**Ivingswood Academy**
**Feedback and Marking Policy**

**March 2021**

**This policy was approved by the Local Governing Board on 16th November 2021**

**Next review Date: November 2024**

## Statement of Values
Feedback is information given to pupils about their progress towards learning goals and should link to the learning objective and success criteria within the lesson.

## Effective feedback should:
- Be clear, specific and accurate;
- Related explicitly to the learning objective and success criteria;
- Focus on basic skills;
- Produce an improvement in pupils' understanding and learning by giving an opportunity for reflection;
- Encourage pupils to think about their attainment and progress by linking to current targets;
- Give targeted guidance for how to improve learning;
- Be age appropriate and accessible by the pupil;
- Be given as close to the learning activity as possible: in-lesson feedback is the most effective feedback method.

Feedback could be about the activity, the process as well as the pupils' management of their own learning.  This feedback can be verbal, written or can be given through tests or via digital technology.  Feedback can be given by a teacher, a teaching assistant or by other pupils.

## Aims
At Ivingswood Academy we believe that a feedback and marking policy, which is shared with both adults and pupils, will:
- Create a dialogue between pupils and teachers/support staff or other adults.
- Ensure continuity for the pupil as s/he moves through the school.
- Signal areas of achievement and areas for development to adults and pupils to inform future planning.
- Raise the achievement, self-confidence and self-esteem of pupils by providing them with prompt, regular and diagnostic feedback about their work.
- Ensure pupils are engaged in the assessment process, through self and peer assessment.

## Objectives
- Feedback should take place for all learning in all subjects.
- All learning should be acknowledged to provide accountability for pupils.
- Books will be monitored closely to ensure that feedback and marking impacts positively on learning.
- Pupils should always have time to respond to marking and this must be planned in by the teachers.

## Planning for Feedback
In order for pupils to make good progress, they must first know what is expected of them.

Effective planning and quality first teaching strategies are vital for every lesson in order to set the foundations which will allow feedback to be effective.

**Learning Objectives and Success Criteria**
Clear learning objectives must be included for every lesson to tell pupils what they are learning and what feedback will be given against. Along with a learning objective should be clear success criteria which provide pupils with clear steps to take to meet the objective.

Ideally pupils will be involved in co-constructing the success criteria during the lesson. Because of this, the criteria will rarely be stuck into books but should instead be displayed in the classroom.

For emergent learners, including pupils with EAL needs, success criteria may be represented pictorially.

**WAGOLL**
What A Good One Looks Like and other models or comparisons are important to help pupils to understand what is expected from their learning as well as to give them something to aspire towards. They can also be used to generate success criteria. WAGOLLs may be pupil or teacher generated.

## Verbal/Oral Feedback
Research shows that verbal feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning objectives and success criteria. It is interactive and developmental. It may give reassurance or a check on progress during a lesson or may be in the form of a learning review in a plenary session.

Where work has been verbally discussed during a lesson, this should be indicated with VF - verbal feedback has been given. VF is where feedback is given while the pupil is working, making an instant difference, e.g. by putting VF on the line/ during the sentence/ in their work. Verbal feedback will be given during the learning time and may be given to the whole class or a small group as well as to individual pupils.

Whole class verbal feedback may take the form of mid-lesson stops including the use of a visualiser as well as reference back to the success criteria or teacher input around a specific learning point.

Another form of feedback, e.g. acknowledgement or response and review, may also given where VF has been used.

OF is giving oral feedback at the end of the pupil's work i.e. to review their completed work and orally explain their next step. Oral feedback will usually be given at the end of the lesson or task and be used instead of written feedback.

### Written Feedback
Written feedback or marking provides further opportunities for pupils to improve their learning and there are different types that may be used in this respect. All feedback should:
- be legible, following the school's handwriting policy, and clear in meaning;
- show that learning has been met;
- indicate who is giving the feedback if the person is different to their normal teacher, for example supply staff;
- indicate if work has been supported where this wouldn't be normal for the pupil or has been completed independently if a pupil is usually supported;
- be appropriate to the age and ability of the pupil and will vary across year groups and key stages.

## Types of Written Feedback

### Acknowledgment
- Writing comments about improvement or effort. Examples could include: '*What an improvement Alice'* or '*There is more you could have improved here'*.
- Comments should be linked to effort rather than outcome, reinforcing a growth mindset and will usually be completed after the lesson.
- Highlighting of pupil's learning to show where pupils have met the success criteria will usually accompany this feedback.
- This method of marking may be used to provide whole class feedback or focused teaching in the following lesson.
- It may also be used to acknowledge co-operative feedback.

### Secretarial
**High expectations breed high performance.**
- Pupils should check all work for avoidable errors and for handwriting/presentation issues that fall below the level of which they are capable.
- Do not highlight every mistake: teachers should use their professional judgement and knowledge of each pupil to highlight mistakes appropriate to ability. Praise, through acknowledgement marking, should be given where pupils attempt to spell increasingly adventurous words in their writing.
- Do not correct avoidable spelling, punctuation and grammar mistakes. Instead and depending on the age of the pupil, write a code or a simple dot in the margin or at the end of the line and ask the pupil to find the mistake themselves.
- A strong focus on secretarial marking will ensure that pupils develop high expectations of themselves, become better at checking and editing their own work and ultimately make fewer avoidable errors.
- Space should be set aside at the bottom of each page to address spelling and handwriting mistakes. In maths book, space should be allocated to address miswritten numbers. This may be in exercise books not workbooks.

**In Depth Marking / Response and Review Feedback / Summative Feedback**
- Provides a clear next step for the pupil to respond to, or an aspect of the task for them to review and improve in order to close gaps in their learning.
- Linked to the success criteria for the lesson or sequence of learning.
- Enables teachers to assess where each pupil is currently and what their next step in learning should be.
- Should occur during and after lessons and may be by teachers, teaching assistants or by pupils themselves in discussion with their learning partners.
- Teachers use their professional judgement to differentiate their approach according to the needs of each pupil.
- Teachers do not need to use response and review marking with every pupil in the class at the same time for the same task but over the course of a unit, there should be clear evidence of next steps. It is expected that across a week every child should be given a clear next step. This may be in the form of a challenge, rewriting and editing of a paragraph, or similar.
- Summative feedback is given at the end of a unit, for example a block of journalist writing or learning about fractions. It will link back to the initial outcomes and show progress against a success criteria, for example, comparing a cold and hot write.

**When marking is completed outside of the lesson, pupils need to respond at the first available opportunity and their response needs to be marked in one of the ways outlined above.**

**The Write Stuff Independent Writing Feedback**

Once the independent writing process is over, it is important pupils are given space and time to edit their writing. Feedback should be provided which allows pupils the opportunity to edit their work whilst retaining independence.

**E1 Edit: The Revise**
Edit Type 1: These are often "little" adjustments or changes and tend to fall into one of these categories:

      Spelling      Missed or additional words    Punctuation

Teachers should use their professional judgement when identifying how many errors individual pupils should self-identify and correct. A pink dot may be used to identify on which line errors to be corrected are located but pupils should find them and correct themselves during the editing lesson.

**E2 Edit: The Rewrite**

Edit Type 2: This is crucial and particularly for primary age pupils' thinking needs to be attached to sentence rewrites. A rewrite would be appropriate if a sentence doesn't make sense, could be restructured or generally improved. Sentence to be re-written should be marked with a *

**E3 Edit: The Reimagine**

Edit Type 3: This is when a writer wants to add more sentences to develop an idea further. Pupils are often resistant about adding more as it can present the problem of where to fit it in. This is an ideal opportunity to train pupils to use 'editing flaps': extra pieces of paper which are stuck into their writing and show the additional sentences added into their work. A ^ should be used to indicate where more detail needs to be added.

When giving feedback, pupils should be told the number of each edit type that they need to make. Editing lessons and stations (as described in The Writing Stuff Training, Day 1 lesson 8 should be used for pupils to make their own edits.

**White Rose Maths Feedback and Marking**

Marking code and expectations are same for maths as outlined in this policy.
Children should be given positive praise as part of their feedback.
Corrections should be completed in **red** pen or pencil.
Next steps and challenge sh0uld be given and completed in the blue maths books with the short date included.

## Feedback Codes

The following are our non-negotiables for marking pupils' work. We use the same marking codes from Early Years to Year 6 so that:
- pupils develop a common understanding of what different marks, colours and codes mean;
- we can evaluate the impact of feedback and marking in books by clearly linking improvements to different aspects of feedback and marking.

Green for good: used to highlight/underline something which has been done particularly well and links to the success criteria.

Pink is for think. This is an area that needs to be corrected or improved. It should also be used to indicate where the success criteria has not been met.

Teaching Assistants to initial when they give feedback.
Pupils improve their own work using a red pen/pencil of power.

**A range of codes and symbols may be used to indicate where pupils need to go back and edit**

**their tasks or to indicate where 'invisible' feedback has occurred.  In some case, a pink dot in the margin will indicate a mistake that the pupil needs to identify and correct independently.**
**Appropriate codes should be displayed in every classroom.**

**VF**: Verbal feedback has been given to the pupil during the lesson
**OF**: Oral feedback has been given after the lesson.
**CF**: Cooperative feedback.  pupils have worked with a learning partner to improve or edit their work
**I:** Independent work
**S:** Supported by adult

A pink box around a paragraph or calculation can be used to indicate something the pupil needs to rewrite at the end of the piece of learning.

**?**  meaning unclear
**^**  words or letter omitted
**/**   new line
**//**  new paragraph
✔  Well done.
✔ ✔  Brilliant!
**Sp**: spelling mistake
**P:**  punctuation error
**CL**: capital letter mistake
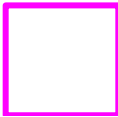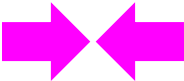
In Early Years, Year 1 and Year 2 pictorial symbols may be more appropriate:

| Symbol | Represents |
|---|---|
| ☐ | Capital letter |
| ◯ | Full stop |
| ➡⬅ | Conjunction |
| A b c | Handwriting |
| abc | Writing on the line |

| | |
|---|---|
| | Finger spaces |
| | Time connective |
| | Wow word (adjectives, verbs, adverbs) |
| | Editing |
| like | Simile |
| | Openers |