Step Apply	Misconceptions (to be addressed in future lessons)

Whole Class Feedback Sheet – English

Learning Objective(s):

Date:

<i>Immerse</i> ☐	<i>Analyse</i> ☐	<i>Plan</i> ☐	<i>Write</i> ☐
Celebrations		Assessment and Response	
Spelling and/or Phonics (year group expectations)		Grammar and Punctuation (year group expectations)	
Handwriting, presentation and attitude to learning.		Misconceptions (to be addressed in future lessons)	

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Whole Class Feedback Sheet – Maths:

Learning Objective(s):

Date:

Celebrations	Assessment and Response
Feedback from Practice Pages:	
Misconceptions: (Pupils)	Presentation: (Using rulers, numbers in squares, formation of numbers, setting out calculations)