The Leys Primary & Nursery School

Learning Today ….Leading Tomorrow

FEEDBACK MARKING AND RESPONSE POLICY

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FEEDBACK, MARKING and RESPONSE POLICY

At The Ley's, all staff adopt a positive and professional approach to feeding back to children about their work and progress, whether this is done orally or in writing. The language used in giving feedback supports the development of "Growth Mindsets" in our children, helping them to learn from their mistakes, work harder and believe in their abilities. We are committed to raising the achievement of our pupils. High quality and sensitive feedback is the vital element that will ensure that the pupils are actively involved in the assessment of their learning and progress. Adults working alongside pupils, understanding their skills and knowledge will allow real Assessment for Learning by everyone involved in the process. Future learning opportunities will be created and adapted by a partnership of people enjoying their learning environment.

Aims:

1. To consistently ensure pupils are aware and understand their progress and have confidence to develop new skills.
2. To lead pupils to strategies, ideas and the means by which they might improve.
3. To develop the habits of independent learning in a safe and caring learning environment, which encourages pupils to learn from both their successes and mistakes.
4. To recognise that real ownership of their environment and choice of resources increases motivation and self-esteem, creating learners who ask questions.
5. To monitor pupils' progress, feedback this progress with pupils regularly, so creating future plans and learning opportunities that are more effective and better understood by pupils.

Responsive Teaching- Assessment for learning

Review prior learning at the start of every lesson. This may take the following forms:
- Completing a short task which allows for pupils to apply skills taught previously
- Asking higher order questions that extend thinking about prior learning
- Responding to marking by rehearsing improvements/correcting errors
  - ➔ Co-operative=using talk/co-operative improvement
  - ➔ Independent=using their purple polishing pen

Share objective and model skills/steps to success in order to achieve the objective.
- Refer to WAGOLL(*What a good one looks like*), and WABOLL (*What a bad one looks like*)
- Use Talk partners discussing learning/rehearsing steps

Identify pupils for 'cut away' groups to support in same day intervention
- pupils who need further teacher/ support staff input
- pupils who need more challenge or scaffolding

Throughout the lesson teachers and assistants actively assess pupil progress by

- giving verbal feedback on what they are doing well, and offering 'next steps'.
- using marking code to help pupils identify progress made
- giving support to access strategies to allow them to apply skills
- giving opportunities to review their own learning (meta-cognition) either through:
- peer assessment/cooperative learning
- self-assessment using reflective codes
- giving further challenge as needed

Marking Guidelines

Active Marking- Verbal Feedback session with Class teacher or Teaching Assistant

We encourage active marking throughout each lesson, to be completed by both the class teacher and teaching assistant.

For Writing and Maths subjects, each pupil will receive verbal feedback once a week by the classteacher. For these subjects both the class teachers and teaching assistants should select a focus group of pupils to target daily.

For Foundation & Science subjects, class teachers must target a number of pupils and provide verbal feedback, ensuring all pupils are seen at least once during the duration of the topic.

These verbal feedback sessions must be recorded as **VF** in all books using the following format

- o **VF** (Verbal Feedback) this code should be followed by a brief explanation or outline of verbal feedback provided to pupils and use following codes below.

- o ==pink highlighter== this colour code should be followed by an explanation of why work is excellent (tickle me pink) and rationale for Nominate for a Head teacher Award.

- o ==green highlighter== this colour code should be followed by an explanation why pupil has achieved steps to success.

- o ==yellow highlighter== this colour code should be followed by an explanation to address misconceptions, next steps or direct the pupil to make the improvement in the lesson.

- Use 'SD' (seek and destroy) in the margin to encourage pupils to edit and improve their work and use 'Sp' in the margin to encourage pupils to correct their spellings.

- CFS- Check for sense or a wiggle green line will indicate that learning needs to be reviewed or rechecked.

- Green pen 'thinking dot' for answers that need to be reviewed during a reflection.

- Green pen 'thinking dot' with a circle will show that pupils have reviewed answers.

- Draw the Next **Step** ladder to show pupils what you want them to do next. They must refer to the curriculum subject and are aimed to move learning on during Verbal Feedback sessions.

All teaching staff should always:

- Use a green pen when marking a piece of work.

- HLTA & Teaching assistants must initial in green pen alongside any marking

Pupils should complete one of the following to help teachers assess their learning for that lesson:

- The following performance tags written near the date

Red – Stuck. I really didn't understand and need it re taught.
Amber – Struggling. I might need some more time looking at this.
Green – Success. I understand the learning.
Blue – Sky High. I am confident enough to coach.

- Written reflection in purple pen

Pupils in years 3 – 6 are also expected to write some more in depth reflections using examples of sentence starters provided by the class teacher.

We encourage all staff to use known metacognition strategies and Same Day Interventions to support verbal feedback.

Light touch Marking

We do not require all pupils to have a daily Verbal Feedback session, for other pupils a light marking is required after lessons. The light touch mark codes should be used for PPA cover. A light touch marking should always include a comment **for effort.**

In Reading,independent activities are all to be light marked. With pupils using self or peer assessment before teachers mark.

Teacher should use the following marking codes for Key Question on learning slips:

<mark>Pink highlighter</mark> for examples of excellence in (tickle me pink). Nominate for a Head teacher Award.

<mark>Green highlighter</mark> to indicate steps to success achieved,

<mark>Yellow highlighter</mark> to address misconceptions, direct the pupil to make the improvement in the lesson.

Pupils should complete one of the following to help teachers assess their learning for that lesson:

- The following performance tags written near the date

<mark>Red – Stuck. I really didn't understand and need it re taught.</mark>
<mark>Amber – Struggling. I might need some more time looking at this.</mark>
<mark>Green – Success. I understand the learning.</mark>
<mark>Blue – Sky High. I am confident enough to coach.</mark>

- Written reflection in purple pen

Pupils in years 3 – 6 are also expected to write some more in depth reflections using examples of sentence starters provided by the class teacher.

In order for them to get better at reflecting effectively and so that they know their reflections are valued, teachers must spend time reading pupil's reflections and giving constructive feedback to the pupils. Spending time reading the pupil's reflections will also provide the teacher with an invaluable source of information about their children as learners.

- Peer/ Paired Assessment

Learning from and listening to others is a key element in metacognition. To ensure that pupils have access to good language and behaviour models, children should sit in mixed abilities. It is good practice to regularly change the talk partners that the pupils have.

Teachers should try to keep meta-cognition at the forefront of their minds in all their teaching and should model reflective behaviour to the children through their own use of reflective language.

All pupils are also expected to participate in Paired or Peer Assessment.
Year 2 & Year 3 pupils can be 2 Stars & A Wish template.
Other pupils are required to use WWW (what went well) & EBI (Even better if) to help support their feedback to one another (See templates below)

Pupils must have **regular structured opportunities** to share their reflections. Structuring is very important in ensuring that every pupil participates equally and is accountable to somebody else for their ideas and responses.

> When asking pupils to share their reflections the teacher carries out the following steps:
> - The teacher gives pupils some thinking time.
> - When working with a partner the teacher gives each child the same amount of time to share their reflections.
> - The listener is asked to paraphrase what their partner has said. This promotes active listening.

Marking non negotiables

- All pupils to have a **paper strip** (excluding Reading books) stuck into their books for every new piece of learning (as needed 2/3 times weekly) containing the:
  -A Quest Question linked to the learning objective
  -Steps to success:
  -Can I still?

  - All pupils should write the <mark>short date</mark> on the left hand side of the page (no underline).
  - **NO SCRIBBLES OR MARKINGS ON BOOKS** (line ruled through mistakes in books, no rubbers)
  - Neatly presented handwriting is always expected
  - Pupils with pen licences can write in pen in English, Science and Topic Books. Pencil to be used in Maths books and for homework.
  - Worksheets to be glued into books neatly without folding.

Presentation Guide to be stuck inside covers of ALL books (see below)

Pen Licences will be issued to pupils in the Juniors when their written work is of a high standard. The pen licence can be withdrawn for a designated time, and re-issued when appropriate (See Handwriting policy).

SDI (Same Day Intervention) this code can be used when working with pupils in afternoon interventions.

Monitoring and review:

Implementation of this policy will be monitored by the assessment leader, team leaders, subject leaders, and SLT through:
- ✓ Learning walks
- ✓ Work scrutiny
- ✓ Observation of the policy being implemented in the classroom
- ✓ Portfolios of exemplification marking and feedback will be collected and distributed to staff

'Dyslexic Friendly' Statement

The Leys Primary and Nursery School is an inclusive school and uses the British Dyslexia Association 'Dyslexia Friendly' approach. As such teachers are trained and supported to identify and respond to the difficulties that a dyslexic learner may encounter. We have a zero tolerance of failure and believe if a child cannot learn the way we teach, then we must teach them in a way that enables them to learn. We recognise that a multi-sensory approach to teaching and dyslexia friendly classrooms promote positive and effective learning for all pupils, and feel successful that strategies that support dyslexic pupils are good for all children.

Classrooms support dyslexic learners by providing a stimulating environment that reflects the topics being studied and key vocabulary is clearly displayed. Staff use coloured backgrounds on Smartboards and dyslexic friendly fonts. Children have access to a variety of visual resources to support their learning including number lines. Staff are creative about how children record their work, sometimes using computers, timelines, diagrams, pictures or a scribe. We work hard to ensure that all children achieve and that all children's strengths and talents are recognised and celebrated.

Review of the policy to be undertaken as necessary to incorporate changes within the curriculum and/or staff feedback.

Signed	D. Khangura	Head teacher September 2023

Marking Guidelines- One Page Summary

Reading	*Light marking completing and using self, peer assessment, purple written reflections and performance tags before teachers mark.*A light touch marking should always include a comment **for effort.Teacher should** use pink/green/yellow to highlight the Quest Question on learning slips.

Writing	Each pupil will receive <u>verbal feedback</u> once a week by the classteacher (and when working with a TA), using marking codes/ symbols and comment. Those working independently without a TA or Class teacher should complete performance tags or Written purple reflections- *Self or peer assessment should also be used before teachers complete a light mark.* light mark required.
Maths	Each pupil will receive <u>verbal feedback</u> once a week by the classteacher (and when working with a TA), using marking codes/ symbols and comment. Those working independently without a TA or Class teacher should complete performance tags or Written purple reflections- *Self or peer assessment should also be used before teachers complete a light mark.* light mark required.
Science	Class teachers and (TAs) must target a number of pupils and provide verbal feedback, ensuring all pupils are seen at least once during the duration of the topic- **using marking codes/ symbols and comment.** Those working independently without a TA or Class teacher should complete performance tags or Written purple reflections. *Self or peer assessment should also be used before teachers complete a light mark.*
Foundation Subjects	Class teachers and (TAs) must target a number of pupils and provide verbal feedback, ensuring all pupils are seen at least once during the duration of the topic- **using marking codes/ symbols and comment.** Those working independently without a TA or Class teacher should complete performance tags or Written purple reflections. *Self or peer assessment should also be used before teachers complete a light mark.* *For PSHE follow :* PPA Cover (HLTAs/ TAs) Supply cover
PPA Cover (HLTAs/ TAs) Supply cover	HLTA & Teaching assistants must initial in green pen alongside any marking. *Pupils completing and using self, peer assessment,purple written reflections and performance tags before HLTA/TA mark.*A light touch marking should always include a comment **for effort.HLTA/ TA should** use pink/green/yellow to highlight the Quest Question on learning slips/ date.

Our 'Top Eight' Expectations for Presentation (Key Stage 1)

1. I will write the short date in all my books.
2. I will not leave blank pages in my books.
3. If I make a mistake I will put one neat line through it.
4. I will write on the lines in my book.
5. I will always start my work from the left hand side of my book.
6. I will write neatly and present my work in my best handwriting.
7. I will not draw on the front cover of my book or doodle in my book.
8. I will write in pencil. I will only use a pen or coloured pencil if my teacher asks me to.

Signed……………………………………………………. Date…………………………………………..

Our 'Top Nine' Expectations for Presentation KS2

1. I will glue my marking slip in line and neatly in my book.

2. I will write the short date on the left hand side e.g. 24.06.2017

3. I will not leave blank pages in my books.

   If I start a new piece of work I will leave a couple of lines and draw a line underneath using a ruler and pencil.

4. If I make a mistake I will put one neat line through it using a ruler if possible.

5. I will write on the lines in my book. I will always start to write next to the margin on the left hand side.

6. I will use a pencil in my maths book.

7. When I have been awarded a pen licence
   a. I will use it for writing unless I am told otherwise.
   b. I will not use felt pens or biros in my books unless I am asked to.

8. I will write neatly and present my work in my best handwriting. I will try to use a joined up handwriting style.

9. I will not draw on the front cover of my book or doodle in my book.

Daily Learning slip:

Date	Metacognition:
Quest Question:	
Steps to Success:	
Can I Still ?	

Independent Writing Learning Slip:

Date:	Metacognition:	
Learning Question:		
Steps to Success	**Student Mark**	**Teacher Mark**
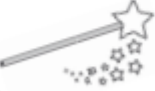
Peer Assessment slips

Two Stars and a Wish

twinkl.co.uk

Peer Feedback	Peer Name: _____
WWW (What Went Well)	
EBI (Even Better If)	