



Unicorn School Feedback and Marking Policy

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1. 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.

2. PRINCIPLES

Marking and feedback should:

- If possible, be immediate or as soon as possible following the completion of the
- 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 and success criteria
- Be responded to by the pupil

3. KEY CHARACTERISTICS OF ASSESSMENT FOR LEARNING

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

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.

Presentation:

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.

NOTE:

It would be appropriate to write in reference to 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 a number of ways feedback can be given:

Verbal:

Most immediate and interactive form of feedback

Focus on being constructive and informative

Can be direct or indirect (targeted or not)

Whole class/group eg: 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 eg; 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 coloured pencil (KS2) or **purple** pen (KS3/4).

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.

Year 3 staff will begin to train the pupils during the year

Year 4 will embed this and begin to train pupils to read and respond as they become better readers

Years 5/6 pupils will either initial comments or respond to marking. Teachers should ensure that time is given for this and should employ their own system for how this is managed. It is critical that teachers explain the system and maintain it

KS3 and 4: As above but in more depth.

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.

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.

Highlighters will be used.

Green – for when the pupil has successfully understood and implemented the objective/s

Amber/Yellow – for when the pupil is working towards the objective/s and has completed some of the elements

Red – for when the pupil has not successfully achieved any of the objective/s

Maths:

Maths and other closed tasks 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). Pupils should be encouraged to leave incorrect answers, so they can learn from them.

4. REWARDS

Teachers to use the Merit system for rewarding excellent work; 1, 2 or 3 merits can be given for outstanding work. Merits should be recorded in the back to the children's homework diaries. 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.

5. PRESENTATION

All written work marked will use the agreed symbols (see page 7).

Handwriting will follow the school policy.

Rubbers should not be encouraged as pupils must not be afraid of making mistakes.

In Maths lessons, rubbers should not be used if possible so that teachers are able to see mistakes to aid AfL.

Y3 and Y4

Date: (Short Form for Maths/Science – Long form for other subjects)

LO: (Teacher to write in)

Title (where appropriate)

Start in the right place

Sharpen your pencil

Write neatly

One line to be drawn through any mistake (in pencil)

Upper KS2 and KS 3 and 4:

Date: (Short Form for Maths/Science – Long form for other subjects)

LO: (Teacher to write in for less able pupils initially)

Title as appropriate

Present your work as requested by teacher

Underline with a ruler

Draw a margin on lined paper, squared paper and in books with no margin

Use a sharp pencil or appropriate pen

Write using your best handwriting (in line with the school handwriting policy)

One line to be drawn through any mistake in pencil, using a ruler.

NB: Felt Tips are not permitted in books. Work should not be stapled into books – it may be stuck in with glue stick.

6. MARKING SYMBOLS

Agreed symbols will be used for the marking of work.

Symbol	Meaning
(Tick)	Teacher has seen the work/work is correct
X or full stop	Incorrect Work
^	Word missing
Sp	Incorrect Spelling*
P	Punctuation**
//	New Line or Paragraph
See Me – or equivalent	Come and talk to me about your work (written near error)
Class work/Aided (T)	Work completed with some support from an adult
Independent (I)	Work completed independently by pupil
Highlighted in green	Achievement of objective
Highlighted in Yellow/Orange	Working towards objective
Work highlighted in Red	Has not achieved objective

*SP – Incorrect spelling. Teacher underlines the part of the word that is spelt incorrectly and writes out correct spelling above the word or in the margin.

**P – incorrect punctuation. Teacher circles incorrect punctuation and writes P in the margin.

When assessing a piece of writing, teachers to additionally use:

WWW – What Worked Well and explain

EBI – Even Better If and explain.

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

Marking Handwriting:

The teaching of handwriting is either blocked within the timetable or taught within 1:1 sessions, depending on the age or ability of the children. The lessons are guided

by the teacher who predominantly models formation of letters for a large part of the lesson. Pupils will then repeat this by forming the same letters and then practising. Ideally marking and feedback will take place within the lesson. Marking will not be in depth, but appropriate marking will take place.

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