

MARKING AND FEEDBACK POLICY

Policy Reviewed - March 2024
Date of Next Review - March 2025

Rationale

‘Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes, and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.’

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going.

Marking and feedback in the moment is a vital form of communication between the child and the teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it allows both the teacher and pupil to identify strengths and weaknesses.

Principles

- Gives learners opportunities to become aware of and reflect on their learning needs.
- Gives clear strategies for improvement.
- Relates to learning intentions and success criteria which are shared with learners every lesson,
- Involves all adults working with pupils in the classroom.
- Gives recognition and appropriate praise for achievement.
- Allows learners to reflect and respond to marking and feedback.
- Sets a consistent standard across the whole school.
- Responds to individual learning needs.
- Informs future planning and target setting.
- Is a manageable process for teachers.
- Is perceived by learners as a positive process.
- Encourages all pupils to respond and show development wherever possible.

Marking	Purpose
Marking in the Moment	Intervention marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and inquiry, mini plenaries, and mid-lesson adjustments or written feedback where misconceptions are remodeled or challenges provided.
Improvement Marking	Verbal feedback will be given to the children and an opportunity to respond will be given to strengthen the teaching and learning process to accelerate and deepen learning.
Self-assessment and peer assessment	Autonomy is given to the children. Differentiated success criteria is used to comment on the attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward. Teachers will acknowledge the marking completed by the children.
Learning Acknowledgement	All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a child is valued and that their efforts and outcomes are acknowledged against the intended learning outcome. Strategies for self-regulation should be explicitly taught to enable children to identify their own mistakes and correct them accordingly.

Non-Negotiables Marking

At TIAD, 'In the Moment' marking approach is adopted to enable all children to receive effective and instant feedback to feed forward. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback regularly.

During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodeling misconceptions, consolidating learning, or moving the learning forward. This should be quick and remain positive encouraging a Growth mindset, resilience, striving for accuracy, and children's learning efforts. Teachers and additional adults will effectively intervene with groups across the class giving immediate feedback on the children's work. Marking in the moment in the forms of ticks to indicate correct answers across the school curriculum and areas for improvement, or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation.

When Marking 'In the Moment'
Date and Titles are checked, and children are allowed to correct if copied incorrectly
Marking is focused upon lesson objectives and success criteria (differentiated accordingly)
Verbal feedback to children will provide opportunities to self-regulate, address misconceptions at the moment, and move their learning forward through opportunities that lead to depth in knowledge and understanding.
Marking is to be done in clear legible handwriting using the school handwriting policy.
Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson.

Across all lessons, there should be a greater emphasis on 'In the Moment' marking, however sometimes, for whatever reason staff will be unable to mark at the moment or there is some work that has not been marked at the moment

Edit and Improve Time

From grade 2, each week time will be dedicated to the children editing or improving their work. Teachers will develop the children's ability to become independent learners, self scaffold and given them autonomy in developing and improving their work.

This lesson can be used in a variety of ways:-

- The teacher models and demonstrates how to proof read and/or improve a sentence/ paragraph or piece of work, they can demonstrate on work where there are similar weaknesses to the children
- The teacher identifies a piece of work that they would like the children to proof read and edit before marking.
- The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the children are given quality time in order to have the opportunity to show this in their work
- Children use the success criteria from the lesson to improve a piece of work at another time during the week where the children can focus on being the reader rather than the writer.
- The children can work independently or with a partner to edit and improve their own or the work of their peer.
- It is important that when children are asked to edit and improve their work they read their work aloud. The children read their work aloud primarily to 'listen' to it – to hear how it sounds, whether it flows, it also allows them to 'look' carefully to see if there are any obvious mistakes – such as words omitted or mis-spellings.

Notebook Marking and Feedback :

- Utilizing the Class Dojo platform, daily and weekly progress in Class Dojo is communicated, offering feedback to both students and parents to enhance engagement and keep them informed about academic achievements and their Behaviour. It helps us build a positive relationship fostering holistic development in our students by getting Parents involved in their Personal Social and Emotional Development.

- Employing a systematic feedback approach, two color-coded pens are introduced for evaluation. The pink pen signifies areas of development, while the green pen highlights areas that have shown development and improvement.
- Monthly assessments are conducted by parents and share their feedback with the teachers by writing it in students' notebooks. This collaborative feedback mechanism fosters a continuous dialogue between parents and teachers to enhance the learning experience and monitor the progress of all students.
- Joint target-setting meetings are convened each term involving students, parents, and teachers. These meetings serve as forums to assess student progress, establish academic goals, and devise effective strategies for achieving optimal educational outcomes by all stakeholders.
- Post-it notes are strategically employed in notebooks to furnish constructive feedback and guidance, pointing to specific areas that require further development. This tactile approach enhances communication and aids students in addressing identified learning needs.
- Voiceover feedback via MS Teams is utilized to furnish students with constructive comments and evaluations, particularly for Phase 4 students. This method ensures a dynamic and auditory approach to delivering feedback for enhanced understanding and engagement throughout.

Special Educational Needs and Disabilities

When marking the work of children with Special educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made to that every SOD child can fully access the curriculum and will be given feedback appropriate to their learning.



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Efficient use of Symbols for Reliable Assessment
Science- Grades 1 & 2 - Notebook Correction Symbols

Abbreviation		Explanation		
Sp		Spelling		
Δ		Missing Word		
?		Not clear		
-		Give space between words		
R		Repetition		
H		Work on handwriting		
USW		Use Scientific Word		
RL		Review the Labelling of the diagram		
RA		Research and Answer		
Index- Date, Title, Label Form	Neat work & Legible handwriting	Work Complete & Good Quality	Work submitted on time	Follow-up and Feedback
1/2	1/2	2	1	1




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Notebook Correction Symbols & Abbreviation- Mathematics (Grades 3, 4 & 5)

Abbreviation	Explanation	Abbreviation	Explanation
SP	Check Spelling	FH	Follow up your homework
UMV	Use mathematical vocabulary to explain	PC	Peer correction
Δ	Incorrect answer, redo	SC	Self-correction
○/CO	Check operation (+, -, ×, ÷)	IW	Independent work
MC	Misconception-	CU	Check Unit
CS	Check the steps and try again	SS	Show solution or steps
?	Redo or write again neatly	CCO	Check carry over
□	Write one digit in one box	CB	Check the borrowing
CT	Complete your work		

Index- Date, Title, Label Form	Neat work & Legible handwriting	Work Complete & Good Quality	Work submitted on time	Follow-up and Feedback
½	½	2	1	1

GRADE: 3 Subject: Science Reflection sheet TOPIC: Plant life		
LEARNING OBJECTIVES: Students will be able to	Self	Teacher
✓ identify and explain different types of root systems.		
✓ create a T chart that shows the differentiation of tap root and fibrous root.		
✓ describe the structure of a leaf, draw, and label the parts of leaf.		
✓ explain and illustrate the process of photosynthesis.		
 I am.		
<div style="border: 1px dashed black; display: inline-block; padding: 2px;">WE</div> <div style="border: 1px dashed black; display: inline-block; padding: 2px; margin-left: 10px;">ME</div> <div style="border: 1px dashed black; display: inline-block; padding: 2px; margin-left: 10px;">EE</div>		
You are		
<u>Teacher's remarks:</u>		

Regards,

Shiny Davison

Principal