

The Rydal Academy

Marking and Feedback Policy

Accepted by: The Rydal Academy LGB May 2017

Approving Body: Local Governing Body

Committee: LGB

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Statement of intent

The Rydal Academy understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression.

All children will receive timely and meaningful feedback to their work. The purpose of this policy is to share expectations with all staff so that there is a clear and consistent approach employed across the school. All feedback strategies outlined in this policy are grounded in recommendations from research (The Sutton Trust, Education Endowment Foundation Teaching and Learning Toolkit).

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.
- Maintains a consistent approach across the school which is age and ability appropriate at every stage of a child's development.

Approach

At the Rydal Academy, we believe that quality feedback includes:

- Verbal feedback
- Self-assessment
- Peer-assessment
- Teacher assessment

Verbal feedback should happen every day and is an integral part of teaching throughout all age groups. It should be specific to the success criteria of the lesson and individual pupils' understanding. Dialogue should include positives and areas for development in order to ensure that children understand how to move their learning forward from their current position. The effective use of verbal feedback will be monitored throughout learning walks and, as a result, there is no expectation that it will be evidenced in books.

Self-assessment is taught to an age appropriate level throughout the school in order to ensure that it is meaningful to children and undertaken against relevant success criteria. All self-assessment is moderated by the class teacher and this is indicated through a light touch mark (use of 'checked by teacher' stamper).

Peer-assessment is taught to an age appropriate level throughout the school in order to ensure that it is meaningful to children and undertaken against relevant success criteria. Children will identify the work that they have marked by signing their initials. A 'peer marked' stamper will also be added. All peer-assessment is moderated by the class teacher and this is indicated through a light touch mark (use of 'checked by teacher' stamper).

Teacher-assessment provides written feedback on individuals' performance and/or provides a relevant task to be completed (e.g. end of unit assessment). It must be based on supporting a child with their specific area for development. The marking of children's work is an additional means of communication between teacher and pupil and should encourage children to think critically about what they have achieved and what they can develop. It should be constructive and used with discretion so that a child can assimilate a limited number of corrections at one time – this will vary according to age, ability, and the learning focus.

Guidelines

Marking strategies are progressive throughout the school and written marking is developed appropriately based on children's level of understanding.

Where marking requires a response from the child, dedicated improvement time will be consistently built into lessons. This will ensure that children act on their feedback consistently.

Mathematics

Early Years

- Written comments will be included after each piece of mathematics work recorded (1 piece of evidence per week). The teacher's comments will provide contextual information against the success criteria and will be explained to the child appropriately.
- Work may be corrected with the teacher including modelling number formation and altering reversals.
- Rewards will be based on praising effort.
**see Early Years guidance for further detailed information.*

Key Stage 1 and 2

- Verbal feedback should be given where appropriate to individuals, groups or to the whole class. Throughout both key stages teachers will actively develop children's ability to give meaningful verbal feedback to each other.
- The learning objective for each session will be highlighted on the work by the teacher to indicate whether the target has been 'achieved' (green), 'partially achieved' (orange) or left blank to indicate that the child has a 'very limited understanding' of this target.
- All work produced and included in books will be given a 'checked by your teacher' stamp or 'marked by your TA' stamp to indicate which adult has

reviewed the child's work. This will be the case whether the work has been initially self, peer or adult marked.

- Correct answers should be marked with a small tick, incorrect answers should be dotted and those which the teacher wishes to be corrected should be marked with a C (see appendix 3).
- Additional written comments relating to the learning objective and/or best features of work will be provided if relevant. Green pen from class teacher, blue from other staff and black from supply cover or student teachers. Purple pen is used for self-assessment/peer assessment.
- Children will be given time to read comments and targets, completing any corrections, additional tasks or improving their work within a reasonable space of time after completing the initial task (expectation is the maximum length of time for pupil response is the following day).
- The codes in the marking guide (appendix 3, page 1) should be used to indicate levels of support for each lesson.
- Where relevant, assembly intervention time may be used to support children with specific misconceptions in order to clarify and deepen their understanding. Where assembly intervention has been provided this will be indicated clearly (either by being typed on the sheet or through an 'assembly intervention' sticker being included at the top of the page).
- Rewards will vary according to the effort level a child dedicates to their task. The 'Rydal Star' is awarded to any child presenting their work to the very best of their ability.

English

Early Years

- Written comments will be included after each piece of English work recorded (1 piece of evidence per week). The teacher's comments will provide contextual information against the success criteria and will be explained to the child appropriately.
- Work may be corrected with the teacher including altering reversals and practising letter formation in purple pen.
- Rewards will be based on praising effort.
**see Early Years guidance for further detailed information.*

Key Stage 1 and 2

- Verbal feedback should be given where appropriate to individuals, groups or to the whole class. Throughout both key stages teachers will actively develop children's ability to give meaningful verbal feedback to each other.
- The learning objective for each recorded session will be highlighted by the teacher to indicate whether the target has been 'achieved' (green), 'partially achieved' (orange) or left blank to indicate that the child has a 'very limited understanding' of this target.
- All work produced and included in books will be given a 'checked by your teacher' stamp or 'marked by your TA' stamp to indicate which adult has reviewed the child's work. This will be the case whether the work has been initially self, peer or adult marked.
- The appropriate target card (see target card formats in Appendix 1) will be completed by the teacher each fortnight with all objectives achieved highlighted in green and the 'next steps' highlighted in pink. The 'next steps'

must be based on the specific success criteria for that piece of writing and aimed at developing individuals' work further.

- The teacher completes an impact marking format for each week (see appendix 2). This document summarises the whole class feedback that needs to be given by the teacher as well as outlining which children need specific further support. All impact marking sheets can be viewed at any time, along with the feedback SNB resource, as these are stored on a shared area of the network system. These impact marking sheets and the accompanying SNB resources are scrutinised alongside the English books during monitoring and book scrutiny activities.
- The children may be asked to self-mark, peer mark, model, or promenade work where appropriate in order to improve self-checking, evaluation, and analytical skills.
- Additional written comments relating to the learning objective and/or best features of work will be provided if relevant. Green pen from class teacher, blue from other staff and black from supply cover and students. Purple pen is used for self-assessment/peer assessment.
- Children will be given time to read comments and targets, completing an additional task or improving their work within a reasonable space of time after completing the initial piece of writing (expectation is the maximum length of time for pupil response is the following day).
- The codes in the marking guide (appendix 3, page 1) should be used to indicate levels of support for each recorded lesson.
- The improvement codes (appendix 3, page 2) should be used from Y3 upwards to focus children on pertinent areas for development.
- Children will be encouraged to edit their own spellings using dictionaries, word lists, or spelling mats.
- Assembly intervention time will be used to support children with specific misconceptions in order to clarify and deepen their understanding. Where assembly intervention has been provided this will be indicated clearly (either by being typed on the sheet or through an 'assembly intervention' sticker being included at the top of the page).
- Rewards will vary according to the effort level a child dedicates to their task. The 'Rydal Star' is awarded to any child presenting their work to the very best of their ability.

Key Stage 1 and 2 – science and foundation subjects

- Verbal feedback should be given where appropriate to individuals, groups or to the whole class. Throughout both key stages teachers will actively develop children's ability to give meaningful verbal feedback to each other.
- All work produced and included in books/folders will be given a 'checked by your teacher' stamp or 'marked by your TA' stamp to indicate which adult has reviewed the child's work. This will be the case whether the work has been initially self, peer or adult marked.
- The children may be asked to self-mark, peer-mark, model, or promenade work where appropriate in order to improve self-checking, evaluation, and analytical skills.
- Each learning objective on recorded work or assessment overview sheets will be highlighted by the teacher to indicate whether the target has been 'achieved' (green), 'partially achieved' (orange) or left blank to indicate that the child has a 'very limited understanding' of this target.

- Teachers will create 'end of unit assessments' in collaboration with subject leaders in order to check pupils' memory and understanding of key knowledge.
- Written comments relating to the learning objective and/or best features of work may sometimes be provided. The expectation is that this is done verbally but where comments are added these will be written in green pen by class teacher, blue pen by other staff and black pen by supply cover.
- Children will use purple pen for self-assessment and peer-assessment. They will write their name in their partner's book if they use peer-assessment.
- The codes in the marking guide (appendix 3, page 1) should be used to indicate levels of support for each session.

Appendix

Appendix 1 - English Target Card examples (used from Y1-6)

Appendix 2 – English impact marking format (used from Y1-6)

Appendix 3 – Pupil Marking Guide (including marking codes, stamp and pen explanation for pupils).

Appendix 1

Example success criteria for Y2 (criteria taken from the KS1 interim teacher assessment framework). Completed in the same way as the first target card in appendix 2.



Week 22 Narrative

EoYE2

I

AS

09.03.17

P

Sc

How do you feel about your writing?

EoKSI	
Statutory Assessment – Within	
	Demarcating some sentences with capitals letters and full stops.
	Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly.
	Spelling some common exception words.
	Forming lower-case letters in the correct direction, starting and finishing in the right place.
	Forming lower-case letters of the correct size relative to one another in some of the writing.
	Using space between words.

EoKSI	
Statutory Assessment – Met	
	Demarcating most sentences with Capital letters and full stops
	And with some use of Question marks
	Exclamation marks
	Using sentences with different forms in their writing
	Statements
	Questions
	Exclamations
	commands
	Using some expanded noun phrases to describe and specify.
	Using present and past tense mostly correctly and consistently
	Using some co-ordinations (or/but/and)
	Using some subordination (when/if/that/because)
	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
	Adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -less, -ly
	Using the diagonal and horizontal letters in some of their writing.
	Writing capital letters and digits tation and relationship to one another.
	Using spaces between words that

Any success criteria evidenced in the writing are highlighted green by the teacher. Pink highlighting indicates the child's next steps for improvement. Additional information on how the child can improve their writing further will be explained verbally in the whole class feedback session or through an intervention group.

EoKSI	
Statutory Assessment – Mastery	
	Using the full range of punctuation taught at KS1 mostly correctly including:
	Commas to separate items in a list.
	Apostrophes to mark singular possession in nouns.
	Spelling most common exception words
	Spelling most words with contracted forms
	Adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly
	Using the diagonal and horizontal strokes needed to join letters in most of their writing.

Appendix 1

Example success criteria for Y6 (criteria taken from the KS2 interim teacher assessment framework). Completed in the same way as the first target card in appendix 1.



Week 20

EoYE6

I


AS

Action Narrative

15.02.17

P

Sc

<p>EoKS2</p> <p>Statutory Assessment – Within</p>		<p>EoKS2</p> <p>Statutory Assessment – Met</p>		<p>EoKS2 – Statutory Assessment – Mastery</p>	
Using paragraphs to organise ideas.		Creating atmosphere and integrating dialogue to convey characters and advance the action. 		Managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.	
Describing settings and characters.		Selecting vocabulary and grammatical structures that reflect the level of formality required – mostly correctly .			
Using some cohesive devices within and across sentences and paragraphs.		Using a range of cohesive devices including adverbial within and across sentences and paragraphs.			
Using mostly correctly	Capital letters	Using passive and modal verbs – mostly appropriately .		Selecting verb forms for meaning and effect.	
	Full stops.	Using a wide range of clause structures, sometimes varying their position within the sentence.			
	Question marks.	Using adverbs, prepositional phrases or prepositional clauses and expanded noun phrases effectively to add detail, qualification and precision.			
	Exclamation marks.	Using mostly correctly		Using full range of punctuation taught at KS2 mostly correctly, including:	
	Commas for a list.	Inverted commas			
	Apostrophes for contraction.	Commas to clarify			
Spelling most words correctly (year 3 and 4)	Making some correct use of		Semi colons to mark the boundaries between independent clauses		
Spelling some words correctly (year 5 and 6)	Dashes		Colons to mark the boundary between independent clauses		
Producing legible and attempting to join handwriting.	Hyphens				
	Colons				
	Spelling most words correctly (year 5 and 6)				
	Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.				



My personal target comment:

Appendix 2

Example of the impact marking grid used weekly to mark longer writing

Date: 18/10/18	Text Type: Narrative	2nd week	
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Reflection/Progress	Praise and Sharing	Peer Mentoring
<ul style="list-style-type: none"> ➤ Much improved sentence structure by most. ➤ Capital letters and basic punctuation is appearing more accurately. ➤ Some children are now using fronted adverbials and direct speech correctly. ➤ Handwriting and presentation for most has improved. 	<ul style="list-style-type: none"> ✓ Maisie – At soft play Stig was amazed with all of the slides however the trampoleen was the best. ✓ Henry – They went thro the muddy copse and past the Snarget’s house. ✓ Layla D – Excitedly he ran thruo the leave his heart was betting fast as a cheetar. ✓ Lacey S – The next minute, CRASH! ✓ Kye – Stig started to bounce around! ✓ James – You should be ashamed of yourself. ✓ Ava – “We’re at the soft play!” shouted Barney with excitement. ✓ Anna – Soon Stig came out and Barney told him they were going on an adventure. ✓ Tommy – Grandma paused. 	<p>Maisie + Kaylee (FS in last para) Henry + Ava (spelling) Thomas + Olivia (spelling, check last para) Layla D + Sophie (FS) Nandan + Lacey S (spelling) Kye + Roman (fronted adverbials) James + Tommy (FS) Anna + Jack (check sentences)</p>

Whole Class Teaching Points				Targeted Groups		
				Assembly Group	Adult Support	
General	Spelling		Punctuation	Grammar		
Alternative words for said Fronted adverbials inc. commas.	eventually were/where whispered paid explained they’re quickly edge over baffled expression beautiful popped glorious grate/great vanished	everywhere grandma until followed crazy yawned suddenly kicked guilty bought tiredly trudging nowhere trolley excitedly eating	Question marks Commas after fronted adverbials.	Pronouns – switching between he/she - TB	<ol style="list-style-type: none"> 1. Sophie (How they said it) 2. Emma-Leigh (How they said it) 3. Roman (How they said it & CL for proper nouns) 4. Nathan – presentation – joins! 5. Olivia – write 2nd para again, neatly 6. Ava – fronted adverbials and inverted comma 	<ul style="list-style-type: none"> • Rylee – tense – full stops in last section. • Theo – follow your plan • Tommy – tense • Dominic – spelling • Rhys – read through with him b/d • Carl – add some more • Leyla H – too many inverted commas • Matthew – use plan sentences and the

Feedback is then given through a structured improvement lesson each Friday. Teachers will take children through where common class mistakes were made and support them in checking their own work for the related corrections.

Children are put in to a peer mentoring group (either to support or receive support), an assembly intervention group or an adult supported group based on required need.

Pupil Marking Guide

Sometimes teachers write or highlight strange things in your books!

This is what they mean:

WOW - Working On a Whiteboard

WOS - Working On a Sheet

AS - worked with Adult Support

I - worked Independently (on your own)

P - worked in a Pair (with a friend)

G - worked in a Group

WC - Whole Class work

Sc - used a Scaffold to help

TO - Teacher Observed

If your LO (Learning Outcome) is highlighted in green then you have shown your teacher that you understand the task and have achieved the target.

If your LO (Learning Outcome) is highlighted in orange or left blank your teacher is showing you that you have not reached the LO target yet. Your teacher will talk to you about what you need to work on next to help you to achieve the LO next time.

In English you may see a target highlighted in pink. This is to show that this is your next step.

If you miss a lesson the teacher will put the date and the reason you missed the lesson in your book so we know what you will need to catch up with later (29/6/20 – absent or 14/3/20 – swimming gala)

Improvement codes

When improving your work in English, look out for:

Λ - you have missed out a word or a letter

V - you have missed some punctuation

* - your teacher would like you to add more detail

Underline - try another word that means a similar thing (synonym)

Sp - you have made a spelling mistake on this line

Your teacher will tell you which pieces of work they are marking for all these things.

When up-levelling your work in Maths, look out for:

√ - your work is correct

● - you still have some working out to do as you didn't quite get it this time

C - your teacher would like you to try and correct this

Special stamps and pens

Sometimes you may get a stamp below your work.



This stamp means that your teacher has looked at your work and checked whether you have achieved your LO.



This stamp is called 'The Rydal Star' and it means that the presentation of your work is of high quality. You should aim to achieve this star for every piece of work that you do.

Adults in school use different coloured pens in your book to show who is marking your work.



You have your own pen to use when marking work or making improvements. Your teacher will tell you when to use your purple pen.