



Quality Feedback and Marking Policy 2020-21

At Ankermoor Primary Academy, we recognise the importance of feedback as part of the teaching, learning and assessment cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal (upskill misconceptions);
- be specific, accurate and clear;
- encourage and support further effort;
- be given sparingly so that it is meaningful;
- provide specific guidance on how to improve and not just tell pupils when they are wrong;
- compare how learners have improved from previous learning.

Marking should be: **meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the **teaching itself**, supported by the **design and preparation of lessons**.

Key Principles: Our policy on feedback has, at its core, a number of written comments accessible to pupils according to age and ability:

- Live feedback, in the moment, which is delivered at the closest point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date. For example, 1 -1, in small groups or during a mini plenary.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- Feedback is a part of the school's wider assessment processes, which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- **All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.**

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with **responsive and purposeful feedback** that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to **adjust their teaching** both within and across a sequence of lessons.





Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to **adjust their teaching**. Feedback occurs at one of three common stages in the learning process:

Type	What it looks like	Evidence (for observers)
Live in lesson at the point of teaching	<p>Includes teacher gathering feedback from teaching, including evidence from questioning, mini-whiteboard work, book work, etc. (adapting groups as appropriate – staggered learning). Could be when pitching to whole class.</p> <p>Takes place in lessons with individuals or small groups when on task. Assessing in the moment.</p> <p>Often given verbally to pupils for immediate action. Teacher may need to model to support understanding. May provide support or further challenge (upskill arrow). May re-direct the focus of teaching or the task. May include highlighting/annotations according to the marking code.</p>	<p>Lesson observations/learning walks.</p> <p>Some evidence of annotations or use of marking code/ highlighting.</p>
Summary at the end of a lesson/ task - plenary / class discussion based on focus of lesson	<p>Takes place at the end of a lesson or activity (plenary).</p> <p>Often involves whole groups or classes reflecting on the L.O /S.C.</p> <p>Will take the form of self- or peer- assessment against the L.O / S.C</p> <p>Provides an opportunity for evaluation of learning linked to the LO / SC by the staff member ticking / dotting work and LO / SC where required. This could take place after the point of learning.</p>	<p>Lesson observations/ learning walks.</p> <p>Some evidence of self- and peer-assessment.</p> <p>May be reflected in selected focus reviews of feedback and marking.</p>
Detailed/ focused marking - away from the point of teaching (including written comments)	<p>Takes place away from the point of teaching but must be responsive and purposeful in preparation for the next lesson. This is down to the teacher to decide who, what and when.</p> <p>May involve written comments/annotations for pupils to read / respond to upskill / personal practice needs.</p> <p>Provides teachers with opportunities for assessment of understanding.</p> <p>Leads to adaptation of future lessons through planning, grouping or adaptation of tasks.</p> <p>May lead to targets being set for pupils' future attention, or immediate action.</p>	<p>Written comments and appropriate responses/ actions.</p> <p>Adaptations to teaching sequences / tasks when compared to planning.</p> <p>Use of annotations to indicate future groupings.</p>





Marking Approaches (see marking symbols sheet)

- We have agreed that teachers will mark the work in **green / pink ink**.
- Children will neatly and legibly edit their work using a **purple pen**, responsively – in the moment or when teacher instructs them too e.g. upskill or correction.
- LO to be ticked by teacher for assessment and also by children (SA/PA), linked to the SC.
- Self/Peer marking will be in **black**.
- LO Vocabulary will be highlighted in **green** – to show children have used it verbally or in written work.
- Focused spellings will be corrected and marked with SP. Staff to consider spellings to correct linked to Common Exception word needs. Children write out x3 in the margin or where appropriate. Any Common Exception words used within work will be highlighted in **yellow**.

Whole Class Analysis

After a lesson, the teacher looks through the **all** pupils' books, marking work and ticking the LO. After this analysis, the teacher plans the next steps:

- Upskill
- Strengthen / deepen
- Identification of features
- Spelling focus
- Re-teach

These can be completed immediately or at the start of the next lesson as part of an intervention; SODA task or personal focus at a specific time.

Child-led assessment, feedback and editing

Children should be trained in how to give effective feedback that is **KIND, SPECIFIC and HELPFUL** and relate to the **success criteria** or targets. Dialogue between children about learning is an important skill that we seek to develop throughout school. Therefore, it can be helpful for children to assess the work of others in the class and give **peer feedback**.

Feedback may be verbal or written and if written the comments should be **initialed by the child-reviewer in black**.

Children should carry out assessment, editing and feedback in a number of ways such as:

- in response to teacher comments or marking;
- as a result of self-assessing and reviewing work against targets or success criteria;
- through peer marking;
- simple ticking for correct answers;
- highlighting features.





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Marking symbols

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~ Whole School Marking Symbols ~

<p>LO SC TA / SA / PA</p> <p style="text-align: center;">✓✓ ✓ -</p> <p><u>Underline Green pen</u> <u>Underline Pink pen</u> Purple Pen Black Pen Yellow highlighter Green highlighter</p> <p style="text-align: center;">↑</p> <p>AF (adult to initial) HT HP</p> <p>I AD</p> <p><u>Underline Orange pen</u></p>	<p>Learning Objective Success Criteria Assessment by teacher and pupils Achieved Partially Achieved Not achieved</p> <p>Good example Development point / slip or error Children's responses to feedback Self / Peer Marking Common Exc / Stat spelling L.O Vocabulary</p> <p>Upskill</p> <p>Adult Focus Head Teacher's Award House points (See rewards)</p> <p>Independent (EY / KS1) Adult demonstration Word Card (EY /KS1)</p>
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CL	//	^	○	Sp	👉
Capital Letter	New Paragraph	Missing word	Missing punctuation	Spelling	Finger space





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Appendix 1 – Core / Less able L.O example for all core and foundation learning.

Use 'smiley' face or tick here

L.O. To explore why the Early Britons make shelters	Success criteria	S.A P.A	<input checked="" type="checkbox"/>	T.A	<input type="checkbox"/>
<i>Vocabulary</i> Archaeologist, Stone Age Birno's dwelling, shelter, Neolithic, Material	1 Label the Stone Age shelter.		<input checked="" type="checkbox"/>		
	2 Investigate shelters – What were they made of?		<input type="checkbox"/>		
	3 Explain why and give reasons why shelters were made in the way that they were.		<input type="checkbox"/>		

L.O. To represent numbers to 100	Success criteria	S.A P.A	<input type="checkbox"/>	T.A	<input type="checkbox"/>
<i>Vocabulary</i> place value one-digit Two-digit Three-digit Hundreds Tens Ones digit multiple	1 Count in multiples on 10		<input type="checkbox"/>		
	2 Count in multiples of 10 and add ones		<input type="checkbox"/>		
	3 Combine tens and ones together		<input type="checkbox"/>		

L.O. To compose a non-fiction text Focus – recount	Success criteria	S.A P.A	<input type="checkbox"/>	T.A	<input type="checkbox"/>
<i>Vocabulary</i> Introduction/introductory, paragraphs, topic sentences, conclusion/conclusory	1 Introductory paragraph		<input type="checkbox"/>		
	2 Topic sentences to introduce paragraphs		<input type="checkbox"/>		
	3 Conclusory paragraph		<input type="checkbox"/>		



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Appendix 2 – More able L.O example for all core and foundation learning.

L.O. To explore why the Early Britons make shelters.		S.A P.A		T.A	
<i>Vocabulary</i> Archaeologist Stone Age Birno's dwelling Shelter Neolithic Material					

L.O. To represent numbers to 100		S.A P.A	☺	T.A	
<i>Vocabulary</i> place value, one-digit, Two-digit, Three-digit, Hundreds, Tens, Ones, digit, multiple					

L.O. To compose a non-fiction text Focus – recount		S.A P.A		T.A	
<i>Vocabulary</i> Introduction/introductory, paragraphs, topic sentences, conclusion/conclusory					

L.O.s for specific subjects may also include other annotations such as for a 'Hot Write' etc.



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Tapestry

At Ankermoor, we use a system of recording children's progress via an on line journal called 'Tapestry'. Tapestry is a website which can be accessed on a computer or laptop, and also on any Apple or android device such as a tablet or smart phone via the app. All information held on Tapestry is in line with the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR)).

Aims

At Ankermoor, we ensure that all the children attending the setting have a personal online learning journal which records, photos, observations and comments, in-line with the New EYFS Adopter. This will build a record of each child's achievements during their time with us.

- *Tapestry allows staff and parents to access the information from any computer via a personal, password protected login.
- *Staff access allows input of new observations and photos or amendments of existing observations and photos.
- *Parent access allows input of new observations and photos or the addition of comments on existing observations and photos.
- *Parents are not able to edit existing observations created by staff.
- *Observations are moderated within the Foundation hub.
- *Parents logging in to Tapestry can only see their own child's observations and journal.
- *Parents are asked to give consent for their child's image to appear in other children's learning journals, for example in a group observation.

Staff

- *All staff will sign a safe use of technology device agreement, before they are allocated an iPad or can access Tapestry.
- *Staff sign an updated agreement at the beginning of each academic year.
- *Staff log out of the Tapestry app or program when they are finished in order to maintain confidentiality.
- *Staff should not share log in or password details with any person not employed by Ankermoor Primary Academy.
- *Staff should not share any information or photographs relating to children with any person not employed by Ankermoor Primary Academy.
- *Staff should take all responsible steps to ensure the safe keeping of any portable device e.g. iPad that they are using and report any missing devices.
- *If accessing Tapestry with a private computer, not on school premises, staff must maintain confidentiality and professionalism.
- *All entries on Tapestry must be appropriate.
- *All entries on Tapestry remain the property of Ankermoor Primary Academy.
- *At all times staff must comply with Child Protection policies and Computer safe use policies.



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Observation Expectations

Staff will upload a selection of different observations throughout the term such as:

*Focused week Observations – child specific (**Focus**)

*In the Moment daily Observations (**ITM**)

*Wow Moments (**WOW**) – Something that a child does that prior learning has led them to do

*Specific skill observations such as maths, phonics, guided reading (**SKILL**)

*Each observation will contain:

Date

Type of observation

Area of learning if appropriate

Observation – including photo or video

Assessment Criteria (EYFS adopter – this should include no refinement (have a go stage), emerging or expected or KS1/Y1 statements – this should include Tiers 1-5 (1 no idea but had a go, 3 expected/achieved, 5 exceeding)

Reception observations to include Characteristics of Learning

Focus Week

Every half term children will have a focus week. Prior to the focus week, parents will be asked to supply school with information about:

*What is happening currently in their lives e.g. visits, holidays, news, pets, family celebrations etc.

*Whether there are significant events occurring in the next few weeks that can be talked about with their child?

*What is everyday life like for your child and your family?

*Anything they would like to tell us about their family?

Following the Focus Week, parents will be invited in for a parents chat to discuss next steps.

Parents

There is real value in parents' contributing to the learning journal. It is an excellent way of supporting a child when learning at home with their learning at school and a positive way of celebrating a child's achievements. Therefore:

*Parents are not to electronically share any part of their child's learning journal including photos and videos via social media or other platforms. The journal is for personal use meaning that information cannot be shared with others or published in any way without the written consent of the parents or carers of those who may be included.

*Parents are to agree to keep their logins safe and secure.

*Parents are welcome to use Tapestry as a means to communicate day to day matters and a member of the Foundation team will this follow up at their earliest convenience. This does not however replace the vital communication via the office such as attendance.

