MARKING AND FEEDBACK POLICY

Contents

Overview

At Seva School we will ensure that students as learners get the maximum benefit from their education through fulfilling an entitlement to regular marking and feedback of a consistently high standard from all teaching staff. Marking and feedback at Seva School is fundamentally to ensure progress for all learners through regular dialogue. This will enable them to understand their achievement, progress and attainment and apprise them of what they need to do next to improve. The methods of marking and feedback will be applied consistently throughout the EYFS, KS1, KS2 and KS3 phases across the school.

Objectives

1.   To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress, improvement and attainment.
2.   To give learners accurate feedback on their progress, achievement and attainment.
3.   To promote a positive self-image and growth mind-set for learners, in accordance with school aims,
4.   and, through this, encourage them to value and take pride in their work.
5.   To celebrate and reward learners' for their progress and attainment.
6.   To agree and set challenging targets for improvement and progress.
7.   To standardise the marking procedures throughout the school.
8.   To enable learners to self-evaluate their work and peer-evaluate each other's work
9.   To support pupils in taking responsibility for setting their own targets.
10.   To provide evidence for assessment, recording and reporting to leaders, teaching staff and parents/carers.

Principles of Marking and Feedback at Seva School

1.   Marking and feedback will be against the learning objective and individual targets.
2.   Any learning points / misconceptions will be addressed through examples or questions, as appropriate.
3.   Learners will have the opportunity to reflect on their feedback and question comments.
4.   There will, whenever possible, be an opportunity for the learner to participate in the process so that there is a shared perspective on feedback, marking and target setting.
5.   The following pens will be used as follows:

Stationery used:	Task undertaken:
Black pen[1]	Learner's work
Green pen	Teacher's constructive feedback.
Pink pen	Teacher's next steps/targets
Purple pen	Learner's response to teacher feedback / self, peer, group - assessment

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[1] Primary learners will use a pencil until a pen license is granted

The Three Main Types of Formative Marking and Feedback at Seva School

i.   *In-Depth Teacher Marking*
ii.   *Peer/Self-Assessment*
iii.   *Marking for English and Maths Using Whole-School Codes*

i. In-Depth Teacher Marking

This will result in good quality written feedback and should use the "two stars and a wish" framework in the primary phase and the "two medals and a mission" framework in the secondary phase. These are complementary approaches which will provide familiarity to learners who move from one phase to the next.

This should be written at the end of the piece of work **in green pen** for the stars, medals and missions, and in pink pen for wishes as follows:

★-*"Star" - positive comment which relates to the learning objectives;*

★– *"Star" - second positive comment which relates to the learning objectives;*

W– *"Wish" - One area where the success criteria was not met / or a suggestion /question to allow opportunity for further progress.*

M -*"Medal" - positive comment which relates to the learning objectives;*

M – *"Medal" - second positive comment which relates to the learning objectives;*

M– *"Mission" - One area where the success criteria were not met / or a suggestion /question to allow opportunity for further progress.*

These should be presented as stickers and stuck in books. Time should be built into subsequent lessons to allow learners to review their strengths and targets and respond to the feedback they have been given. A double tick in green will be used to recognise that learners have acted upon their targets. In KS1 and Lower KS2 stars can be drawn, also in green, next to the double ticks to acknowledge achievement.

ii. Peer and Self-Assessment

This can be a useful activity if done sparingly and in an environment where learners have been taught to do it effectively. **This should be done in purple pen** to identify it as learner marking and not teacher marking. All peer and self-assessment should be verified by staff whilst acknowledgement or light touch marking is being undertaken.

iv. Marking for English and Maths Using Whole School Codes

From EYFS to KS3, when marking for English and maths, **all staff** should use the whole-school marking and feedback codes as linked to their respective phases (see Appendix 1). The marking and feedback codes form an integral part of the English and maths policies and should be laminated and displayed in every classroom for reference by every teaching staff member. The learner-friendly versions should be stuck inside the cover of the books of every learner as appropriate to maths and English books. *For marking and feedback codes across EYFS, KS1, KS2 and KS3 for maths and English, as written for teacher reference and display in classrooms, see Appendix 1.*

It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. In the EYFS, KS1, Lower KS2, or for less able learners at any age, it will be necessary to write the correct version for the learner. As learners gain confidence and knowledge, they should be able to identify and correct their own mistakes. In year 6 more able learners will be asked to reference a mistake, marked using a code, in an entire paragraph and pupils will be encouraged to locate it themselves. This would reflect their growing independence and growing editing and self-assessment skills.

Model and Scaffold: Self-Peer Assessment Strategy

Models of work, with specific strengths or weaknesses, are crucially effective towards increasing learners understanding. Seeing an outstanding exemplar helps lessen the load and gives learners a high standard to reach for with their work. On the contrary, reviewing a 'poor' example, picking apart its flaws with the teacher, or improving upon a weak example of work also helps scaffold their understanding about what is required to improve their own work. These can be used to create success criterion and form evidence lists for learners to reference when assessing their own and each other's work.

Level of support indicators

It is important to note the level of support a learner has had with a piece of work. The following codes will be used to identify this in work marked by teaching staff when working with a learner in a 1:1 or small group setting. *See Appendix 1.*

Code:	Explanation
I	Independent
G	Guided group work – teacher led
1:1	One to one work
SI	Self-Improved
SA or PA	Self-Assessment or Peer-Assessment

Outcomes

Marking and feedback will be carried out professionally and learners will benefit from its high quality. It will be used to encourage and celebrate learners' achievements, progress and attainment. It will be used to underpin clear and accurate feedback to learners and parents or carers through use of evidence in books and assessments.

If learners are receiving regular high quality feedback that is targeted and precise in each of their subject areas then cumulatively they should learn clear patterns regarding how they need to improve in specific subject areas as well as recognising common patterns and standards required. Marking is therefore crucial – it determines teacher planning and it can be a defining factor for sustained progress and attainment and a learner's sense of achievement.

Frequency and turn-around for marking

In the secondary phase, all assignments (with the exception of coursework and project work) must be returned within a few days of being collected in. A gap of more than one week between collecting in work and returning it is not generally acceptable.

If work is not handed in by the following lesson learners should be put into the disciplinary system. If a learner has a track record of failing to meet deadlines they should be face appropriate disciplinary procedures, as referenced in the Behaviour for Learning policy, as soon as they fail to hand in work on time.

Policy Summary and Frequency Guidelines

	TYPE OF MARKING	METHOD OF IDENTIFICATION (not all Faculty areas will utilise all stamps)	FREQUENCY: SECONDARY PHASE (guideline may depend on the subject area)	FREQUENCY: PRIMARY PHASE (guideline may depend on the Key Stage)
i.	In-depth teacher marking	Two Stars and a Wish Two Medals and a Mission	Every 3 weeks. **Staff are to use green**	2 for English every half term. **Staff are to use green** and **pink pen**
ii.	Peer/self assessment	**This should be written in purple pen.**	At teachers discretion: subject dependent	EYFS and Year 1 minimum evidenced once every half term. Rising from Year 2 to a minimum of twice every half term.
iii.	Marking for English and maths and maths.	**Marking and Feedback codes to be used.** **Teachers mark in green (** and **pink pen for EYFS, KS1 and 2)**	**Marking and Feedback codes to be used.** **Teachers mark in green (** and **pink pen for EYFS, KS1 and 2)**	
iv.	Recognising learner response to feedback / reaching a target	When a learner has acted on their feedback and or met a specific target the target should be double ticked, by the teaching staff, in green pen.	When a learner has acted on their feedback and or met a specific target the target should be double ticked, by the teaching staff, in green pen. EYFS and KS1 can accompany this with a green hand-drawn star.	

Monitoring the Policy for Implementation and Teaching and Learning

The monitoring of the marking and feedback policy will be dependent upon the phase in which the work is generated. This is outlined below:

EYFS and Primary Phase

- **At the beginning of every half term:** A sample of books, selected at random, will be requested from every class. These will be checked by the respective leaders to ensure that this policy is being adhered to. Book scrutinises conducted during lesson observations for maths and English will form further evidence of the use and impact of the marking and feedback policy is having on learning.
- **Every term**: A sample of 3 foundation subject books, selected at random, will be requested from every class. These will be checked by the respective leaders to ensure that this policy is being adhered to.

Phase Leaders will report to the Head teacher or Deputy Head teacher on the standard and quality of marking and feedback within their phases through completing a marking and feedback scrutiny form. Further visits to scrutinise marking and feedback relating to standards not being met by individual teaching staff members will be made in order to ensure consistency of standards is being received by every learner in every class.

Secondary Phase

- **Every week** a small, random sample (3-4) of books will be requested from a variety of staff on a rota to ensure books from every staff member are seen over a half term period. These will be checked by Phase Leaders to ensure that this policy is being adhered to.
- **Every four weeks**, Phase Leaders will report to Head teacher or Deputy Head teacher on the standard and quality of marking and feedback within their phases.

Phase Leaders will report to the Head teacher or Deputy Head teacher on the standard and quality of marking and feedback within their phases through completing a marking and feedback scrutiny form. Further visits to scrutinise marking and feedback relating to standards not being met by individual teaching staff members will be made in order to ensure consistency of standards is being received by every learner in every class.

Formal Summative Assessments

It should be noted that formal summative assessments should be separate to book-based work and identifiable as such.

Tracking Progress

Learners will be able to identify their progress towards their targets after each assessment. All learners will track their progress over a series of assessments, these will be summarised in learners books and folders. Learners should be involved in tracking and monitoring their progress.

Policy Review

This policy will be reviewed annually by all staff. Changes will be made to ensure that this policy reflects best practice and is up to date.

Monitoring and Scrutiny
What Constitutes Effective Marking and Feedback?

Focus 1: Marking for English and Maths

- Do learners receive feedback on use of grammar, spelling, punctuation and appropriateness of language (and subject specific language)? Are errors regularly reviewed in maths and English and maths?

Focus 2: Frequency of marking/feedback

- Are there examples of in-depth teacher marking as well as other forms of marking within an appropriate period of time?

Focus 3: Monitoring of progress

- Are learners able to track their progress towards their targets?
- Are staff and learners using the tracking sheets effectively? Are these kept up to date?

Focus 4: Quality of written feedback

- Do learners receive good quality, constructive written feedback?
- Are learners praised, through marking codes, for positive aspects of their work?
- Do learners have an opportunity to respond to the feedback/targets?

Focus 5: Peer and self-assessment

- Are learners trained in how to accurately assess each other's work and their own work and provide fair and helpful feedback? Is there evidence of this in their work?

Focus 6: Presentation

- Do learners take pride in what they are learning and recording?
- Is poor presentation and organisation tackled appropriately?
- Is good quality, consistently high quality handwriting and presentation acknowledged?

Appendix 1

	Years 4, 5 and 6
Marking Codes	**What do they mean?**
⭐	**Green Pen -Teacher pen** for marking and awarding a star for great effort and/or achievement.
✓✓	Double green tick placed next to the (LO:) learning objective means the learning objective was achieved by the end of the lesson. One tick means it was achieved with help from an adult.
P✓✓ or P ✓	P for Presentation - P double tick means handwriting is neat, legible and joined correctly and work is presented correctly. P one tick with a target means handwriting and/or presentation, as explained by the teacher, needs improving, This would include underlining the date and LO:
↗	**Pink Pen-Teacher pen** –target drawn and written in pink. It means next step. Aim to achieve this in the next piece of work.
SP	Use a dictionary to check spellings.
●	The pink dot is used in maths. It means an error has been made and it needs correcting
○	Circle punctuation errors
//	Start a new paragraph - For handwritten work two finger indents from the margin must be used to start a new paragraph without missing a line between paragraphs.
Λ	There is a missing word that needs filling in.
ST or TA or HLTA	Marked by Supply Teacher, Teaching Assistant or Higher Learning Teaching Assistant
S	This means some support was given to help achieve the learning objective.
Purple pen	**Student pen.** It means Polish in Purple.
**Wish	Labels for 'Two Stars and a Wish' to be stuck in books in English books only. They should be used for the initial assessment piece.

Years 2 and 3

Marking Codes	What do they mean?
⭐	**Green Pen -Teacher pen** for marking and awarding a star for great effort and achievement.
✓✓	Double green tick placed next to the (LO:) learning objective means the learning objective was achieved by the end of the lesson. One tick means it was achieved with help from an adult.
P✓✓ or P ✓	P for Presentation - P double tick means handwriting is neat, legible and joined correctly and work is presented correctly. P one tick with a target means handwriting and/or presentation as explained by the teacher needs improving, This would include underlining the date and LO:
⤒	**Pink Pen-Teacher pen** –target drawn and written in pink. It means next step. Aim to achieve this in the next piece of work.
SP	Use a dictionary to check spellings.
🔴	The pink dot is used in maths. It means an error has been made and it needs checking.
◯	Circle punctuation errors
ST or TA or HLTA	Marked by Supply Teacher, Teaching Assistant or Higher Learning Teaching Assistant
S	This means some support was given to help achieve the learning objective.
Purple pen	**Student pen.** It means Polish in Purple.
**Wish	Labels for 'Two Stars and a Wish' to be stuck in books in English books only. They should be used for the initial assessment piece.

Years EYFS and Year 1

Marking Codes	What do they mean?
⭐	**Green Pen -Teacher pen** - used to write annotations of pupil voice. Green star symbol drawn for awarding a star for great effort and achievement.
✓✓	Double green tick placed next to the (LO:) learning objective means the learning objective was achieved by the end of the lesson. One tick means it was achieved with help from an adult.
⌐→	**Pink Pen-Teacher pen** –target drawn and written in pink. It means next step. Aim to achieve this in the next piece of work.
🔴	The pink dot is used in maths. It means an error has been made and it needs checking.
◯	Circle punctuation errors
ST or TA or HLTA	Marked by Supply Teacher, Teaching Assistant or Higher Learning Teaching Assistant
I or S or G	I independent S Support G Guided
Purple pen	**Student pen.** It must be used for Polishing in Purple tasks set in pink.

Additional marking and feedback codes for use when marking

1:1 or small group work

The following marking codes are to be used by all members of teaching staff across **EYFS, KS1, KS2, KS3 and KS4** when marking pupils' work that they have worked with on either a 1:1 basis or as a small group:

I	Independent work
G Tch or TA	Guided work – teacher/TA led task
S Tch or TA	Supported work
1:1 Tch or TA	One to one work
SI	Self-Improved
PA	Peer-assessment – written by pupils and marked by teaching staff member.

Appendix 2: TBA

Appendix 3:

Suggestions for targets and next steps to progress learning in writing	Suggestions for targets and next steps to progress learning in mathematics
Please write another… conjunction / sentence that shows me how the animal moved.	What is another… method that might have worked?
Show me how you think this sentence would work with … adverbials/ conjunctions/ adjectives.	Show me how you think this will work with … other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
What would happen if…?	What would happen if…? E.g. What would happen if you started with 52?
Write a different word instead of ….. that does not change the meaning of the sentence	Write two more words that also mean subtraction in maths
What if you could only use…? E.g. simple sentences, The adjectives for sight and sound	What if you could only use…? E.g. Multiples of 5, 3 digits numbers, numbers less than 0?
What if you could not use the words 'and then'?	What if you could not use…? E.g. Multiples of 5, 3 digits numbers, numbers less than 0?
Add a relative clause to this sentence to add further detail.	Convert this answer to…? E.g. mm, kg, ml etc…
Write this sentence again with the prepositional phrase for place at the start. The lazy cat was having a snooze under the four poster bed. Now add a comma.	What arithmetic error has occurred in this example? Give an example with an error for the learner to explain.

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