



Marking and Feedback Policy

Adopted: November 2020
Next review date: January 2023

Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Elm Academy.

Please read this policy in conjunction with our other policies:

Teaching and Learning

SEND and Inclusion

Rationale

Elm Academy is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking and feedback is an important factor in pupil learning, so this policy is crucial for Elm Academy.

We recognise that Assessment for Learning is a key and fundamental practice to ensuring the highest levels of progression for our children and that it is inextricably linked with the use of 'remember points' as well as various methods of individual and group target setting methods and marking.

By engaging children in the purposeful marking, they are given opportunities to develop their thinking skills and critical voice. Self-assessment and peer assessment, when managed effectively by the teacher, also build an atmosphere of trust and respect fundamental to the ethos of the school. Marking shows that teachers care about children's work. It should foster an interaction between the adult and child, giving feedback on the work they have done and guidance as to what the next step is.

At Elm Academy, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking code as a tool for formative ongoing assessment;
- Maintain high standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

Principles of Effective Marking

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular, at least every other piece of work marked in detail and every piece seen, with spellings and grammar corrected
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement through TIP (To Improve Progress...)
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set
- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy
- Use the agreed Marking Code (See Appendix 1) to correct errors
- Positively affect the child's progress.

Non-negotiable Procedures for Marking and Feedback at Elm Academy

- All marking is to be carried out in green pen by adults and purple pen by children
- All marking is to be done in a clear legible handwriting
- The marking code is to be followed in all cases. (see Appendix 1)
- The marking code should be accessible to all pupils in the learning environment (Stuck into the back of all books).
- WALT (We Are Learning To) to be ticked by teacher to show their achievement of it -
✓ = not achieved, ✓✓ = partially achieved, ✓✓✓ = fully achieved
- **All** pupils' work is to be at least 'light' marked by Teacher with WALTs ticked
- At least one written task, will have a TIP (To Improve Progress) written that is actionable by the child
- All grammar and spelling errors as age appropriate to be corrected (unless being left for children to edit as a TIP). Teacher to write correct spellings at the end of the work and children to copy them 3 times. (discretion to be used with SEND children regarding quantity of spellings to be written out)
- Positive and encouraging comment to be written regularly, with house points used as a reward.
- Presentation to be commented upon when necessary
- Dedicated time to be given to children in lessons, to action TIPs and spelling errors.
- Completed TIP's and spellings to be remarked by teacher to ensure they are correct.

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children.

A discussion should be accompanied by the appropriate marking code symbol (See appendix 1 for marking code) in the child's book or remark to serve as a permanent record for the child, teacher and parent. A V symbol should be used to acknowledge verbal feedback has been given and the child should initial to confirm this has taken place.

2. Peer Marking and Self-Assessment

Children should be involved with **self-assessment**: marking their own work and **peer marking** as much as possible, whether by proof reading their own work, checking it with a partner or acting upon TIPS and comments made on their work by their teacher. Children need to be shown how to assess their own and each other's work in relation to success criteria. They also need to have training and modelling in giving effective feedback. One useful strategy for peer marking is for children to write comments on post-it notes.

3. Steps to Success

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Example for KS2: **Steps to Success Checklist**

Opener type	Self-tally	Peer tally	Example
noun			
adjective			
simile/metaphor			
ed (adverb, verb or feeling)			
ing (verb)			
ly (adverb, feeling)			
prepositional phrase			
connective			

4. TIP's

TIPs (Personalised Quality Feedback Comments), which stands for – To Improve Progress. When marking, staff will write TIP's for work that requires editing or where there is a good opportunity to extend that child's learning.

TIP's need to be actionable by all children. If their work requires editing, this must be completed by the child in purple pen. If the TIP requires further work to be completed, this must be done in their usual handwriting pen/ pencil below the work.

Time must be given for the child respond to the TIP, thus enabling them to edit and improve their work further.

SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Provision Plan as required.

Monitoring

Marking and Feedback will be monitored according to the Elm Academy Monitoring schedule by the Senior Leadership Team.

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Appendix 1 – Marking Code

Early Years

Symbol	Meaning	Prime Areas of Learning	Specific Areas of Learning
Ⓘ	Independent	PSED – Personal, Social & Emotional Development	L – Literacy
Ⓥ	Verbal feedback with adult	PD – Physical Development	M – Maths
Ⓐ	Adults support	C&L – Communication & Language	UW – Understanding the World
TIP	To Improve Progress		EAD – Expressive Arts & Design
	Great work	"....." – Verbatim quote from the pupil	
AI	Adult initiated		
CI	Child initiated		
  	Characteristics of Learning Playing & Exploring Active Learning Creating & Thinking Critically	All work dated with adult work assessed through ticking the WALT one, two or three times to identify the understanding of the WALT.	

Years 1 -6

Symbol	Meaning
Ⓘ	Independent work
Ⓥ	Verbal feedback with adult
Ⓐ	Adult support
TIP	To Improve Progress
	Ticks are used to assess pupil understanding of the WALT 1 tick – needs further support to achieve the WALT 2 ticks – partially achieved WALT 3 ticks – achieved WALT
Sp	Spelling for pupil to check
Purple Pen	Self or Peer marked
P	Punctuation for pupil to check
CL	Capital letter for pupil to check