



The Leys Primary & Nursery School
Learning TodayLeading Tomorrow

FEEDBACK, MARKING AND RESPONSE POLICY

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FEEDBACK, MARKING and RESPONSE POLICY

At The Ley's, all staff adopt a positive and professional approach to feeding back to children about their work and progress, whether this is done orally or in writing. The language used in giving feedback supports the development of "Growth Mindsets" in our children, helping them to learn from their mistakes, work harder and believe in their abilities. We are committed to raising the achievement of our pupils. High quality and sensitive feedback is the vital element that will ensure that the pupils are actively involved in the assessment of their learning and progress. Adults working alongside pupils, understanding their skills and knowledge will allow real Assessment for Learning by everyone involved in the process. Future learning opportunities will be created and adapted by a partnership of people enjoying their learning environment.

Aims:

1. To consistently ensure pupils are aware and understand their progress and have confidence to develop new skills.
2. To lead pupils to strategies, ideas and the means by which they might improve.
3. To develop the habits of independent learning in a safe and caring learning environment, which encourages pupils to learn from both their successes and mistakes.
4. To recognise that real ownership of their environment and choice of resources increases motivation and self-esteem, creating learners who ask questions.
5. To monitor pupils' progress, feedback this progress with pupils regularly, so creating future plans and learning opportunities that are more effective and better understood by pupils.

Rationale:

'Marking is one of the ways teachers can find out how a student is progressing, and thus plan future teaching based on what she or he finds in the marking. And of course it provides acknowledgement to the student of the work they have done. The most valuable part of this process is the feedback - for the teacher and for the student' (Third Space Learning, 2024).

Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance' (Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.' (Report of the Independent Teacher Workload Review Group)

Marking non-negotiables

All pupils to have a **paper learning strip** (excluding Reading books) stuck into their books for every new piece of learning (as needed 2/3 times weekly) containing the:

- A Quest Question linked to the learning objective
- Steps to success:
- Can I still?

- All pupils should write the short date on the left hand side of the page or on the learning slip (no underline).
- **NO SCRIBBLES OR MARKINGS ON BOOKS** (line ruled through mistakes in books, no rubbers)
- Neatly presented handwriting is always expected
- Pupils with pen licences can write in pen in English, Science and Topic Books. Pencil to be used in Maths books.
- Worksheets to be glued into books neatly without folding.

Presentation Guide to be stuck inside covers of ALL books (see below)

Pen Licences will be issued to pupils when their written work is of a high standard. The pen licence can be withdrawn for a designated time, and re-issued when appropriate.

Non-Negotiable Spellings

- Misspelt Common Exception words for each year group should be identified within EVERY subject.
- Use Sp in the margin for pupils to find the mistake.
- Give them time to edit these spelling words for every lesson, in every subject.
- Common Exception words for the current year group and previous year groups should be stuck into the back of every book or used as a bookmark (See appendix for template).

Metacognition

Children are to complete a metacognition at the end of every lesson. KS1 to use coloured pencils. KS2 to write the word- Red, Amber, Green or Blue in purple pen.

Red - Stuck. I really didn't understand and need it re taught.

Amber - Struggling. I might need some more time looking at this.

Green - Success. I understand the learning.

Blue - Sky High. I am confident enough to coach.

Reflections

Reflection allows you to identify and appreciate positive experiences and better identify ways that you can improve yourself.

Pupils are to complete reflections about their lesson in purple pen- see individual subject for requirements and expectations

Marking Guidelines

Review prior learning at the start of every lesson.

- Complete any edits and up/levels from the previous lesson.
- Complete any next steps.
- Complete Can I still Question on new Learning slip.

All teaching staff should always:

- Use a **green pen** when marking a piece of work.
- HLTA & Teaching assistants must initial in green pen alongside any marking

All teaching staff should use the below highlighting and codes guidelines:

- **pink highlighter** - excellent work.
- **green highlighter** - met the success criteria
- **yellow highlighter** - misconceptions, next steps or direct the pupil to make the improvement in the lesson.

Marking Codes-When completing marking, along with the highlighting policy, we will use the below codes:

VF	(Verbal Feedback) this code should be followed by a brief explanation or outline of verbal feedback provided to pupils and use the following codes below.
SD	(seek and destroy) in the margin- to indicate punctuation mistakes. Pupils to find and edit. If a child is unable to find, highlight what they need to edit in yellow- Max 3 per lesson.
SP	(Spelling) in the margin- to indicate a spelling mistake. Pupils to find and edit. If a child is unable to find it, highlight what they need to edit in yellow. - Max 3 per lesson.
CFS	(Check for sense)- in the margin- to indicate that the sentence does not make sense. If a child is unable to find it, highlight what they need to edit in yellow. - Max 3 per lesson.
Next Step Ladder	Next Step ladder to show pupils what you want them to do next. They must refer to the curriculum subject and are aimed to move learning on during Verbal Feedback sessions.
✓	(Tick) For correct answers.
•	(Thinking Dot)-For misconceptions/incorrect answers.

At The Leys The Verbal feedback marking approach is adopted to enable all children to receive effective and instant feedback to move their learning forward. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis (specific subject requirements are shown below):

Verbal Feedback Sessions:
<p>Within Verbal Feedback sessions, marking is focused upon lesson objectives and success criteria (differentiated accordingly). Verbal feedback to children will provide opportunities to self-regulate, address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding. Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson.</p>
<u>Independent Working:</u>
<p>When staff have not provided verbal feedback in the lesson, the content of the learning should all be read in detail and checked against the lesson objectives and success criteria. A short written acknowledgement e.g. great effort or sticker (where appropriate) and a tick or a self or peer assessment will acknowledge the children's learning efforts and outcomes in their books.</p>







Marking Guidelines- Subject Requirements.

Reading	<p>Marking completed in lessons and using self, peer assessment. Teachers highlight if the pupil has met success criteria (and overall comment if needed)</p> <p>Metacognition should be completed every lesson.</p>
Spelling & Phonics	<p>Marking completed in lessons and using self, peer assessment, ticks, Thinking dots (and overall comment if needed).</p>
Writing	<p>Each pupil will receive <u>verbal feedback twice a week</u> by the class teacher and <u>once/ twice</u> a week by the teaching assistant. This can include highlighting, using marking codes, a comment and a next step. VF must be circled.</p> <p>Pupils not working with an adult will receive marked and evaluated work in the next lesson. This can include highlighting, using marking codes, a comment and the next step. Any edits or improvements will then be completed in the following lesson.</p> <p>Self/Peer feedback is encouraged. But all pieces of writing should be marked and evaluated by the teacher.</p> <p>For KS1- Metacognition should be implemented every lesson. For KS2- Metacognition should be implemented every lesson and reflection 3x weekly.</p>

	<p>High SEND pupils will require balanced and tailored marking in line with their holistic needs</p> <p><u>(Year 6 exempt due to writing moderation)</u></p>
Maths	<p>Each pupil will receive <u>verbal feedback</u> twice a week by the class teacher and once/ twice a week by the teaching assistant. This can include highlighting, using marking codes, a comment and a next step. VF must be circled.</p> <p>For pupils who are not working with an adult: KS2 children are to self/peer mark using answer sheets on board. Teachers check over and highlight success criteria and make an overall comment. KS1 teachers to mark using ticks and thinking dots, and highlight success criteria.</p> <p>For KS1- Metacognition should be implemented every lesson. For KS2- Metacognition should be implemented every lesson and reflection 3x weekly.</p> <p>High SEND pupils will require balanced and tailored marking in line with their holistic needs</p>
Science	<p>Each pupil will receive verbal feedback every-other science lesson (KS1- once a half term). This should include highlights/codes and a next step. VF must be circled.</p> <p>Pupils not working with an adult will receive marked and evaluated work for the next lesson. This can include highlighting, using marking codes, a comment and a next step. Edits or improvements will then be completed the following lesson.</p> <p>For KS1- Metacognition should be implemented every lesson. For KS2- Metacognition and reflections should be implemented every lesson.</p> <p>High SEND pupils will require balanced and tailored marking in line with their holistic needs</p>
Foundation Subjects	<p>All subjects should be marked using highlights, marking codes and a general comment.</p> <p>Next steps should be provided twice a Topic.</p> <p>For KS1- Metacognition should be implemented every lesson. For KS2- Metacognition and reflections should be implemented every lesson.</p> <p>High SEND pupils will require balanced and tailored marking in line with their holistic needs</p>
PPA Cover (HLTAs/ TAs) Supply cover	<p>HLTA & Teaching assistants must initial in green pen alongside any marking. They should highlight the success criteria on the learning slip and make a general comment.</p>









Review of the policy to be undertaken as necessary to incorporate changes within the curriculum and/or staff feedback.

Our 'Top Eight' Expectations for Presentation (Key Stage 1)




1. I will write the short date in all my books.	
2. I will not leave blank pages in my books.	
3. If I make a mistake I will put one neat line through it.	
4. I will write on the lines in my book.	
5. I will always start my work from the left hand side of my book.	
6. I will write neatly and present my work in my best handwriting.	
7. I will not draw on the front cover of my book or doodle/scribble in my book.	
8. I will write in pencil. I will only use a pen or coloured pencil if my teacher asks me to.	

Signed..... Date.....






Our 'Top Nine' Expectations for Presentation KS2

<p>1. I will glue my marking slip in line and neatly in my book.</p>	
<p>2. I will write the short date on the left hand side e.g. 24.06.2017</p>	
<p>3. I will not leave blank pages in my books. If I start a new piece of work I will leave a couple of lines and draw a line underneath using a ruler and pencil.</p>	
<p>4. If I make a mistake I will put one neat line through it using a ruler if possible.</p>	
<p>5. I will write on the lines in my book. I will always start to write next to the margin on the left hand side.</p>	
<p>6. I will use a pencil in my maths book.</p>	
<p>7. When I have been awarded a pen licence a. I will use it for writing unless I am told otherwise. b. I will not use felt pens or biros in my books unless I am asked to.</p>	
<p>8. I will write neatly and present my work in my best handwriting. I will try to use a joined up handwriting style.</p>	
<p>9. I will not draw on the front cover of my book or doodle/scribble in my book.</p>	

KS1 Maths Presentation Guidance


I will write the short date on the learning strip	Day/Month/Year 10.05.2021																
I will complete the 'Can I still" question shown on the learning strip	Can I still?																
I will fill in the metacognition box	Metacognition:																
I will use a ruler when my teacher asks me to.																	
I will leave a line after each question so that my work is clearer.	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 10%;">1)</td> <td style="width: 10%; border-left: 1px solid black;">6</td> <td style="width: 10%;">-</td> <td style="width: 10%;">4</td> <td style="width: 10%;">=</td> <td style="width: 10%;">2</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td>2)</td> <td style="border-left: 1px solid black;">8</td> <td>-</td> <td>3</td> <td>=</td> <td>5</td> <td></td> <td></td> </tr> </table>	1)	6	-	4	=	2			2)	8	-	3	=	5		
1)	6	-	4	=	2												
2)	8	-	3	=	5												
When writing numbers, I will write one digit in each square.	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 25%; text-align: center;">4</td> <td style="width: 10%; text-align: center;">+</td> <td style="width: 25%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">=</td> <td style="width: 30%; text-align: center;">6</td> </tr> </table>	4	+	2	=	6											
4	+	2	=	6													
I will show my working out .	$\begin{array}{r} 6 \\ \times 2 \\ -25 \\ \hline 47 \end{array}$																
When I am explaining my thinking (reasoning), I will write in full sentences .	<p>I can prove that this statement is correct because...</p> <p>If I add two odd numbers together, I will always get...</p>																
	I always take pride in my work																
																	


KS2 Maths Presentation Guidance


I will write the short date on the learning strip	Day/Month/Year 10.05.2021																				
I will complete the 'Can I still" question shown on the learning strip	<div style="background-color: yellow; padding: 5px; border: 1px solid black;">Can I still?</div>																				
I will fill in the metacognition box and write a reflection at the end of lessons	Metacognition:																				
I will use a ruler to draw tables, graphs and lines.																					
I will draw a vertical margin on the left-hand side (2 squares wide) and in the middle of the page (if appropriate)																					
I will write the number/letter of the question in the margin.																					
I will leave a line after each question so that my work is clearer.	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 10%;">1)</td> <td style="width: 10%;"></td> <td style="width: 10%;">6 -</td> <td style="width: 10%;"></td> <td style="width: 10%;">4 =</td> <td style="width: 10%;"></td> <td style="width: 10%;">2</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td>2)</td> <td></td> <td>8 -</td> <td></td> <td>3 =</td> <td></td> <td>5</td> <td></td> <td></td> <td></td> </tr> </table>	1)		6 -		4 =		2				2)		8 -		3 =		5			
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	I always take pride in my work 																				

Peer Assessment slips

Two Stars and a Wish







twinkl.co.uk

Peer Feedback	Peer Name: _____
WWW (What Went Well)	
EBI (Even Better If)	

Year 1 Common Exception Words

the a do to today of said says are were was is
 his has I you no we she me he be they your
 go so by my here there where love come some one once
 ask friend school put push pull full house our

Year 2 Common Exception Words

parents Christmas everybody even
 pretty door floor poor because find kind mind behind child children wild
 most only both old cold gold hold told every great break steak
 beautiful after fast last past father class grass pass plant path climb
 hour move prove improve sure sugar eye could should would who bath
 any many clothes busy people water again half money Mr Mrs whole

Year 3 and 4 Common Exception Words

accident accidentally actual actually
 address although answer appear arrive believe bicycle breath breathe build busy business
 calendar caught centre century certain circle complete consider continue decide describe different
 difficult disappear early earth eight eighth enough exercise experience experiment extreme famous
 favourite February forward forwards fruit grammar group guard guide heard heart height
 history imagine increase important interest island knowledge learn length library material medicine

Year 3 and 4 Common Exception Words

mention	minute	natural	naughty	notice	occasion	occasionally	often	opposite	ordinary	particular	peculiar
perhaps	popular	position	possess	possession	possible	potatoes	pressure	probably	promise	purpose	quarter
question	recent	regular	reign	remember	sentence	separate	special	straight	strange	strength	suppose
surprise	therefore	though	thought	various	weight	woman	women				

Year 5 and 6 Common Exception Words

accommodate	accompany	according	aggressive	amateur	ancient	apparent	appreciate
attached	available	average	awkward	bargain	bruise	category	cemetery
committee	communicate	community	competition	conscience	conscious	controversy	convenience
correspond	criticise	curiosity	definite	desperate	develop	dictionary	disastrous

Year 5 and 6 Common Exception Words

embarrass	environment	equipment	equipped	especially	exaggerate	excellent	existence
explanation	familiar	foreign	forty	frequently	government	guarantee	harass
hindrance	identity	immediate	individual	interfere	interrupt	language	leisure
lightning	marvellous	mischievous	muscle	necessary	neighbour	nuisance	occupy

Year 5 and 6 Common Exception Words

occur	opportunity	parliament	persuade	physical	privilege	profession	programme
pronunciation	queue	recognise	recommend	relevant	restaurant	rhyme	rhythm
sacrifice	secretary	shoulder	signature	sincere	sincerely	soldier	stomach
suggest	symbol	system	temperature	thorough	twelfth	variety	vegetable
vehicle	yacht						