



Marking and Feedback Policy

At West Park Academy we believe that immediate, high quality feedback is the most powerful. The impact of high quality teacher feedback on improving children's progress and therefore outcomes is by far the single most effective thing we can do as professionals. Wherever possible, we aim to provide instant verbal feedback at the point of need, allowing pupils to edit and make improvements to their work in the moment, while providing practitioners with an immediate opportunity to consolidate and accelerate learning for both the individual pupil, and the class as a whole.

1. Aims

We mark pupils' work and offer feedback in order to:

- show that we value their work, and encourage them to do likewise;
- give clear guidance on how far they have come in their learning, and what the next steps are;
- promote self-assessment, identify their difficulties and offer guidance
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress;
- to inform future planning.

2. Principles of marking and feedback

2.1 The process of marking and offering feedback should move a child forward from their individual starting point.

2.2 For each recorded piece of work areas in a child's work where the learning objective has been met are underlined in green to draw attention to how it has been achieved. Areas for development should be underlined in orange.

Low level responses include spelling changes, up-levelling vocabulary, addition or correction of basic punctuation and identifying simple corrections in maths.

High level responses may involve re-wording of whole sentences, changes to paragraphs, syntax or sentences, addition of information and re-calculating whole problems in maths.

There should be a balance of high and low level feedback evident in children's books.

- EYFS and Year 1 will have a higher proportion of low level responses.
- Years 2 – 6 should have a clear balance.

2.3 Pupils should respond to the areas that are underlined in orange. This should be addressed on the same day or morning after and should be completed before the next lesson. Children complete this work in a sharp pencil.

2.4 In KS1, letter formation should be addressed as part of daily marking. Any letters not formed correctly (including size of the letters) should be highlighted in orange and then intervention shown e.g. hand over hand support, teacher modelling formation.

2.5 Children's responses should be re-marked daily with a tick and 'c' to show it has been corrected and acknowledged by the teacher.

2.6 Teacher's handwriting in children's books should mimic that of the handwriting policy based on the year group in which they are teaching.

2.7 The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed. Verbal feedback should be signposted with (v/f) and a short annotation or modelling to demonstrate the conversation.

2.8 Any significant support provided to a child in a lesson is marked with an (s).

3. General Guidance to teachers

Assessment and feedback during the lesson

3.1 All pieces of work will include the date and title following DUMTUMS. It is an expectation that **most** children in the summer term of Year 1 will be able to write the date and **most** children from Autumn term of Year 2 will write both the date and a short title. Spelling of the days of the week and months of the year will be taught from the Autumn term of Year 1. The date will be carefully checked over by an adult, including the use of capital letters. Support when writing the date will be gradually removed towards the end of Year 1 with the teacher sometimes only writing the first letter of the date on the board. Year 2 teachers will continue to do this until they are confident all of the children can spell the days of the week and months of the year correctly.

3.2 The teacher will share the agreed learning outcomes at the beginning of the lesson (unless generated together as part of the lesson), returning to it at intervals during narration with reference to individual pupils' progress: drawing the pupils together to address a misconception or move learning on, where progress is evident.

3.3 The pupils will be encouraged to give verbal feedback on their own (and peers') progress towards the agreed learning outcomes and their personal targets, throughout the lesson and again during review sessions.

3.4 Peer assessment is a valuable part of the learning process and opportunities for this should be planned in regularly. Teacher should model the feedback they expect the children to give.

Assessment & feedback after the lesson

4.1 Where real time feedback has not taken place, the teacher will mark against agreed learning outcomes after every lesson. Where this is the case, pupils should be given time the next morning to respond to any orange highlighting and low and high level response feedback. Teachers will need to model this process and ensure that it too is marked.

Children's Equipment

- EYFS and Year 1 children use tri-grip pencils for all work.
- Year 2 – 6 use blue biro pen for all work; sharp pencils are used for corrections.

Reviewed: November 2022