

# North Ealing Primary



*"North Ealing works inclusively with our families to maximise the learning potential of all children in our community"*

## Feedback and Marking 2019-20

*'The most powerful single moderator that enhances achievement is feedback'. John Hattie*

### Rationale

As a school, we see the greatest impact when we agree, adopt and maintain a manageable, consistent approach which is age and ability appropriate. At NES , we believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all marking and feedback is underpinned by this guidance which all pupils and staff follow on a day to day basis.

Quality feedback includes:

- Teacher feedback
- Self-Assessment
- Peer Assessment
- Verbal feedback

The following principles apply:-

1. Every piece of work is acknowledged through one form of feedback.
2. For core subjects (English, Maths and Science), at least one piece of work per week which is marked in detail (deep mark).
3. For foundation subjects, at least one piece of work in three, are marked in detail
4. **Pink ink is used for what's good ('tickled pink') and green ink is used to correct and develop pupil's learning ('green for growth')**
5. Detailed marking includes use of success criteria and, if necessary, pink and green comments. These should include highlighting achievements/progress in pupil's work and what they need to do to improve it.
6. Relevant references to NES Learning Values are made.
7. Where it is required, teachers should comment on the presentation of work to ensure that pupils understand the importance of this and high expectations.
8. If spellings need to be corrected, the correct spelling is written as well as a line under the problem word. Pupils in KS2 will be expected to go back and write the correct spelling out three times.
9. Codes should be used wherever possible (see table below).
10. Any work completed with adult support has 'AS' recorded next to the learning objective.

11. If a pupil's work is being marked by a supply teacher or a cover supervisor, 'Supply' or 'CS' is noted at the end of the piece of work.

### Written Teacher Feedback

Year Group	Subject			
Foundation Stage	<ul style="list-style-type: none"> <li>Pupil initiated tasks are indicated with CI. Adult initiated tasks are indicated by AI</li> <li>All work is dated by the adult</li> <li>Adult initiated work must have a Learning objective and where appropriate success criteria</li> <li>The feedback given to Foundation Stage pupils is mostly verbal at the time of the activity, however, written comments may be used in pupils writing books to inform the teacher of next steps</li> <li>Smiley face/stars/stickers are used to reward effort and achievement</li> <li><i>Pink and green pens and stamps are used for good work and areas to work on, respectively</i></li> </ul>			
	English	Maths	Science	Other subjects
<b>Year 1</b>  <i>Every piece of work is acknowledged</i>	Deep mark: <ul style="list-style-type: none"> <li>Most writing is marked using a visual code marking strip for both teachers and pupils to assess against (see appendix). Teachers also underline in pink to indicate good elements of writing and green to indicate spellings and poor letter formation. Teachers write corrections throughout or at the end of a piece.</li> </ul> For other pieces of work: <ul style="list-style-type: none"> <li><i>The LO at top of page is ticked if achieved</i></li> <li><i>Good work stamps/stickers/smiley faces are used to reward</i></li> </ul>	Correct work is ticked in green.  Incorrect work is dotted and corrected in green.  A developmental comment or an example is written if errors reflect a lack of understanding.  Quick response marking is used to inform planning and immediate intervention opportunities.	One piece in three is marked in detail.  Marking is in line with English marking	One in every three pieces of work to be deep marked.  Marking is in line with English marking
<b>Year 2</b>  <i>Every piece of work is acknowledged</i>	Deep mark: <ul style="list-style-type: none"> <li>Once a week a longer piece of writing is marked using a visual code marking strip for both teachers and pupils to assess (see appendix).</li> </ul>	Correct work is ticked in pink.  Incorrect work is dotted and corrected in green.  A developmental comment or an	Success criteria (including skills) should be used no less than every 3 weeks.	One in every three pieces of work to be deep marked <i>using success criteria and if necessary pink and green comments.</i>

	<ul style="list-style-type: none"> <li>Teachers underline in pink to indicate good elements of writing &amp; green to indicate errors.</li> <li>The following codes will be used to indicate correct use of words: A(adjectives), C (conjunctions), S (suffix).</li> <li>If spellings need to be corrected, the correction is written and a line written under the problem word. Pupils are expected to go back and write the correct spelling out three times.</li> </ul> <p>For other pieces:</p> <ul style="list-style-type: none"> <li><i>The LO at top of page is ticked if achieved</i></li> <li><i>Good work stamps/stickers/smiley faces are used to reward</i></li> </ul>	<p>example will be written if an error reflects a lack of understanding.</p> <p>This quick response marking will be used to inform planning and immediate intervention opportunities.</p>	<p>One piece in three is marked in detail.</p> <p>Marking is in line with English marking</p>	<p>Marking is in line with English marking</p>
<p><b>KS2</b></p> <p><b><i>Every piece of work is acknowledged</i></b></p>	<ul style="list-style-type: none"> <li>Once a week a piece of work is deep marked using success criteria and if necessary pink and green comments.</li> <li>Success criteria are clear, differentiated, with a column for teacher to tick or comment on and one for the pupil to record evidence, where possible.</li> <li>Once a week a piece is lightly marked with LO Met, <i>LO not met</i> and <i>LO partially met</i> used.</li> <li>Once a week, a piece of work is peer or self-assessed (see below).</li> <li>If spellings need to be corrected, the correct spelling is written and a line written under the problem word. Pupils are expected to go back and write the correct spelling out three times.</li> </ul> <p>For other pieces:</p>	<p>Once a week success criteria should be used. This is completed by teacher and pupil.</p> <p>Pupils may peer mark or self-assess (see below). This must be moderated by the teacher with a light touch mark.</p> <p>Once a week teacher comments in green on something to fix or constructive prompt which encourages the pupil to improve on something. A pink, what is good, comment is optional.</p>	<p>Success criteria (including skills) should be used no less than every 3 weeks</p> <p>One piece in three is marked in detail.</p> <p>Marking is in line with English marking</p>	<p>One in every three pieces of work to be deep marked <i>using success criteria and if necessary pink and green comments.</i></p> <p>Marking is in line with English marking</p>

	<ul style="list-style-type: none"> <li>• <i>The LO at top of page is ticked if achieved</i></li> <li>• <i>Good work stamps/stickers/smiley faces are used to reward</i></li> </ul>			
<p><b>Homework</b> is acknowledge by adult, self or peer assessment.</p>				

**Self-Assessment (SA)**

In Key Stage 1 pupils are taught to self-assess in a meaningful way and against the success where possible. By the end of Year 2, the pupils are able to self-assess regularly. All self-assessment is moderated by the class teacher, using a light touch to either agree or alter the self-assessment.

To self-assess the pupils use pink for what is good and green for what needs work. Where possible, pupils should then identify their own next step.

**Peer Assessment (PA)**

In Key Stage 1 pupils are taught to peer-assess in a meaningful way and against the success criteria, where possible. By the end of Key Stage 2 pupils peer-assess regularly in English and Maths. All peer assessment should be moderated by the class teacher, using a light touch to either agree or alter the assessment. The pupil should initial their peer assessment to identify who has assessed the work.

To peer-assess the pupils use pink for what is good and green for what needs work. Where possible, pupils should then identify their own next step.

**Verbal Feedback**

Verbal feedback and dialogue is embedded a regularly as possible. It is specific to the success criteria and identifies both positives and next steps so that the pupil has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. When this is given, a 'V' is recorded next to the piece of learning. During pupil voice and observations, pupils are expected to discuss such feedback and how they are improving their work.

**Dedicated Improvement Time (DIT)**

Dedicated Improvement time is approximately 5min of lesson time devoted to pupils taking on board feedback and responding to it. This may be through editing their work or answering questions.

**Purple Pens**

All pupils have a purple pen that they use to:

- Edit their own work before handing it in
- Respond to any marking

These are the only times purple pens should be used. Peer marking and self-assessment should be completed using pink and green coloured pencils.

**Use of codes KS1**

Visual code marking strips are used when marking work in KS1. These are also used for the first half of the autumn term in Year 3 (see appendix).

**Use of codes KS2**

The following codes are used when marking work in KS2

<b>Helping to 'Get it Right'!</b>	
<b>Sp</b> in margin means 'look at the underlined word and check the spelling':	<b>Sp</b> He was my best <u>freind</u> .
<b>T</b> in margin means you must check the TENSE (Past,Present,Future):	<b>T</b> He went to the Circus and has fun. (with a wavy line underneath).
<b>^</b> in margin means that 'something' is missing ( a full-stop, comma or word!)	<b>^</b> He saw the clowns the elephants
<b>//</b> in the margin means that you should have started a NEW PARAGRAPH to show the time, place or mood has changed.	<b>//</b> Finally, the two little goblins went home. A few days later, they went back to the giant's castle.

Other policies related to this Marking and Feedback Policy:

- Assessment Policy
- Teaching and Learning Policy