



Vision Statement

Our vision is for Place Farm Primary Academy to be an excellent school, where best practice, high achievement, equality and well-being are at the heart of everything we do for our children and for our staff

Feedback and Marking Policy - September 2021

At Place Farm Primary Academy, our Feedback and Marking Policy is established upon the research and best practice cited in *Mark Less, Mark Better: A How-To Guide to Live Marking* and *A Marked Improvement? A review of the evidence of written marking (EEF, 2016)*. We believe that effective feedback should:

- Be provided to pupils as close as possible to the date on which it was produced
- Be transferred away from teachers to the pupils themselves, where possible and appropriate
- Be provided in the moment, wherever possible, to reduce teacher workload and increase the impact pupil progress
- Be highly valued by all, with time being allocated for pupils to respond.

In line with the DfE's report: *Eliminating Unnecessary Workload Around Marking*, three principles underpin our vision for effective marking in particular. It should be:

1. **Meaningful** - Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Our teachers are encouraged to adjust learning to inform next steps and planning of teaching and learning.
2. **Manageable** - Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the time-effectiveness of marking in relation to the overall workload of our teachers.
3. **Motivating** - Marking should help to motivate pupils to progress.

Planning for Success: In order to achieve highly, it is important that pupils learn and understand exactly what a great piece of work looks like in the subject in which they are working. To do so, the following should be in place for every lesson:

- Clear steps to success/Success criteria
- A model example of what is expected - analysed and broken down in terms of how it meets the success criteria
- Appropriate prompts to support their thinking (e.g. Question stems, answer stems, key vocabulary, worked examples etc.)

Marking and Feedback: Strategies and Approaches

Marking and feedback varies by age, group, subject and what works best for both the pupil and teacher in terms of the type of work produced. This policy acts as a guide, but teachers are encouraged to adjust their approach and use a variety of strategies as necessary and appropriate. Whatever the strategy, marking and feedback should lead to improvements: teachers are trusted to incorporate the action steps identified through marking into subsequent planning and teaching. This should be evidenced through pupil work and planning.

Self and Peer Assessment:

Self and Peer Assessment encourages independence, deeper understanding and accountability for pupils, before handing in their work. It also provides the pupils with immediate feedback and reduces workload and frees up time for the teacher to plan next steps.

When to Use: Most suitable for closed tasks which are either correct/incorrect

Examples:

- Maths
- Sentence level work
- GPS
- Spellings
- Quizzes
- Open-ended tasks (providing pupils are trained and scaffolded to provide feedback)

How to Use:

- Modelling - make sure pupils know and see what a 'good one looks like'.
- Give answers to pupils towards the end of a lesson to self/peer mark (e.g. Handout/whiteboard/display)
- Give answers to pupils within a lesson - to check they are on the right lines and allow teachers to intervene where needed. If mistakes are minor, they may be corrected quickly; mostly correct answers means the pupils may be ready to move onto the challenge.
- Pupils should only mark their own work; verbal feedback should be given where peer assessment is used.
- Purple polishing pencils and ruler should be used by pupils to underline the wrong answer and then the normal pencil/pen used to add the correct answer.
- If pupils are giving feedback to more open-ended tasks, peers should give feedback **verbally** (using 2 stars and a wish), which the pupil then records themselves in their own work: E.g. My friend says...
- For younger pupils, those who struggle, sentence stems should be given to prompt their feedback. E.g.:
 - Next time I will/You should remember finger spaces
 - Next time I will/You should use capital letters for names
 - Next time I will/You should use a noun phrase

Peer and self-assessment:

- When pupils are assessing work, we would like our pupils to become 'PROUD Peers'
- **Professional** - our pupils are encouraged to show a professional attitude by looking at their partner's work and to offer constructive and meaningful feedback.
- **Resilient** - our pupils are encouraged to remember that constructive feedback given to them is only going to help them to grow and become more confident learners.
- **Optimistic** - our pupils feel empowered to 'fix' mistakes and learn from them.
- **Understanding** -our pupils' value and understand the feedback which has been given to them and are willing to act upon it.
- **Driven** - our pupils are driven to act upon their next steps set by their peer.

Expectations of Teachers: Teacher collects in the work at the end of the lesson, scans each pupil's work and uses the time to plan the next steps, if needed (e.g. input for next lesson, identifying misconceptions, identifying pupils to support and pick up etc). This will then be addressed next lesson, with time given to demonstrate improvement. *This should be evident in planning, whole class feedback quadrants and pupil books.*

Any whole class/group misconceptions should be added to a Whole Class Feedback sheet, used to provide feedback in the next lesson via the 'Polish Session'. Children should then spend five minutes improving that piece of work at the start of the next lesson.

<i>Next Steps... Children to proof read their plans to check their ideas are cohesive before writing introduction and first paragraph on Non- Chron report on Humanism</i>	<i>PROUD Pupils... Ariane Chodorge Andreja Rapalyte Myles Hopkins</i>
<i>What we did well... Structure of boxing up plan Clear and coherent ideas related to Humanism</i>	<i>Purple polishing... Spellings and capital letters of adverbs and remind pupils about bullet points.</i>

Live Marking: This is feedback and marking that happens within the lesson, in the moment, leading to immediate action by the pupil. There can sometimes be a tendency to mark obvious errors first (e.g. glaring spelling and punctuation errors), however, this type of marking should be focused on specific criteria. To ensure this is impactful, adults should mark specifically against the success criteria, having model answers to hand. This speeds up the marking process and ensures it is focused. Any simple errors should be addressed economically using the simple marking code (see appendix).

Referring pupils to the learning prompts in the classroom (success criteria, model example, vocabulary wall, working display etc), to address any errors, will help them to respond to your feedback more independently.

During live marking, teachers should refer to the simple marking code to save time, improve independence and secure greater impact, and use **V** where specific feedback has been given to improve.

When to use:

- Applicable to short or closed tasks (e.g. in maths, reading, sentence level work, quizzing etc)
- Suitable for responding to pupils' written responses, providing you are focused on specific criteria for success.
- When you are working with a group/groups of pupils
- When you wish to focus on the responses from a key group of pupils

Expectations of teachers: Live marking is an opportunity for staff to intervene with learning so that feedback and improvement is immediate and purposeful. The expectation is that all adults providing live marking will do so quickly, with clear success criteria to hand (either in their hands/on display) and that adults will use economy of language in their interactions with pupils (e.g. refer to step 3 of the example/look again at my model/refer to step 4 of the criteria - what's missing?) etc. Adults should not spend a prolonged length of time with any one child.

Working your way around the classroom quickly allows you to gain a snapshot of learning and any misconceptions that are developing. This should be picked up quickly by the teacher, who will pause the lesson and lead a mini-input where they either: refer to the model with reminders, or use this as a teaching point to address the misconception.

Distance Marking: is where the teacher marks the work away from the lesson. The benefit of this is that teachers have time to assess work in greater detail, and reflect upon next steps.

When to use:

- Applicable to longer tasks across the curriculum, where you are assessing a variety of skills and knowledge.
- In writing lessons leading to a longer piece of writing (please see below for specifics)
- For independent tasks in writing portfolios (please see below for specifics)

Expectations around specific subjects

Maths Mastery:

- **Live marking** in the lesson and verbal feedback (marked with V)
- **Peer and self-assessment** using specific criteria/answers
- At the end of a lesson, teachers will complete a whole class feedback sheet to focus on assessment for learning. This will either lead to a consolidation lesson the following day, or time will be allocated in that lesson for children to act on the feedback to improve their work (Polish It session).

Whole Class Reading lessons:

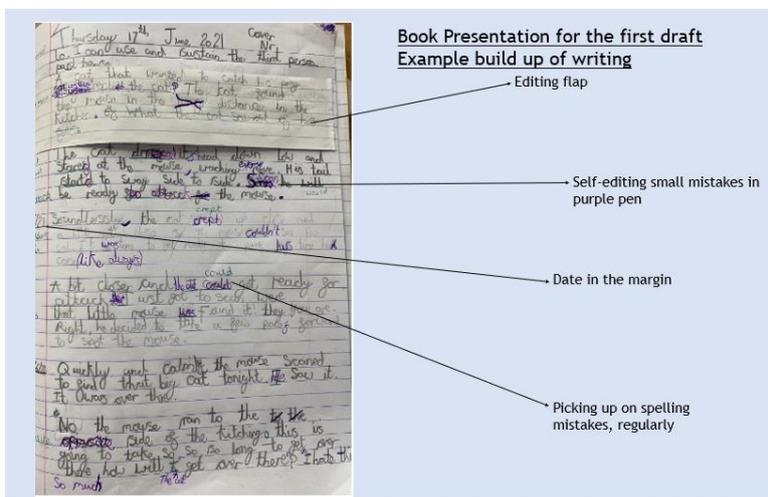
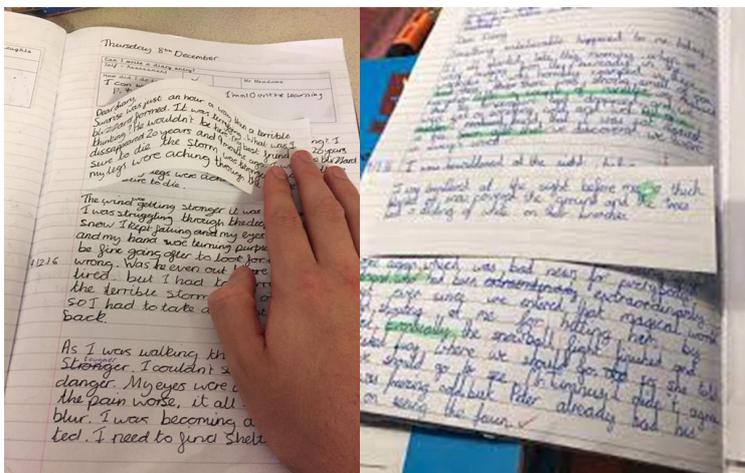
- **Live marking:** Reading responses should be individually marked during the lesson. This could involve the children marking their own work, or being marked by an adult.
- At the end of a reading lesson, the teacher should collect in and scan read all children's work to gain an overview of strengths and areas for development (Scan It). Feedback should be recorded on the feedback sheet, together with any focus children, and fed back verbally to the children in the next lesson. Pupils will only be asked to act on feedback if it is appropriate (ie. Does not require revisiting the text in detail), therefore a polish it session may not be appropriate every reading lesson.
- If verbal feedback is given - the teacher will indicate a V next to the learning objective to indicate that verbal feedback has been given.

Where any errors or misconceptions are evident in pupil books, this must be followed up with evidence of improvement (through pupil work, planning and whole class feedback sheets).

Writing lessons:

- Most day to day lessons will involve verbal feedback or live marking.
- Writing lessons, including GPS and writing that is in preparation for Independent Tasks should be assessed formatively using whole class feedback quadrant; there is no expectation that work should be marked individually. At the end of a lesson, the teacher should collect in and look at all the children's work to gain an overview of strengths and areas for development. These should be recorded on the feedback quadrant, together with any focus children, and fed back verbally to the children in the next lesson during the 'Polish It' session. Children should then act on this feedback by purple polishing the work, or if more appropriate re-writing sections using editing flaps.

- The first draft of the independent task should be formatively assessed using the agreed 'Marking Annotations' (see final page in this policy) and any constructive comments written in green. This should then be acted upon by the children editing simple mistakes or, if more appropriate, rewriting sections using editing flaps.



Book Presentation for the first draft
Example build up of writing

Editing flap

Self-editing small mistakes in purple pen

Date in the margin

Picking up on spelling mistakes, regularly

Writing Portfolios:

- The final draft of the independent task should be assessed against the PiXL writing end of year writing framework: recording evidence met in the margin and ticking off and dating statements evidenced on the writing framework in the back of children's Writing Portfolios.
- The Writing Portfolios will include the final 'polished' piece of writing, with no further amendments.
- In KS1, children are not expected to draft their work in their English books. Instead, they are expected to write it directly into their Writing Portfolios. Therefore, green annotations, purple editing and editing flaps will be present.

Thursday 29th April 2021
 I can write an effective third person narrative.

As the gifts stacked up, Amelia was very tempted to open them but she decided she was to obey her parents and she will wait for her friends to arrive so they can all hang out. Amelia decided to go outside, her long, sparkly dress flew in the powerful wind. The relaxing sun shone onto Amelia's peachy face as she walked over to the tall chairs. As soon as Amelia sat down, she heard the doorbell ring. DING! DONG! She ran back inside and played it cool. Amelia glanced over to the gifts and noticed something special about one of them. One of them had a shiny glow to it and Amelia's curiosity had been aroused.

Her gaze got cut off by the voices of her friends. They'd already come inside by now so Amelia walked over and greeted them. Her friends names were Michaylah, Alex and Owen. They all wore fancy party clothes. Amelia's mum noticed the fact that Amelia couldn't get her eyes off of the gifts. She strolled over to Amelia and whispered to Amelia "You can go and open one gift but choose wisely." Amelia's face lit up. Amelia reached for the small, colourful wrapped gift. She pulled back the paper to reveal a video game. Amelia was disappointed but she said in an annoyed tone, "Ogh, fair enough?" They all climbed up the stairs that lead to her bedroom. Her room was decorated beautifully. Amelia walked over to her telly and placed the game into her X-box and turned it on. It was a four-play game and miraculously she had four consoles. They all sat down and it flickered on.

There were four different characters and their roles would help in every level. There were four guests and they were going to be very challenging. There were four different characters, were: the detective, the mystic, the dare-devil and the escapeologist. Owen chose the detective role, Amelia chose the escapeologist role, Michaylah chose the mystic role and Alex chose the dare-devil role. Everyone was ready to play so Amelia pressed start but suddenly...

They were all sucked in! Their jaws dropped, this game was twisted. They all looked and pointed out that they'd all changed clothes, they were puzzled at first but then they realised it was to match their roles. "This is the game of fears, this game has four different quests and they are based on your fears!" an eerie voice laughed. "The person who scores highest will make it back out alive but everyone else shall die!" the voice commanded. They all worked out each others fears and they were: drowning, clowns, ghosts and bugs. "I must also add, you shall slay my head to make it out," the voice says again. The first quest was escape the killer clown's circus, the next was solve the puzzles to escape the haunted house, then it was slay all the venomous bugs and finally you had to go in pairs and unscrew 10 bolts to escape or else deadly piranhas will eat you. Finally you must retrieve the special sword to slay the head of the game creator.

Tuesday 11th May 2021
 I can write a newspaper report.

Today is 21 June 1879.

How guess what I found? Treasure, beautiful and curved like treasure. While I'm looking for treasure I saw I took part in the Rosetta Stone. It has been search for this stone for 18 yrs.

I must say, since I almost found the Rosetta Stone near the pyramids in Egypt I was very hot and I was not out in the sun but I still wanted to look for treasure near the pyramids. Wow! Amazing!

At 5pm, in the morning, we were searching for more treasure but then we found THE ROSSETTA STONE! I was so excited that me and my friends found the stone. My friend called Fran said, "Oh, we are going to be super famous. YAY!" My other friend shouted "Wow, look at the writing. It has hieroglyphs on it as well as greek."

Unfortunately, we couldn't read all of it. We could only read the 1st language. There was 3 languages but just greek the second hieroglyphs. Fortunately, they all read the same thing thanks to the linguists, it took him 2 yrs to figure it out.

In my opinion, I think it's about 10,000 yrs old. We tried to read the hieroglyphs but we just couldn't, so that's why we needed the linguists.

Friday 23rd April 2021
 I can write a newspaper report
 The Rosetta Stone

The Rosetta Stone has been found.

It was discovered that people were happy about the Rosetta Stone being found. They put it in a market place for people to look at.

Interviewed afterwards, all written in Hieroglyphs. Some people said it was very hard to crack the code. They brought linguists after they found the Rosetta Stone. People liked the Egyptians.

When the linguists cracked the code and realised that it was all written in different languages, they found the stone but it was very hard for them to read it. The Egyptians noticed that the linguists solved it. It was written 3 times the first time Hieroglyphs, the second time greek, the third time latin.

In 1799 they invaded this when on for many, many years.

Project/Science and the Wider Curriculum Work:

- Short and closed tasks should be marked live in the lesson by either an adult or peer/self-assessment.
- Longer pieces of work should be treated as longer pieces of writing - marked using the agreed 'Marking Annotations' (see final page in this policy) and any constructive comments written in green. This should then be acted upon by the children in the Polish It session: underlining mistakes in green and writing above in pencil, or re-writing whole sections if needed using editing flaps.
- Whole class feedback quadrants should be used to impact on pupil progress through assessment for learning: at the end of each lesson, work should be looked at by the teacher and any general misconceptions identified and fed back to the children within the next lesson.
- Teachers should expect to see high levels of English within project: GPS errors should be marked with a green triangle and children should be given time to correct.

Oracy prompts:

- Developing our pupils in to speaking in full sentences and to use correct spoken English is vital in our school. Therefore, we encourage pupils to use framed sentences when feeding back to their peers. These include:

I liked the way you...	I can see that you are meeting the learning objective by....	You have been resilient because...
I think...	Challenge yourself to...	Next time, could you...
From looking at your work, I can now...	I can apply this to my learning by...	Is that the correct spelling of...?

Delivering Meaningful Verbal Feedback for Impact:

- Where verbal feedback is given to pupils, teachers will identify a next step for a pupil or unpick a misconception. This will build upon developing pupils' positive attitudes to errors and help to develop their Growth Mindset.
- Teachers will use stock phrases such as:
Well done! You're learning to....
Good it's making you think about....
Your brain is growing....
You are becoming a resilient learner because....
You're good at this because you spend time doing it.
Your skills have really improved. Do you remember how hard it was last week?

Marking Guidelines

- Where marking is expected, teachers will mark in pink and green pen: "Tickled pink" (marking in pink for successful features), "Green for growth" (marking in green for areas to improve or develop). This is used to ensure assessment is visual and obvious.
- Pupils will edit work by underlining the error using a ruler and purple polishing pen/pencil (e.g. correct spellings, grammar, punctuation, Maths equations or problems) based on either verbal or written feedback. They will write the correct answer above.
- Redrafted sentences should be written underneath the work, highlighted by a *, or they should use an editing flap for longer sections.
- Where pupils have been heavily supported by an adult, they should mark their initials next to the LO in the work.

Marking Annotations

Check your work for GPS errors (KS2)	
Check your spelling (up to three spellings)	sp (In KS1, correct spelling is written in margin)
Check your grammar	gr
Check your punctuation	p
Check your capital letters	cp
Remember to write next to the margin	
Remember to write on the line	
New paragraph needed	//
Verbal feedback given	V

Where appropriate, the teacher will write some of the marking annotations in the margin to allow children to independently search for and correct mistakes. To support lower ability attainers, in extensive pieces of writing, teachers can underline spelling mistakes to help children to find them.