

Unicorn School Feedback and Marking Policy



RATIONALE	2
PRINCIPLES	2
KEY CHARACTERISTICS OF ASSESSMENT FOR LEARNING (AfL)	2
REWARDS.....	5
MARKING SYMBOLS.....	6
Appendix - Marking Codes for Classrooms.....	7

RATIONALE

Feedback/Marking is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on learning objectives and success criteria; it can be in the form of verbal, written, pictorial or signals and could be from teacher to child, child to teacher or child to child. Written feedback may take the form of acknowledgment marking or in-depth marking linked to the planned learning.

PRINCIPLES

Marking and feedback should:

- If possible, be immediate or as soon as possible following the completion of the task
- Be manageable for all teaching staff
- Be seen by pupils as useful and positive
- Inform future planning/targets
- Be accessible and inclusive
- Relate to LO (Learning Objective) and success criteria
- Be responded to by the pupil

KEY CHARACTERISTICS OF ASSESSMENT FOR LEARNING (AfL)

Explicit Learning Outcomes

Effective learning takes place when learners understand what they are trying to achieve and why it is important. Staff should always consider the context and share either the context or purpose with the pupils. It is important that pupils know the Learning Objective (LO) to the lesson as this gives a focus enabling pupils to review their own progress and to see if they have achieved the objective. Teachers can choose to share the Learning Objective in different ways so that it does not lose its significance; the learning objective should focus upon the learning not the activities.

Helpful learning objectives stems

These include 'to know' and 'to be able to.'

For example:

To identify different fractions.

To use full stops correctly.

To know how a timeline is made.

NB: Please note full stops are at the end of the LO to model good examples.

Displays

Displays around the teaching environment can also be used to model regular steps to success so that these can be referred to often.

Questioning

We value the importance of questioning, and our key purpose is to develop learning and extend thinking. Key questions including prompting, promoting, and probing are used. Wait or think time is essential to give all children the opportunity to think and respond. Talk partners are used to help children rehearse or scaffold their answers and to be inclusive.

Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teaching staff will need to identify next steps in learning as well as responding to mistakes. Feedback will always be constructive and sensitive. Feedback will comment on the work rather than the child, although there may be occasions when it is useful to reflect on the child's attitudes during the lesson.

It would be appropriate to write about the productivity. i.e.

This is not your best work/usual standard.

It does not show how well I know you can do!

You need to write another paragraph.

The following are several ways feedback can be given:

Verbal

This is the most immediate and interactive form of feedback with a focus on being constructive and informative. It can be direct or indirect (targeted or not). Verbal feedback can be to a whole class/group e.g.: when marking one piece of work or shared at the start of the lesson.

For example: Teachers may begin the lesson with a summary (such as verbally recapping the previous learning, using photos, video or playing a recording of the child's work) of the learning in the last lesson.

Good practice would share a positive outcome and then they may pick out something that was a general misconception and address it there and then or explain that this is going to be addressed in this lesson. Staff may address individuals e.g.; David! You did really well with using punctuation yesterday.... can you keep this up?

Self and Peer Assessment

We recognise the value of self and peer assessment. Teachers will employ their own strategies for self and peer assessment and staff use when appropriate. Any self or peer assessment will be completed in a **purple** pen.

Marking

Marking is only of value if comments are read and responded to.

As often as possible teachers will check for learning, working alongside pupils. When work is distance marked (marked without the pupils being present) teaching staff must allow time for pupils to read and respond to marking. We recognise that it is difficult for working at lower levels pupils to read and respond so Y3/4 are expected to build in more time for verbal feedback, for example at the start of the lesson.

As more work is completed by pupils in a digital form verbal feedback may be left in the form of an audio comment on the pupils' work. Where written work is completed electronically teachers may use the **review** functionality on Word to provide feedback to pupils.

All work marked by a member of staff should be in **green**.

Comments should model our handwriting policy; all staff feedback to pupils should be fully legible and model our school's handwriting style.

Staff should use their professional knowledge when marking and mark in depth whenever needed to move the learning on.

In English at least one piece of sustained writing will be levelled per half term; the writing will be marked and assessed against the objectives in each pupil's individual tracking document.

In Maths and other subjects where, closed tasks are used these should be marked with a tick or x. Teachers should limit the use of x and find an alternative response if many responses are incorrect (e.g., the use of a full stop or circling the question). Pupils should be encouraged to leave incorrect answers, so they can learn from them.

1:1 teaching is unique and lends itself to giving immediate verbal feedback. Any marking needs to be purposeful and fit into their way of working. Due to the nature of 1:1 teaching teachers need to be able to respond to the child's individual needs such as giving visual learners visual feedback or a longer comment for an older child who has completed an extended piece of writing.

In KS2 & 3 the teaching of handwriting is largely addressed within 1:1 sessions, depending on the age or ability of the children. The lessons are guided by the teacher who models formation of letters for a large part of the lesson. Pupils will then repeat this by forming the same letters and then practising. Feedback will take place within the lesson.

In Art students work in sketch books and these are regularly looked over by the art teacher, comments are left if applicable. At GCSE (General Certificate of Secondary Education) level it is not appropriate to write in the students' sketchbook therefore, comments are left on post it notes. More importantly, feedback is delivered verbally during lessons and in dedicated 1;1 update meetings as the students' projects progress. In addition, students give short presentations to their peers at various points through their projects, this allows for peer feedback and the development of confidence in communicating using a visual language.

REWARDS

In the lower school, teachers can use the Dojo points system for rewarding excellent work which are added electronically to the pupil's area. In the upper school, teachers can give pupil's a Good Work slip for a particularly good piece of work in a lesson or can send home a postcard for sustained good work.

Teachers can establish their own extra reward systems appropriate to the age and needs of the children in their class, e.g., stamps, stickers, smiley faces, certificates etc.

MARKING SYMBOLS

The following agreed symbols will be used for the marking of work.

All symbols will be in the bottom right-hand corner of a double page spread in a book or at the top of an electronic document.

Symbol	Meaning		
✓	Teacher has seen the work/work is correct	X • O	Incorrect Work
^	Word missing	Ⓢ	Work completed with some support from an adult
Sp	Incorrect Spelling	Ⓢ	Work completed independently by pupil
P	Punctuation	Ⓢ	Verbal feedback given to pupil
//	New Line or Paragraph		

Across the school, staff will use their professional judgement in correcting the number of spelling mistakes but should aim to correct high frequency words.

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Appendix - Marking Codes for Classrooms

Staff mark in green

Pupil / peer marking in purple

All symbols will be in the bottom right-hand corner of a double page spread in a book or at the top of an electronic document.

Symbol	Meaning		
✓	Teacher has seen the work/work is correct	X • O	Incorrect Work
^	Word missing	(S)	Work completed with some support from an adult
Sp	Incorrect Spelling	(I)	Work completed independently by pupil
P	Punctuation	(V)	Verbal feedback given to pupil
//	New Line or Paragraph		