

## Acton Park Primary School – Marking and Feedback Policy.

“Mark less to achieve more”.



The word ‘assessment’ comes originally from the Latin ‘assidēre’, which means, literally, ‘to sit beside’ someone, in order to form a judgement about their capabilities.

Marking and responding to children’s work is one of a broader range of assessment approaches and is an essential element of measuring progress and raising standards. Acton Park Primary School is committed to ensuring that feedback is relevant, timely and actively involves pupils to diagnose areas for development or next steps as well as evaluating how well the learning task has been understood. In order to be meaningful, written marking is always specific and clearly focused upon the learning objective(s).

Feedback occurs at one of these stages:

1. Immediate feedback (verbal) - at the point of teaching
2. Summary feedback - verbal / written feedback at the end of a lesson/task
3. Review feedback - away from the point of teaching (including written comments on the marking grid)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Regular opportunities for professional dialogue are strategically planned between all practitioners to reflect, share and discuss learner progress and develop a shared understanding of progression and what progression looks like throughout the school.

### Learning Objectives/Success Criteria

The lesson objective is co-constructed/shared with all of the children at a timely point within a lesson and will be displayed as appropriate within the child’s learning.

When teaching co-crafting as part of LLC, key comments and feedback are written on the opposite page for children to respond to at the beginning of their next lesson. All co-crafted pieces of writing are published.

### ‘Live’/‘In the moment’ Feedback

At identified points within a task/lesson, the teacher will complete pit-stop plenaries to provide oral feedback to an individual, group or the class. Re-examining key features of the success criteria or WAGOLL aids with highlighting strengths and misconceptions for the children to address within the lesson. ‘Live’ marking within the lesson allows the teacher or teaching assistant to provide individual, oral and/or written feedback to a child who will act upon this feedback in order to share their understanding, improve their work or to correct errors in their learning.


All other learning that has been recorded on both SeeSaw and within exercise books will be marked against the learning objective or agreed success criteria and a whole class marking sheet completed to identify misconceptions for further discussion/intervention (including spelling and calculation errors), progress for identified groups of learners, further challenge and to support the teacher to plan for future learning (see appendix 1). A whole class oral review will then take place at the beginning of the next lesson to explore strengths and misconceptions. Information from the marking sheet will directly inform intervention groups. Comments are not always added to individual books, although codes are used to highlight individual misconceptions or where support was required.

I - Independent, WS - With support, 1:1, M - Misconception (to be picked up on in an intervention/at the beginning of the next lesson), The teacher may also highlight key numbers or sentences to help a child to see a specific strength, misconception or area that they need to revisit.

Unless it forms part of the success criteria, it is important that spelling and handwriting are not 'over-marked' to distract from the quality of a piece of work.

#### Marking Code for Co-crafting

✓ - Correct or excellent choice of vocabulary

 - Choose a better word

CL - Capital letter is missing

// - Indicates where a new paragraph should begin

SP - spelling mistake

P - Punctuation error / missing

^ - Word missing

In Years' 3-6, an arrow drawn in the margin or a pink highlight indicates that verbal feedback has been provided and the child is to complete corrections/additions on the opposite page

Highlighters may be used by the teacher, TA or by a child as part of self or peer marking to highlight a specific learning point or part of the success criteria.

All written work should have:

- A date: Top right-hand corner. In their English work, children are to use the long date at the beginning of a new piece of continuous or non-continuous writing and the short date thereafter (in the margin). The short date is used in all Maths learning.
- A title: Centralised where possible (underlined their date and title with a ruler) or a learning objective (often constructed/co-constructed within/as part of a lesson)
- For specific literacy sessions, success criterion that are pertinent to the learning objective and the child's ability are used at the beginning of each piece of new learning. These may be written, discussed or highlighted within a piece of given text.

Children to write in pen/pencil in Literacy and Topic and pencil in all Maths learning.

Teacher's should mark in one colour and supply teachers and Teaching Assistants should always initial work that they have marked. Where directed, children to use a coloured pen or pencil for polishing their work.

### Teaching sequence for Literacy/Numeracy

New learning always starts with a review/discussion to aid the member of staff to determine the level at which to set the work/questioning. All future learning begins with feedback from the previous learning/lesson (using the whole class marking sheet for evidence). This may involve using modelling, a visualiser or the shared piece of writing to support children with identifying the strong features of a piece of learning and supports with clarifying any misconceptions identified in marking. Feedback will result in opportunities for new learning as well as recapping and over-learning concepts in order to secure skills and knowledge. Pit-stop plenaries also occur at set points during a task/lesson in order to reinforce key teaching points and provide feedback on strengths and misconceptions. The lesson ends with a discussion of key learning points and the completion of a whole class feedback sheet. Where possible, teacher's and TA's use the whole class marking sheet to aid intervention groups and to determine the level of challenge or support required for individual children.

### Self and Peer Assessment

Opportunities for self and peer assessment are used as part of both the beginning and end of a lesson to re-cap on learning and within any questions posed as part of feedback. At the end of a unit/sequence of teaching, age appropriately, peer and self-marking is used to identify strong features against the success criteria.

### Equal Opportunities

We endeavour to maintain an awareness of, and to provide for, equal opportunities for all of our children. We aim to take into account cultural background, ethnic origin, race, language, religion, ability and gender, both in our teaching attitudes and in the published materials we use with our children.

### Monitoring and Review

Monitoring the quality and standards of marking is the responsibility of the Senior Leadership Team and all AOLE leads. Any specific targets which relate to marking are recorded on our School Improvement Plan and shared with staff and governors.

This policy was compiled in consultation with all staff and the governing body and is to be used in-line with the school's assessment policy to support progression and tracking.

It will be reviewed on a cyclical programme.