



MARKING and FEEDBACK FOR LEARNING

June 2022

Our aim at Lodge Farm Primary School is to ensure that all children have their work marked in such a way that it improves their learning, develops self-confidence, raises self-esteem and provides opportunities for self-assessment.

Effective feedback at Lodge Farm will move a child's learning on in that moment and the moments to follow.

It is the start of change...

Aims

- At Lodge Farm Primary School we aim to value each child as an individual so that they can develop their potential through an active role in their own learning.
- Provide consistency and continuity in feedback throughout the school so that children have a clear understanding of teacher expectations.
- Be a powerful and manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning
- Improve standards by encouraging children to give their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue between staff and child which will aid progression.

In the Early Years Foundation Stage:

Feedback and marking in the Early Years is delivered in the form of discussion and verbal feedback. Adults will move children's learning on 'in the moment' using their in depth knowledge of each child's current learning and developmental needs.

Children's learning and developmental needs are outlined and shared in detail through professional dialogue between practitioners regularly throughout the day (informally) and also during formal meetings once a week for Reception and during a daily briefing in Nursery.

Adults use their knowledge and assessments to enhance provision, to ensure children have the opportunity to achieve their next steps and challenges. A child's achievements may also be recorded in the learning journey on Tapestry.

In Key Stage 1 and Key Stage 2:

Our CONSISTENT feedback and marking strategies MUST link directly to improved learning for ALL learners.

There are two focus areas:

Achievement against the WALT **AND** Achievement towards spelling, handwriting and presentation.

Achievement against the WALT

Learning intentions (WALT) are explicitly shared with pupils and clearly displayed in class. If achieved, the learning intention is highlighted pink and left blank if unachieved. Green is used to indicate areas for development. Any additional comments should be added in black.

The majority of our feedback is given in the form of “live over the shoulder marking” as this is the most valuable form. When possible, marking takes place alongside the child and develops a dialogue with the child about his/her work, taking into account his/her own views about the work.

There will be evidence that the feedback has had an impact and has been **the start of change** through subsequent work in the children’s books.

Verbal Feedback - VF

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, indicate this with VF - verbal feedback has been given. VF is where you give feedback while the child is working & makes an instant difference, thus putting VF on the line/ during the sentence/ in their work.

There will be evidence that the feedback has had an impact and addressed firstly through the children’s use of **red pen** to make their immediate changes and secondly in subsequent work.

The children’s response to marking could be carried out:

- In immediate response to verbal feedback during the lesson
- In planned starters and plenaries in lessons
- Targeted questioning
- As part of a guided session
- Through target specific teaching
- Early morning work
- Using pictorial cues
- Through planning

Achievement towards spelling, handwriting and presentation.

Spellings

Depending on the pupil’s current working level, the following strategies will be used to support spelling through feedback.

Pupils working within the Key Stage 1 curriculum

· The specific word is highlighted in green, correct spelling provided at the bottom of the page and the pupils edit in red pen

Pupils working within the Key Stage 2 curriculum (transition to this form of feedback to begin in the summer term of year 2)

· SP (in black) to be written at the start of the specific line with the correct spelling available (word bank, working wall etc)

· Correct spelling at the bottom of the page or in the margin and children are responsible for finding and correcting it
Children **MUST** be provided with appropriate word banks across the curriculum to support with their independent writing. **The correct spelling of the words which have been provided is a non-negotiable.**

Working Walls must reflect key spelling gaps and learning. Pupils need to be given time to edit their spellings with a red pen.

Not all spelling mistakes will necessarily be corrected. Specific corrections will be made as appropriate to the child’s age, need and ability. Priority will be made to common exception words, high frequency words and high frequency patterns (eg “chop, change and double” when working with suffixes)

It is the teacher's responsibility to ensure that progress is being made. If neither of the above methods are successful, consistent spelling mistakes must be addressed through a targeted intervention.

Phrases like "check your spellings" are not to be used. Instead say, "We/you have previously learnt the rule...x. Edit your learning to check that this rule is used accurately in your writing." Alternatively, use of the marking code will alert the pupil to correct the mistake.

The correct spelling of dates and WALTs is a non-negotiable.

Handwriting (including number formation)

Verbal Feedback will remind the children and red pen corrections will show immediate effect. For repetitive errors with letter and number formation, adults must accurately model for the pupil to copy and provide the learner with a visual prompt for future learning across the curriculum. The teacher must then check the error does not happen again in subsequent work.

Punctuation

Not all punctuation mistakes will necessarily be corrected. Specific corrections will be made as appropriate to the child's age, need and ability, and as reflected as the priority in the Teacher Assessment Framework (TAF).

Phrases like "remember your full stops and capital letters" are not to be used. Instead say, "We/you have previously learnt about...x. Edit your learning to check that this rule is used accurately in your writing." Alternatively, use of the marking code will alert the pupil to correct the error.

Consistent punctuation mistakes must be addressed through a targeted intervention.

Presentation

The same high quality presentation is expected across the curriculum. WALTs and dates must be underlined with a ruler. Where WALT stickers are used in KS1, they must be stuck in straight and centred.

Where possible, errors in presentation will be resolved within the lesson, but where this is not possible, teachers must direct the pupil to rectify the errors through marking.

Marking in maths

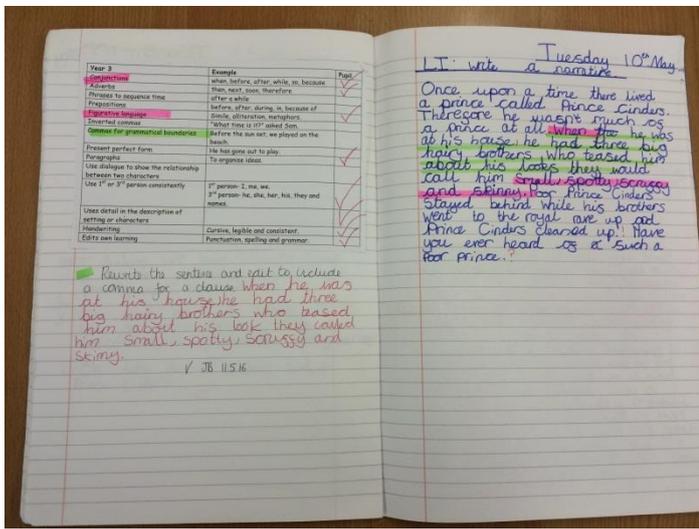
Correct answers can be marked with a small pink dot or small tick. Green highlighter will identify a specific part of the working out that needs to be looked at again. For example, where a child has made an error regrouping the hundreds in a formal subtraction. Age appropriate comments will be made to probe deeper, make corrections or reinforce learning. Marking must still move learning on, so it is vital that marking in maths is not restricted to only identifying correct and incorrect answers.

End of Unit writing - from Last half term in Year 1 – Year 6

This should be marked throughout the writing process e.g. If the children are writing for three days they should have a moving on task for the first two days of their writing.

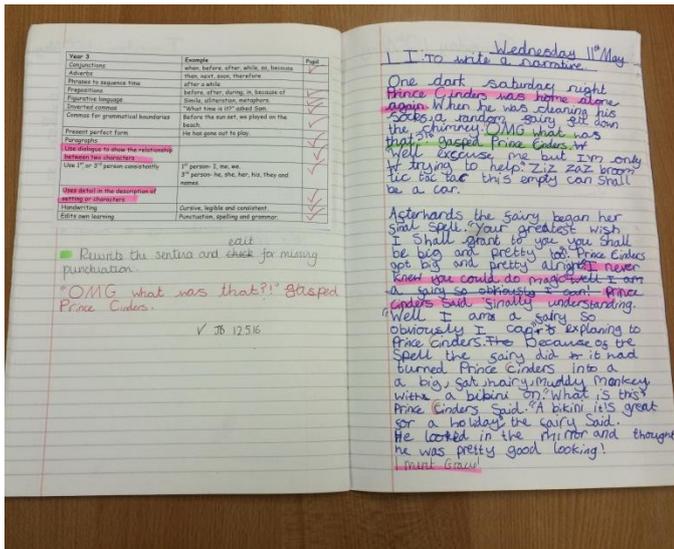
The moving on task should be something they can do immediately. In that way you are then able to assess this in their next part of writing e.g. If on day one their moving on task was to include a fronted adverbial with a comma, they will have responded to this. If the child then includes this in day two's writing you can assess it.

The example below demonstrates the marking sequence throughout writing for three days of writing and would need to be adapted for writing which is spread over fewer or more days.



Day 1 of writing

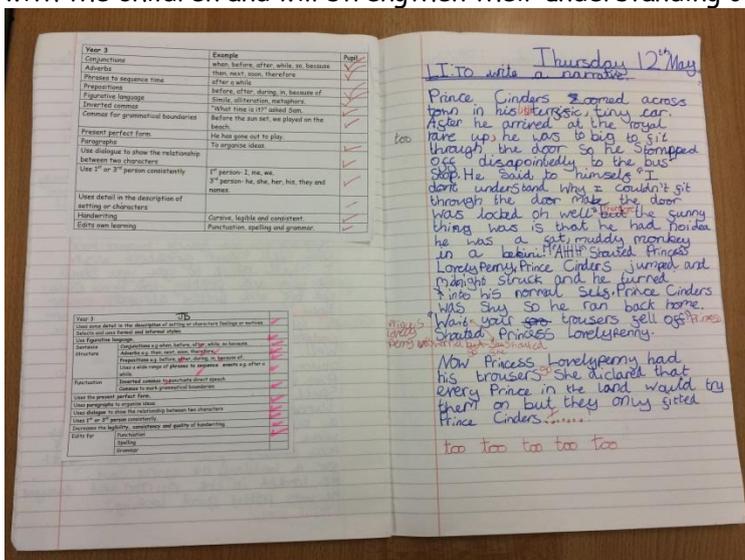
- The child has self-assessed their writing using the stick in SC.
- Class teacher has marked underneath this and the child has responded in red pen. The purpose of the feedback is to ensure that tomorrow's writing is improved
- Feedback is initialled and dated by class teacher.
- Class teacher has not ticked against the SC but it has been used to speed up and focus the feedback and marking. Successes are highlighted in pink and a next step (if from SC) could be highlighted to provide examples for the child.



Day 2 of writing

- The child has self-assessed their writing using the stick in SC.
- Class teacher has marked underneath this and the child has responded in red pen. The purpose of the feedback is to ensure that tomorrow's writing is improved
- Feedback is initialled and dated by class teacher.
- Class teacher has not ticked against the SC but it has been used to speed up and focus the feedback and marking. Successes are highlighted in pink and a next step (if from SC) could be highlighted to provide examples for the child.

-The whole success criteria does not need to be seen each day but (where appropriate) it should be seen across the full piece. There are some elements which may not fit with the written outcome e.g. speech or figurative language. A discussion when modelling which unpicks the effect of different grammatical areas will address this with the children and will strengthen their understanding of the text type.



Day 3 of writing

- The child has self-assessed their writing using the appropriate TAF for their ability.
- Class teacher has completed the appropriate TAF which is stuck underneath. The format of this can be decided by the class teacher and represents successes and gaps across the whole final piece.

Self-Assessment

Pupils should be encouraged to identify their mistakes by re-reading their work independently. Children should be given a reminder about the focus for checking, linking back to the WALT and success criteria and specific previous learning.