Marking and Feedback Policy

Rationale

Assessment is an integral part of teaching and learning. It helps to provide a picture of a pupil's progress and achievements and to identify their next steps in learning. Effective marking leads to better progression. Feedback should be either written, verbal or both.

Aims and Objectives

To establish a consistent approach to the way in which pupils receive feedback at The Arcadia Preparatory School, which enables them to feel valued and to effectively reflect, improve and progress in their learning so that they reach their full potential.

Effective marking will:
- Recognise, encourage and reward children's efforts and progress
- Identify next steps
- Challenge and encourage depth of learning
- Correct errors and misconceptions, providing consolidation opportunities where needed
- Provide opportunities for children to respond

The expectation is that planning and delivery of lessons will (age appropriately) incorporate the following:
- Higher order questioning which promotes depth, reasoning and reflection
- Constructive and informative oral feedback
- Instant written/oral feedback which enable children to work to their full potential
- Opportunities for peer and self assessment

Marking Approach

COLOUR CODE		
BRILLIANT BLUE	**GROWING GREEN**	**POLISHING PEN** *(alternative colour: red)*
Blue comments are used to highlight what the children have done well. Positive comments are based specifically on the learning intention for the lesson.	Green comments are to establish next steps. These can be given during or after a lesson. Next steps can take three forms: **1:** Demonstrate a skill further e.g. Can you write another sentence containing an expanded noun phrase? **2:** Consolidate learning to fill gaps e.g. Can you write out the 2 x tables and then try the problem again? **3:** Demonstrate depth of learning e.g. Can you explain, in words, how you knew that 0.1x10 = 1? *For further marking prompts see Appendix 2.*	Where age appropriate, children use a polishing pen to respond to green next step comments. Children also carry out self led corrections using a red pen. Children should be given adequate time to respond to marking at the beginning or where applicable, during a lesson.

Early Years Foundation Stage

- Work in Learning Journeys is child-initiated and comments will relate to the Early Years Foundation Stage Development Matters age bands. This supports the tracking of individual children's progress and is used to inform the planning for the children's unique next steps.
- Children's work is annotated where necessary, giving context to the learning/or recording the 'voice of the child' which supports practitioners in the assessment of the child's overall understanding and attainment.
- Where work is written, symbols (See Appendix 1) are used to show what the child can do independently or how much support was given to achieve this piece of work.
- Annotation and verbal feedback is always positive, focussing upon the evidence of what the children can do independently and supports their next steps.
- Children will start writing in books when appropriate. Teachers will mark in blue and green as per the school policy and guidelines to help the children adapt to expectations. Annotations will indicate targeted support and next steps for success and how work is achieved, e.g. such as using a phonics mat or tricky word tree.

Non-negotiable Procedures for Key Stage 2 Marking

- During any given lesson, pupils are to have written and/or verbal 'instant feedback' which aims to move learning forward as and when it is happening
- All marking is to be carried out using the correct colour code
- All marking **in books** is to be done in a clear legible hand aligned to the school handwriting script
- 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 and to parents via parent handbook.
- Following a lesson, marking is carried out in books. Teachers provide a 'brilliant blue' comment and 'growing green' comment which requires the child to use their 'polishing pen' to respond to.
- Once children have 'polished' their work the next day, children continue with the next steps in their learning

Core Subjects

For English, Maths and Science, it is expected that 'developmental' marking is apparent between teacher and pupil which is reflective of intervention where necessary, consolidation of gaps in learning and opportunities for children to demonstrate depth.

Foundation Subjects

For other subjects, 'light' marking which is demonstrative of child self assessment (via learning objective), and teacher acknowledgement of achievement (oral feedback, SeeSaw/Showbie feedback, use of marking code) needs to be shown.

Self-assessment

Both during and at the end of a lesson, teachers will encourage children to review their learning using a variety of methods both in the form of 'instant marking' and mini plenaries. During these times, children will be encouraged to refer back to the original learning objective and demonstrate their level of understanding either through questioning, discussion or relevant learning activities.

Using outcomes from self-assessment opportunities, teachers support children through targeted intervention, revisiting key learning objectives and extending and challenging the more advanced learners. Following this, teachers use outcomes to inform their own teacher planning and assessment.

Peer Assessment

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This can be done in any colour but not those that will interfere with our pen colour code and the peer assessor's initials must be also left.

Presentation

Expectations for high quality and considerate presentation are to be modelled progressively and consistently across the school.

Expectations include:
- Neat handwriting
- The full date should be underlined in pencil, using a ruler
- Cross out any mistakes neatly with a single line
- Always use a pencil in math books and ruler where expected
- Diagrams, drawings and lines should always be completed in pencil

Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the SLT, middle and subject leaders as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' learning outcomes.

Policy Responsibility: Principal, Deputy Principal and Head of Teaching and Learning

Policy Review Date: November 2019

Next Policy Review: February 2020

Appendix (i)

Marking Symbols

SYMBOL	MEANING
Ⓢ	Supported
Ⓘ	Independent
S→I	Supported to Independent
①:1	1:1

MARGIN ABBREVIATION	MEANING	MARGIN ABBREVIATION	MEANING
🖐	Finger Spaces	Aa	Letter Size
⌐	Capital Letters	●	Full Stop
⌒	Sounding Out	☆	Adjectives
💬	Does it make sense?	⬡	Connectives
?!.	Punctuation	▯	Sentence Openers
,	Comma	ⓢⓟ	Incorrect Spellings
abc	Letter Formation	//	New Paragraph
↓	Writing on the Line	/	New Line

Appendix (ii)

Marking Prompts

ENGLISH	MATHS
Read your work – can you add… (3 full stops, an adverbial which says where, a question mark, etc	Look back at your work – can you add…(your method, a number line)
Try to find the sentence which needs to be changed/doesn't make sense and improve it.	Can you find where you went wrong? How could you check this? How could you check this?
Is there another way you could write this information (highlight sentence)?	Now try these… *(extension questions/Consolidation questions)*
Now try these… *(if activity writing about prompts/pictures/adding punctuation/Grammar)*	If the answer was ….. What could the question be?
Can you find a way you could write this in a shorter sentence?	Is there another way you could do this?
Finish this sentence: ….. Finish this sentence: …..	Can you find a quicker way of doing this?
Fill in the blanks: ….. Fill in the blanks: ….	Highlight where you have used *(column method, grid method, a strategy to check your answer, etc)*
Highlight the sentence where you have used… (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc.)	Tell me 1/2/3 reasons why I should give you a dojo point…
Improve this sentence by adding ….	Tell me … that have …? E.g. Tell me two numbers that have a difference of 12.
Tell me 1/2/3 reasons why I should give you a dojo point…	What ... would you use to…? e.g. What unit would you use to measure the width of the table?
Tell me two sentences that have adverbials.	What are the … of … ? What are the factors of 42?
What ... would you use to…? e.g. What word would you use show me what the character is feeling?	What is another ... method that might have worked?
Please write another ... connective/sentence that shows me how the caterpillar moved.	Show me how you think this will work with ...other numbers/3 digit numbers?
Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.	Show me how you could do it with … simpler numbers … fewer numbers … using a number line?
Show me how you could write it with … adverbials, connectives, punctuation?	What would happen if…? e.g. What would happen if you started with 52?
What would happen if…?	What math words also mean...?
What new words today? What do they mean?	Would it work with different numbers? What if you could only use …? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
What if you could only use…? e.g. Short sentences, complex sentences, The adjectives for sight and sound?	Write a step by step explanation of how you got the answer…
Verbal: Please talk me through what you have done so far	