



Feedback and Marking Policy

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against the Learning Intention and the Steps to Success. Marking in the presence of the child is the best form of marking and it is preferable to mark in the presence of the child as often as possible (at least once a week).

Marking at Minerva Academy will:

- Help children become better learners by giving a clear picture of what they have done well, and what they need to develop
- Give recognition and praise for achievement and provide suggestions for the next learning task
- Allow specific time given on a daily basis for children to read, reflect and respond to comments. For younger children (Y1/FS) this will need to be done orally, where appropriate
- Relate to the learning Intention and not attempt to assess everything
- Help children to understand the steps to success and how their work will be marked.
- Use symbols that are consistent, unambiguous and appropriate to the child's maturity
- Be clear, readable and support our teaching of handwriting
- Enable parents to understand their child's strengths and weaknesses
- Be seen by children as positive in improving their learning
- Equip children with skills and encourage them to peer and self assess
- Inform future planning and individual target setting

General Principles – LITERACY

- Not all pieces of work need to be marked with a detailed comment. *Excite and Write* should always be marked in detail according to this policy. Teachers can use their discretion as to whether or not a piece needs detailed marking or can simply be light touched marked, as quality of marking will be judged on the impact it has on children's learning. Children will always receive oral or written feedback on significant pieces of writing.

Teachers will:

- Always provide pupils with time to respond to comments. This should take place at the beginning of every lesson.



- Highlight with a highlighter pen two places where the child has best achieved the steps to success. If comments are needed in addition to the highlighting they should be added (briefly) at the appropriate point in the text.
- Highlight in pink where an improvement needs to be made. This needs to be a specific prompt and not a general comment. For example:
 - A reminder
Most suitable for brighter children, this kind of prompt reminds children what could be improved. *Say more about how you feel about this person*
 - A scaffold
Gives children more support to improve their work.
 - a) *Can you describe how this person is "a good friend" – QUESTION*
 - b) *Describe something that happened which showed that they were a good friend – DIRECTIVE*
 - c) *He showed me he was a good friend when..... – AN UNFINISHED SENTENCE*
 - An example
Very suitable for A/BA children. This kind of prompt gives them a choice of actual words or phrases.
Choose one of these or your own: He is a good friend because he never says unkind things OR He is a good friend because he is always kind.
- Handwriting should be promoted in KS1 so that pupils join up consistently by the end of year 2 and some are using pen. Most children should be using pen by the end of year 3.

Secretarial features

Spelling, punctuation and grammar etc. This should not be asked for in every piece of writing because children cannot effectively focus on too many things in one space of time. They should not be told to correct all spellings but rather those which they can reasonably be expected to know i.e. high frequency words or those which have been the subject of prior spelling rule.

Self-marking

Children should self-evaluate wherever possible. Children can identify their own two successes and look for improvement points. Plenaries can then focus on this process as a way of analysing learning.

Share marking

Using one piece (teachers should use their discretion as to whether or not it should be kept anonymous or be from another class) displayed on the interactive white board, model the marking process and highlight pertinent teaching points. This should happen regularly.



Paired marking

Before the end of a lesson, children should sometimes be asked to mark writing in pairs (from KS2 upwards unless teachers feel some children are ready for this at an earlier age). Children need to be trained to do this through extensive modelling with the whole class and establishing of ground rules (e.g. constructive feedback, confidentiality, listening well). Children should first point out 2 things they like (related to the steps to success) and then suggest 1 improvement.

Symbols

The symbols should be used when marking a piece of work.. These symbols are used to represent specific features that are to be corrected or improved. These symbols are shared with all children and displayed visually in the classroom so children can use them to improve their work. Children who self correct can use a purple pen to show changes.

General Principles – NUMERACY

- Always provide pupils with time to respond to comments. This should take place at the beginning of every lesson.
- Any time a child has a dot it is expected that they will be given time to correct the mistake.
- If this is addressed in class an 'VF' can be put to show a teacher has intervened using Oral Feedback.
- If a misconception is addressed after the lesson a scaffolding prompt or example is given by the teacher and changes the child has made will be done during marking reflection with a purple pen.
- Comments or next steps on a piece of work are not necessary if sufficient challenge or oral feedback is evident in the lesson. But teachers must indicate with key words on the page if verbal feedback was given.

Teachers will:

- **Always** address incorrect work. This must be done through: corrections, oral feedback given or repetition of the learning Intention to address misconceptions.
- Always provide pupils with time to respond to comments. It is recommended that this takes place at the beginning of every lesson.
- Where the child has shown a good understanding of the Learning Intention, the teacher will address this during the lesson. i.e. Assessment for Learning will identify which children need "next steps" and the learning will be reshaped accordingly. However, where this is not possible a simple question should be given that moves the child on and could be addressed in marking reflection.



Year 1

The principles for children in Year 1 are similar, except that the use of comments and oral feedback needs to be aimed at the younger audience. Even more often than in KS1/KS2 marking will need to be verbal as many children will be less able to read comments. Teachers can begin to use the range of symbols for numeracy. For literacy, children will be introduced to the following three symbols below. Teachers will introduce children to the idea of traffic lights for self-assessment. Work will be annotated, where appropriate, for assessment purposes.

Throughout term three children should be moved towards year 2 expectations.

Foundation Stage.

The principle for children in the Foundation stage is the same; however, feedback for the children will be predominantly oral. **Work will be annotated, where appropriate, for assessment purposes.** The range of symbols used needs to be very simple. The following symbols can be used. Consistent practice will be used across the Foundation Stage. Traffic lights are not used during the Foundation Stage. Children will have a dialogue with the teaching staff about their learning through answering questions, conversations with adults and through thumbs up if they are confident about their learning. Children will be expected to respond to their marking using a purple pen (where developmentally appropriate – children who are exceeding the expected level in writing).



Minerva Academy Marking Code

Marking Code	Symbol	Applicable to
Achieved success criteria (You've got it!)		All Year groups
Success criteria not achieved (I don't understand)		All Year groups
Indicates a missing word/number		All Year groups
Missing capital letter	CL	All Year groups
Start a new paragraph	//	All Year groups
Missing full stop	F .	All Year groups
Great work!!		All Year groups
Corrections need to be made		All Year groups
Verbal Feedback	VF	Reception/KS1
Spelling Mistake	SP	All Year groups
Not sure I understand what your trying to do/say	Question Mark	All Year groups
Finger space needed		Reception/KS1
Independent Work	I	All Year groups
With TA/Teacher support	TA/T	All Year groups

