



Newton Leys
Primary School & Nursery

Newton Leys Primary School & Nursery

Feedback & Marking Policy

Date for next review	September 2020
Committee responsible	Teaching & Learning

At Newton Leys School, feedback, in both written and verbal form, should form an integral part of the teaching and learning process. Effective marking and feedback is regarded as an integral part of the continuous dialogue between teachers and pupils about how well they are doing. Teachers are able to inform children about their learning and next steps for success, their achievements, address misconceptions and celebrate good work.

Aims of Marking

- To show pupils that their work is valued.
- To recognise achievement, presentation and effort.
- To address misconceptions.
- To provide on-going assessment to inform future lesson planning
- To share expectations.
- To encourage pupils to reflect on their performance.
- To allow pupils to make amendments to work in order to improve and extend skills.
- To raise attainment and achievement.
- To develop a dialogue between pupils and staff.
- To promote a consistent approach to marking and feedback throughout all Key Stages
- To inform parents of children's strengths and development points

Expectations

- Children will complete a 'cold' write at the start of learning a new writing genre. This piece of work will be 'deep marked' to identify personal target/s (stickers), general misconceptions/ lack of KSU in the genre. The 'gaps' in KSU will become the foci of teaching and learning for subsequent lessons in the unit of work. Marking will be against the 'Tool Kit' for that genre. (There may be times when a 'cold' assessment is completed at the beginning of a maths unit of work).
- Teaching staff will indicate achievements by the use of an arrow Post-It and/ or pink pen/ highlighter. (Tickled Pink). Targets achieved will be marked by T + ✓.
- Teaching staff will indicate areas for Development, Challenge, Mastery, Extension or 'Close the Gap' where appropriate. Inaccuracies or misconceptions from the lesson will be identified by the use of a green pen or highlighter (Growing Green).
- Teaching staff will write comments carefully and neatly using green ink.
- Children will complete a 'hot' write at the end of the writing genre (maths unit of work). This piece of work will be 'deep marked' and children are expected to respond to this written feedback. Teachers will plan time into the timetable to provide children with an opportunity to respond to any marking. This will be called 'Marking Follow Up (MF)'.
- Teaching staff will indicate where support has been given by use of symbols: GG (Guided group), VF (Verbal feedback)
- Where possible, work to be marked with the child/ group and corrections should be completed at point of learning (VF) or within that week.
- Teachers will use the reasoning and mastery documents to provide next step learning and mastery challenges.
- Marking during the unit of work in English or maths will be with pink and/ or green highlighters. Any misconceptions will be re-taught during the same week and indicated in work books as Marking Follow Up (MF). Children that are secure will complete mastery questions.
- Spellings will be identified and marked as follows:
Year 1: taken from Year 1 spelling list
Year 2: taken from Year 2 spelling list

Year 3, 4, 5, 6: dependent on ability of child, high frequency words/ 3 spellings highlighted in piece of work (could be terminology). Year 3, 4, 5, 6 spelling list taught within skills lesson.

Appendix 1

Marking Strategies

Approaches:

Verbal feedback – given by an adult in the presence of the child or group of children: VF recorded in books with brief explanation

Distance marking – this takes place away from the children and gives opportunity for further analysis and reflection on children's progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

Self-assessment and evaluation – pupils are given opportunity to reflect on their own learning; identify progress towards success criteria/ targets and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/ work)

Peer assessment and evaluation – pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement

Closing The Gap Marking Prompts:

- Reminder prompt – the simplest form of prompt and refers back to the learning objective/success criteria
- Scaffold prompt – provides further support. This may take the form of a question or a short close procedure
- Example prompt – this is the most detailed support and gives children examples from which to choose

English - LI: to use adjectives to describe		
<p>Reminder prompt You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster he is?</p>	<p>Scaffold prompt What kind of monster was he? Change 'bad' for a word which makes him sound scarier. He was a monster. With teeth like.....</p>	<p>Example prompt Instead of the word 'bad' you could use:</p> <ul style="list-style-type: none"> • Terrifying • Ferocious • Spine-chilling
Maths - LI: To identify the calculation needed to solve a problem		
<p>Reminder prompt You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.</p>	<p>Scaffold prompt: 3 bags of sweets at 25p each. Instead of $25+25+25=$ You could do $25 \times ? =$</p>	<p>Example prompt 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication - $6 \times 10 =$ or $10 \times 6 =$</p>

Next Step Marking Prompts

Marking
Fill a circle around the largest number.
50 48 77 81 78 87

Marking with Greater Depth
Write all the 2-digit numbers greater than 40 using these digits.
2 4 6 8

find 1000 more or less than a given number

Spot the mistake:
900, 975, 1000, 1250
What is wrong with this sequence of numbers?

True or False?
324 is a multiple of 9?

What comes next?
6706 + 1000 = 7706
7706 + 1000 = 8706
8706 + 1000 = 9706
.....

Presentation

Handwriting will follow the school policy.

Key Stage 1	Key Stage 2
<p>Date – Long date in English and Short date in Maths</p> <p>LI - which is written as the title (Year 1 as a sticker, Year 2 written by the child)</p> <p>Underline with a ruler</p> <p>Start in the right place</p> <p>Sharpen your pencil</p> <p>Writing follows the handwriting policy</p>	<p>Date - Long date in English and Short date in Maths</p> <p>LI – which is written as the title</p> <p>Underline with a ruler</p> <p>Use a sharp pencil or school pen – as directed by the teacher</p> <p>Writing follows the handwriting policy</p>

Monitoring and Evaluation

Termly 'Book Scrutiny' will monitor and evaluate the feedback, marking and children's responses.