



Blackley Marking and Feedback Policy 2019-21

Written in conjunction with staff

March 2019

Rationale

At E-Act Blackley Academy we take a professional approach to the task of marking work and giving feedback. We aim to have a consistent approach to marking by the use of symbols which are used in all classrooms from Year 1-6. In addition to this code, teachers also use #hashtag comments in order to provide children with a challenge or next steps, in relation to their learning target. In maths this is termed 'push it' and is a way for children to delve deeper in to their mathematical learning. All children are entitled to regular and comprehensive feedback on their learning; therefore all teachers will mark work and give feedback as an essential part of the assessment process.

Blackley & Feedback Policy 2019-21

1. Aims

We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Give a clear picture of how far they have come in their learning, and what the next steps are;
- Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to use 'fix it time' to address them
- Gauge their understanding, and identify any misconceptions; allowing the teacher to create flexible focus groups.
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress;
- Provide the ongoing assessment that should inform future lesson-planning.

These are guidelines for teachers and support staff to enable consistency in their marking across the key stages / phases, and these have been adopted by the academy.

2. Scope

This policy applies to every teacher and teaching assistant.

3. Marking policies and procedures across the key stages.

3.1 Early Years Foundation Stage Observation ,Assessment & Planning procedures linked to the Marking Policy

EARLY YEARS FOUNDATION STAGE
**Use of stampers, stickers, team points across all phases / key stages **
Mainly verbal praise and guidance given.
<u>OBSERVATION, ASSESSMENT & PLANNING PROCEDURES</u>
OBSERVATION
Observation board used throughout the week to collect incidental / short observations. These are reviewed at the end of the week and added to learning journeys.
Long observations are carried out each week on the identified children (by the key worker)
A timetable for updating learning journeys is displayed on the wall.
All staff are involved in making observations.
Key workers take responsibility for updating the learning journeys.
Parents are encouraged to make observations of their children.
ASSESSMENT

Observations of child- initiated learning are used to feed into assessments made.
Assessment data is used to gather a picture of the attainment profile of the class / group so targeted intervention can be planned.
Assessment judgements are cross referenced using Quality Assurance EYFSP guidance & moderation documents.
Learning Journeys are updated on a cycle that is established when long observations and evidence is used to inform learning summaries. Parents & Children are also invited to make contributions.
PLANNING
Incidental observations are shared and incorporated into the daily provision.
Long observations are used to plan next steps for groups and individuals in the next week's planning.
Planning (on the wall) is annotated to reflect assessments for learning and added to the planning file at the end of the week.
Regular times are created to meet and discuss planning and next steps.
Weekly planning is displayed on the wall from Monday of each week.
Children are involved in planning for their learning.
Parents are given an opportunity to input into the planning process.

3.2 Marking policy and procedures for Key Stages 1 & 2

KEY STAGE 1 & KEY STAGE 2	
Maths	
All work is acknowledged by the teacher	
The 'Do It' section of the lesson is self-marked (red pen) in the lesson when all children have completed that section.	
Green highlighter for correct	
Yellow highlighter for incorrect/fix it.	
Teacher to highlight- Revisit it, Fix it, Solve it, Push it on the lesson labels– children then respond to this prompt during 'fix it time' in purple pen	
Push its – are for children who have completed all three areas of the maths lesson successfully. These challenges can be stuck in to books, or on the whiteboard for completing during the 'fix it' period.	
English	
All work is acknowledged by the teacher.	
Reoccurring spelling and grammar targets will be addressed using the code (see below)	
#hashtag comments should link to the learning target and help to suggest next steps	
EG:	
LT: Can I use expanded noun phrases to describe a character?	
#include commas to separate 2 x adjectives	
Children to self-mark GPS activities (red pen)	
Children to respond to teacher marking in purple pen	
Foundation Subjects	
All work is acknowledged by the teacher.	
Reoccurring spelling and grammar targets will be addressed using the code (see appendix)	
#hashtag comments should link to the learning target (not a spelling and grammar focus) and help to suggest next steps	
EG:	
LT: Can I write a scientific conclusion for my fair test?	
#relate your conclusion back to your prediction	

4. Professional judgment

4.1 Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when providing feedback and marking. Teachers must use their professional judgement when deciding how many corrections to mark.

4.2 Teachers may plan to mark groups of work, so that they can focus on developing particular skills with targeted groups.

4.3 Feedback and marking is for the direct benefit and improvement of the children's work. It is therefore undertaken by the teachers to inform the child of the progress they are making and the targets they need to work towards.

5. Expectations

5.1 At E-Act Blackley Academy, we want marking to be manageable. Where possible, marking should be 'in the moment'. Longer writing tasks are the exception to this. Expectations are that teachers should complete one detailed (longer writing) mark per week. This can be in English or one of the Foundation Subjects

5.2 Where TA4s have covered classes, this work should be marked by that staff member. The Academy will provide support staff with adequate time to do this.

6. Marking code

6.1 Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we believe that a common framework is helpful and have provided an example in appendix A. A copy of this marking code is displayed in every classroom.

6.2 KS1 teachers will use the code as an aide memoir as appropriate to the ability of the child.

Review Date

The policy will be reviewed in June 2021

Signed _____ (Headteacher)

Appendix A

CL	Capital Letter
P	Missing punctuation
SP	Spelling
G	Grammar
↑W	Up level word choice
↑S	Up level sentence
∧	Missing word
//	New paragraph
✓✓	Evidence of learning target
★	WOW
VF	Verbal feedback given
TG	Target group work
I	Independent work (after TG or VF)

