

# IVY LANE SCHOOL



## MARKING & FEEDBACK POLICY

(IVY/POL042)

Review date	Date agreed	Next review
Dec 2014	Dec 2014	Term 5 15/16
Dec 2017	Jan 2018	Term 2 19/20
Sept 2020	Sept 2020	Term 6 22/23
Sept 2023		

## Ivy Lane School Marking and Feedback Policy

### Introduction

***“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback’”***

*Professor John Hattie (Influences on Student Learning)*

The research of eminent educationalists such as Dylan William, Paul Black (Inside the Black Box), Shirley Clarke and John Hattie highlight the fact that formative assessment (assessment for learning) plays a fundamental role in ensuring pupils make good progress, therefore raising standards.

***“standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards. We know of no other way of raising standards for which such a strong prima facie case can be made on the basis of evidence of such large learning gains”***

### ***Inside the Black Box (Dylan William and Paul Black)***

With all marking and feedback, our aim is to provide timely, high quality and personalised feedback that feeds into planning and improves outcomes for all pupils whilst working efficiently to enable us to spend less time marking and more time planning the next part of the learning process for maximum impact.

### General

- Teachers will mark in **green ink** to contrast with the colour of the pupil's recording (pencil or blue ink).
- KS1 & KS2 teachers to use the relevant **marking key** ( See Appendix).
- Whenever possible, learning will be marked with the pupil during lessons to allow discussion and encouragement.
- **Written comments (where these are necessary or appropriate)** will be clear, legible and in appropriate language and script, so that the pupil can understand and respond. It is anticipated that written feedback will be given to pupils from Yr 2 – Yr 6 following an extended writing task in conjunction with the use of a marking ladder.
- **Verbal feedback** is a valuable tool and is recorded in books with a V (perhaps with annotated notes). This is especially important for younger children who are unable to read a written comment.
- The use of **stampers** will help staff to mark directly against learning objectives. Stamps can be used to show the following:
  - Learning Objective met
  - Working towards Learning Objective
  - Learning Objective not met (see 'Styles of Marking' ).
 Stampers can be used in conjunction with a **whole class feedback sheet** ( See Appendix ) to allow teachers to keep a record of children who performed very well, those who need further support and to note common misconceptions in order to inform planning next steps.
- Marked learning should be **returned to each child as quickly as possible** i.e. the next day or lesson.
- Teachers will endeavour to view all recording and may just initial to acknowledge it has been read or seen (see 'Styles of Marking' ).

- If an adult who is not the class teacher marks work they should initial all marking to indicate it was not marked by the class teacher.
- References to the school's presentation guidelines maybe made, but should not dominate feedback and marking comments.
- **A green highlighter** can be used to highlight successes within the learning.
- Use of **visualisers** or scanned pupil learning can be used to model, feedback and share good examples.
- Teachers should use a range of strategies to feedback including openings of lessons, mini-plenaries and plenaries (inc. use of visualiser).

### Core Subjects

- Maths, GPS and writing to have regular pieces of learning marked with frequent feedback and next steps set in line with the methods outlined above.
- Reading – children to receive verbal feedback regularly and written feedback via Reading Records (see Reading Guidance)
- Incorrect spellings should be identified in books as per guidance below (see *spellings*).
- There is zero tolerance of number and letter formation mistakes and errors should always be identified in a pupil's book and then corrected by the child.
- For older pupils, children can be asked to outline their reasoning and thoughts in response to any feedback they receive. (see response to marking examples).

### Self and Peer Feedback

- **Marking ladders** should be used from Year 2 at least once per unit in English and Maths. (see marking ladders section for ideas).
- **Response to marking** should be encouraged on a regular basis in English and Maths. Please see response to marking examples for ideas. The response from a child should involve an element of extending their learning rather than just an acknowledgement that they have understood their feedback.
- **Peer assessment** is a valuable assessment and feedback tool and can support learning. Children must be taught and coached in being successful with this.
- Teachers should be conscious of checking the quality of peer and self-assessments made by children.
- Pupils should write their name below comments they have made in another pupil's book.
- For **foundation subjects** and **science** there should be evidence in books of teacher, peer and self-assessment.

### Spellings

Incorrect spelling should be identified in all writing.

- Spelling errors should be indicated in the margin with a Sp code (when appropriate) and the incorrect section of the word underlined.
- All common exception words (outlined in national curriculum) **that children have learnt** should be spelt correctly. All need to be corrected and copied out 5 times for practise if they have made a mistake. All children should be able to spell their name and class. Children in Y2 - Y6 should also be able to spell Chippenham, Ivy Lane School, days of the week and months of the year.

All other words should be marked under the following guidelines:

- For ambitious words and vocabulary the teacher will mark with the correct spelling (underlining the section of the word, marking sp and writing the correct spelling in the margin).
- For words that are phonetically decodable the code sp and the section of the word that needs correcting is underlined for the child to investigate the correct spelling (checking in a dictionary where possible).
- For words where a spelling has been taught, the teacher will mark with an sp and a x3-5 showing how many times they would like the child to write out the given word.
- It is expected that the teacher will allow time as part of responding to marking for students to correct underlined spelling errors themselves. Where possible, it would be good for a discussion to have taken place about how the child will remember the spelling next time.
- Staff should remain sensitively aware when correcting the writing of children with a specific learning need (it is recommended that no more than 5 spellings are corrected on any one piece of work - except for High Frequency words previously learned).

### **Styles of Marking**

All learning should be acknowledged by the teacher. See general section above for the approaches to marking that can be taken.

The use of stampers will help staff to mark directly against learning objectives. This is a frequent marking tool at ILS but in order to be impactful it must go hand in hand with planning.

Where a learning objective is met, there will be no need to write a next step since this pupil will be ready to continue with the planned learning – the planned learning is the next step.

Where a learning objective is not fully met, time should be taken to analyse misconceptions or errors across the whole group and to look for next steps that will address these. Planning should be updated / annotated to show this and this group should be given time to carry out their next steps at the earliest post-teaching opportunity. This may be at the beginning of the next lesson or it may be during an assembly intervention time or at another convenient time for a teacher or TA to provide some small group support prior to the next lesson. The whole class feedback sheet will be especially useful in this instance.

Where a learning objective is not met it is important to consider why this is and to act accordingly. If the planned learning was inappropriately pitched this should be addressed through planning. However, if a learning objective is not met due to poor learning behaviours then this should be made very clear at an early opportunity and before planned learning continues.

Learning objectives for each lesson must be clear, well matched and understood by the pupils. Planned learning in each subject area must remain an open, working document that is updated in the light of the information staff are gathering during the marking and subsequent sorting of the learning that has taken place. It is anticipated that time will be

saved by not writing next steps for pupils who have achieved the learning objective and not repeating the writing of next steps on individual pupil books.

### **Involving Parents**

Teachers should take appropriate opportunities to explain the thinking behind the whole school approach to marking and feedback. Information will be disseminated to parents at parents evenings, induction and open evenings. A copy of the marking key is available on request.

### **Monitoring and Evaluation**

Senior Leaders and Subject Leaders will monitor the feedback and marking in classes and provide appropriate feedback to relevant staff.

### **CONCLUSION**

Marking and feedback should be a process which supports both teaching and learning. To support progress, pupils should have a clear understanding of the success criteria, marking and feedback style and how it supports their learning.

This policy should be read in conjunction with:

Teaching and Learning (IVY/POL/041)

Reading Guidance

Assessment Policy (IVY/POL/048)

Marking Code (Appendix 1)

Presentation Guidelines (IVY/POL/053)

Reviewed by:

Helen Fahey

September 2023

Signed:

Chair of Governors

Date:



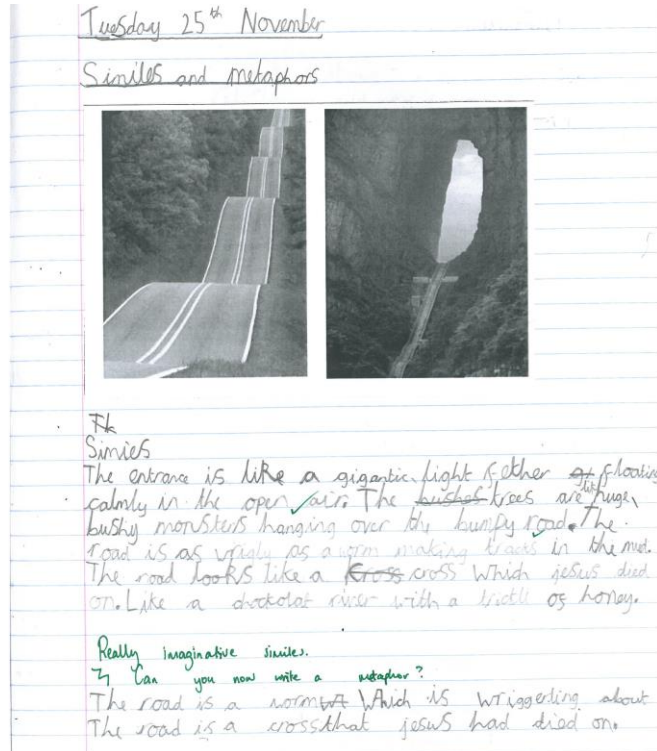
## Response to marking examples

At Ivy Lane we encourage all pupils from Year 1 to respond to marking from the teacher. This helps to ensure children are engaged in the feedback that their teacher gives them.

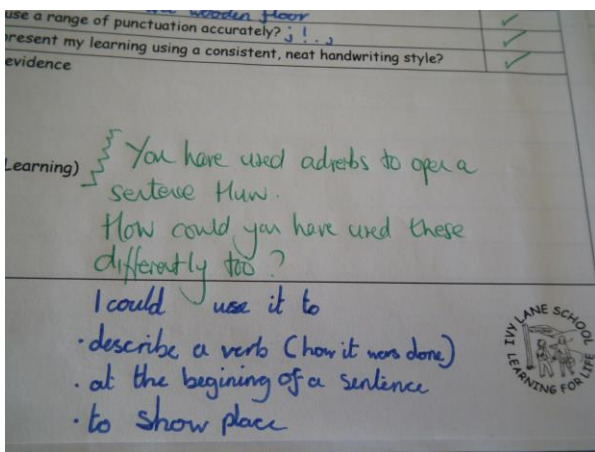
### Year 1 response to marking



### Year 3 response to marking



### Year 6 Response to marking



In maths, older children can be encouraged to respond to marking by outlining their thinking around solving a particular maths problem.

Handwritten student work on grid paper:

$25 - 20 = X$   
 $36, 35, 34, 33, 32, 31, 30, 29, 28,$   
 $27, 26, 25,$

$31 -$   
 $\underline{13}$   
 $18$

$13 \quad 18$

"31 is special, because it is 5 too little and 6 too big."

"If I add these numbers to 13 I'll get a square number..." 3, 12, 23, 36, 51.

$64 -$   
 $\underline{13}$   
 $51$

$17 + 14 = 31$

"18 and 13 won't work, because the separate lists don't have a number which is not the same."

$\begin{array}{r} 17 \\ + 8 \\ + 19 \\ + 32 \\ + 47 \\ + 64 \\ + 83 \end{array}$

$\begin{array}{r} 17 \\ \underline{64} \end{array}$ 
 $\begin{array}{r} 17 \\ \underline{47} \end{array}$ 
 $\begin{array}{r} 49 \\ \underline{22} \end{array}$ 
 $\begin{array}{r} 36 \\ \underline{19} \end{array}$

Learning questions can also be set to encourage further responses and challenges in learning. When marking, a follow up question can be linked to the skills children have been learning.

It is important to make time for pupils to respond. Early morning activities, lesson starters and plenaries can be ideal times to encourage response to marking.



**Sp****SPELLING MISTAKE**

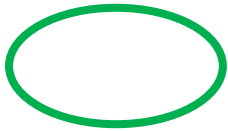
Find and correct the error or underlined (key word) for you to practise.

**MISSING WORD**

A word or group of words (phrase) is missing. Read this part and insert words.

**?****DOES THIS MAKE SENSE?**

This sentence or section does not make sense. Read it through and make improvements.

**CHANGE WORD**

This word needs to be replaced with a different or better word!

**P****PUNCTUATION**

Punctuation is missing or wrong. Find the error and make it right!

**//****NEW PARAGRAPH**

A new paragraph is needed.

**V****VERBAL FEEDBACK**

An adult has talked about this work with you.

**S****SUPPORT**

You have had help with piece of learning.



Whole class feedback sheet Lesson: \_\_\_\_\_ Date \_\_\_\_\_



Learning to praise and share	Needs further support
Presentation +/-	Basic skills errors
Misconceptions and next lesson or post-teaching notes	