



Inspiring All to Excellence



Anker Valley Primary Academy

Marking and Feedback Policy

(EYFS and Key Stage 1)

Document Control

Policy Title	Marking and Feedback Policy
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Policy Approver	Local Governing Body

Version Control

Version	Date	Amended by	Comments
2	24.04.23	NH	Updated based on Quality Assurance provided by Vice CEO (T Hand)
3	09.05.23	NH	Marking symbols reviewed with staff and amended, as necessary.
4	11.07.2023	MH	Update shared following staff consultation July 2023 and SPR in readiness for September 2023

Section	Changes Made
Page 4	Added comment regarding children 'eye tracking' the teacher during specific learning times to maintain engagement and focus with the learning.

Anker Valley Primary Academy

Marking and Feedback Policy

Vision

At Anker Valley Primary Academy we inspire all to excellence. We value all members of our school community, encourage, and inspire an attitude to fulfil high aspirations for all. We are committed to providing a caring, secure, and vibrant learning environment, which develops their sense of responsibility as tolerant citizens of the wider world. We encourage pupils to uphold the school values of respect, kindness, courteousness, determination, and care.

Effective feedback given to pupils through marking and feedback will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Aims and objectives

At Anker Valley Primary Academy, we mark children's work and offer feedback to:

- Show that we value the children's work and encourage them to value it too.
- Help children know how to drive their learning forwards.
- Promote self and peer assessment where appropriate, whereby the children recognise their needs, and are encouraged to accept guidance from others.
- Gauge the children's understanding and identify any misconceptions to inform future planning.

We believe that all children are entitled to regular, comprehensive feedback on their learning. Therefore, all teachers will mark work, give feedback, and give children time for response as an essential part of the assessment process.

What are the principles that guide the school's approach to marking and giving feedback?

According to the 'Eliminating Unnecessary Workload Around Marking Report' carried out by the Independent Teacher Workload Review Group: Marking and feedback should be meaningful, manageable, and motivating and serves a single purpose to advance pupil progress and outcomes. The evidence reviewed by the Education Endowment Foundation also states that a child can make 8 months additional progress when marking and feedback is effectively implemented into the classroom.

The staff at Anker Valley Primary Academy have given teacher workload due consideration and are mindful of the implications of written marking and of the research surrounding effective feedback. This policy has therefore been reviewed termly by staff, with consideration given to both the impact on children's learning and staff workload. The policy will be reviewed annually with staff, with significant consideration given to the benefit and impact on pupils, compared with the time it takes for teachers to complete.

Principles of marking and feedback

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

- Marking and feedback should be the dialogue that takes place between teacher and pupil. This may be completed verbally while the lesson is taking place as live marking, depending on the age of the child or the nature of the task or teaching group.
- Marking should relate to the learning intention and be used to inform future planning relating to the children's next steps.
- Feedback may still be given on those aspects of work that are essential to achieving a good standard whatever the lesson – e.g., due regard to careful presentation, errors in basic punctuation or known spelling / grammar structures in work other than English.

Classroom Strategies

Live Marking

Wherever appropriate/possible, live marking provides individual verbal feedback to children allowing the opportunity for children to become effective learners through regular dialogue between the pupil and teacher at the point of learning.

It is always done with reference to the learning objectives and related success criteria, with the intention of progressing learning at the time.

Feedback will always include information and advice on how the pupil can improve the work so that it comes closer to achieving the stated learning intention. Teachers use the pink and green pens to dot or tick mark and where verbal feedback has been given.

Verbal Feedback

Teachers will keep in mind the following considerations when giving verbal feedback:

- Tone of voice: It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- Balancing time: If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or at an alternative time.
- Class discussions: Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan / adapt future lessons and feedback accordingly. Children will also be encouraged to 'eye track' the teacher during specific learning times to maintain engagement and focus with the learning.

Questioning

Questioning is at the forefront of formative assessment. It is the key tool in responsive teaching, with evidence highlighting its role in securing strong pupil outcomes. Teachers need feedback from multiple pupils in order to gauge the success of their teaching. Rosenshine's research (2012) shows that effective teachers ask more questions from more students in greater depth; they check for understanding, involve all learners, explore thinking processes and misconceptions, and interrogate correct answers. This is how teachers uncover misconceptions and challenge pupils to deepen understanding.

Questioning takes many forms. We promote the following strategies:

- Cold Call: This is a 'no hands up,' dialogic approach that keeps all pupils engaged. This makes feedback meaningful so that teaching is responsive to pupils' needs and levels of understanding.
- No Opt-Out: This allows teachers to return to pupils who get an answer wrong so they can show their understanding. It can also be used to engage pupils who refuse to answer to help establish a culture of academic learning and rigour.
- Think, Pair, Share: This allows all pupils to engage in a structured discussion that provides an opportunity to think generatively, share ideas and rehearse answers.
- Whole-Class Response: This allows the teacher to access responses from each and every pupil in order to get an overview of class understanding.
- Check for Understanding: This dialogic approach seeks to uncover the extent of understanding from a range of pupils to determine whether to explore, reteach, defer, or move on.
- Say It Again, Better: This allows teachers to set academic expectations for verbal responses and pupils to develop greater levels of success by adding depth, accuracy, or sophistication to initial answers. It can also be used to develop grammar.
- Probing: By asking multiple, linked questions to a few pupils, teachers can promote deep thinking and allow pupils to make connections.
- Process Questions: By seeking out the 'how and 'why,' teachers can develop pupils' metacognition, deepen their understanding, and help them to evaluate their responses.
- Hinge Questions: These are key questions that allow the teacher to know whether a teaching point needs to be developed or the class is ready to move on.

Questioning strategies are often used in combination e.g., 'Probing' may be followed by a wider 'Check for Understanding;' 'Think Pair Share' by 'Cold Call' and 'Probing.'

Comments on children's work: EYFS

There are agreed symbols or stamps for EYFS. (See marking code) which provide means of feeding back significant information to the pupil and recording information about the pupil's work, this can provide evidence for assessment. All work in the EYFS will be marked with the child. When transitioning onto the National Curriculum these stamps may also be appropriate into Year 1.

Comments on children's work: Key Stage 1

Teachers will make appropriate comments, which relate to feedback using the Formative Evaluation Book in English and Mathematics. The marking books have different sections. The books have boxes in which teachers identify:

- individual children that have done work that is worthy of being shared,
- individual children that have done work that needs further support,
- whole class or group misconceptions, which relate to the learning objective,
- any basic errors from previously taught work.

Future planning needs to be informed and adjusted by the misconceptions that have been identified. The expectation is that Formative Evaluation books have a significant bearing on future planning. It is expected that teachers will do a 'deep mark' on individual children's writing weekly or at the end of a significant piece of work before it is published.

There are agreed symbols for teachers to use when marking children's work. Teachers must mark all work daily for all pupils, using Formative Evaluation books to help children improve their work and further their learning. Teacher feedback and a RAG rated colour system will indicate the extent to which children met the learning objective and which elements of the work were done independently and which they needed support with. All work completed needs to be marked before the start of the next lesson in that subject.

Any marking comments written on a child's work must be in green or pink pen in clear, neat, legible writing. Correct answers are marked with a green tick; incorrect answers are marked with a pink dot.

In foundation subjects (Science/Geography/History etc.), teachers are to comment on curriculum substantive and disciplinary knowledge (although spelling and handwriting comments may also be relevant this should not distract from the subject knowledge).

Children's Response to Marking

When work is distance marked (marked without the pupils being present), teaching staff must allow time for pupils to read and respond to marking immediately after, or as soon as possible. Time to respond to the marking should be planned into the timetable. Children must be reminded to complete any tasks that the teacher has given. Children must edit their work using the purple 'editing pens' so that it is clear where changes have been made. Teachers must check children's responses. This can be evidenced with a tick.

We recognise that it is difficult for pupils working at lower levels to read and respond so EYFS and KS1 are expected to build in more time for verbal feedback, for example at the start of the lesson or during guided groups.

Pupil self and peer assessment

On a regular basis, pupils are encouraged to assess their own work according to the success criteria provided or one they have developed as a class. Peer assessment is introduced in Key Stage 1, can be completed, and recorded using a range of strategies; post it notes, coloured crayons, orally. Teachers will decide what is appropriate for the class/activity.

We know our policy is working if;

- Marking informs on-going Assessment for Learning.
- There is evidence of pupils responding to feedback, editing their work, and showing improvement in their learning.

Monitoring

Books will be monitored regularly by subject leaders and SLT through book trawls / coaching sessions, drop-ins, pupil discussions and staff PDM meetings. Relevant feedback will be given.

Equality

This policy is underpinned by our commitment to UNICEF and the UN Convention of Rights of the Child. It links directly to the UN Convention of the Rights of the child:

Article 28 – All children and young people have a right to primary education, which should be free. Discipline in schools should respect children’s human dignity. Young people should be encouraged to reach the highest level of education of which they are capable.




Article 29 – Education should develop each child’s personality, talents, and abilities to the full.

Furthermore, the policy adheres to the Equality Act 2010, and we recognise all protected characteristics mentioned within the act including gender, age, gender identity, race, religion, sexual orientation, disability, pregnant women, and those who are Married or in a Civil Partnership. As a school we also acknowledge the need to protect the characteristics of children who are economically disadvantaged and those of differing abilities.







SEND

Teaching staff are expected to provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENDCO is available to be consulted in regard to this.

RAG Rated Colour code

	Learning Objective not met
	Learning Objective partially met
	Learning Objective met

Marking Code

	Correct
	Your answer is not correct
GG	Guided work
S	Support given by an adult
I	Independent
	Finger spaces
	Practice letter formation
Sp x3 <i>(At the bottom of the page)</i>	Spelling mistake. Key Stage 1 - Word underlined in pink and written correctly above it. Children to copy in purple pen x3 at the bottom of the page. No more than 2 incorrectly spelt words should be identified, and these should be appropriate e.g., high frequency words.
<u>Pink underlining</u>	word/number/symbol/punctuation where mark missing (underlined). You need to identify what is missing and edit your work in purple pen.
<u>Green underlining</u>	This shows where you have achieved the learning intention.
P <i>(Year 2)</i>	Punctuation identify the error and edit your work.
	Use your phonics to spell the word (EYFS)
	Next step

POLICY FOR PRESENTATION OF PUPIL'S WORK IN BOOKS

General information for staff

Always insist on high expectation of written work. Handwriting should be as neat as they are capable of in all their books and follow the school's chosen handwriting scheme (Letter Join).

- All pencils must be sharp and not too small.
- Keep the number of worksheets to a minimum (i.e., only used to enhance pupils learning) and these must be trimmed and stuck into books neatly.
- Rubbers are only to be used for correcting diagrams/graphs or for the occasional digit in Mathematics.
- Dates and Learning Intentions need to be in books every day.
- Stamps go in a line at the bottom of the piece of work.
- Teachers mark in green or pink pen.

All subjects

- Start a new page for each new piece of learning.
- The stickers are in the top left-hand corner and will be written in Palatino font.
- If writing a long piece over two or three days, please write the new short date and underline before continuing the learning.
- If a mistake is made, draw one straight line through the middle of the word/calculation and rewrite it correctly.

Mathematics

- Work down the page.
- One digit/symbol per square (does not apply to writing words).
- If question numbers for calculations are written: 1 (miss a square).

Dates

- English/ Foundation Curriculum Subjects – long date on the left-hand side of the page.
- Mathematics– short date on the left-hand side of the page.