Springwood Primary School

AFL, MARKING AND FEEDBACK POLICY
Updated November 2024

Mission Statement:
We believe in high expectations and consistency. Feedback and marking whether in person or online should provide constructive feedback to every pupil, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. Feedback should be given to all learners at every learning opportunity. This may be verbal, written comments in real time during a session or if distance marked, in a timely fashion before the next session. Live marking has the most impact if it is done during the lesson and this is what we aim to do for all our learners. Impact of verbal feedback needs to be obvious in pupils learning. Every real time lesson should have a number of pit stops for groups of pupils or whole class to allow pupils to act upon the feedback given.

Marking and feedback should:
- Relate to the learning intentions and success criteria;
- Involve the whole teaching team working with the children;
- Empower pupils so that they become aware of and reflect on their learning needs during a lesson;
- Enable all pupils to make progress during the lesson, inform future planning and individual target setting;
- Give clear strategies for improvement as appropriate;
- Be seen by pupils as positive in improving their learning;
- Be manageable and useful for teachers.

Immediate feedback, Self-Marking and evaluation
Live feedback in the session is the most effective method, through focused teaching and adult support/challenge, mini plenaries and pit stops. Pupils should be encouraged to check for things they are unsure about and use success criteria to self and peer assess.

Green Pen/ pencil: When editing or improving work pupils should use a green pen or pencil (Y1/Y2) to show the changes/ improvements they have made, this will allow the learning to be visible. This should be evident in all pieces of work across all areas of learning.

Thinking Hats/ thinking routines- Y1 and above: Pupils should use a yellow highlighter to identify a specified number of positives, linked to success criteria.

Colours for shared writing in Talk for writing sessions: Across all year groups, teachers should model writing using the following code. This is to further support pupils understanding of punctuation, new vocabulary and grammar.

Shared Writing colours
Black – writing
Red – punctuation
Blue – generate and judge
Green – Mistakes/editing

Marking and Feedback in progression step 1
- Verbal prompts, which result in evidence of pupil progress during the lesson. e.g. A prompt/question/scaffold to move the learning forward or what it looks like when it is good;
- Allow time for the child to make the improvement;
- Written annotations, short and narrative observations (written on Seesaw);
- Children beginning to annotate their own work and pictures; (or recorded on seesaw)
- Oral dialogue with children about their play, work or special books
- Children improving a piece of work and closing the gap with/ without adult support;
- Use 'I' for independent, 'S' for support with a short comment to say what was used, e.g. Number line, adult support etc.
- Marked work should be initialled by the person completing the marking.

Marking and Feedback in progression step 2 and 3
- Verbal prompts and pit stops, which result in evidence of pupil progress during the lesson e.g. A prompt/question/scaffold to move the learning forward or what it looks like when it is good;
- Once a teacher/ staff member has given verbal feedback one to one in a session, the pupil continues to work in green pen.
- Use written sentence starters when live marking so that pupils can demonstrate and apply new understanding during a lesson;
- Allow time for the children to make the improvements in green pen either during the session for a pit stop or after the session in response to distance making.
- Celebratory comments not to be used in books (only to be used when the work is exceptional);
- An example would be use 'S' for support with a short comment to say what was used, e.g. word bank
- Marked work should be initialled by the person completing the marking.

The emphasis in marking should be on both successes against the shared learning intention and improvement needs against the success criteria. (these do not need to be written in books)
There should be clear evidence that the teacher or TA has moved the learning on within the lesson with the use of codes and/or evidence of improvements made by the pupil part way through their work in green pen. A focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved. (Closing the Gap examples and AFL toolkit at the end of this policy)

Verbal Feedback
It is important for all children to have Verbal feedback from a member of the teaching team. This should be given frequently in the course of a lesson and have an impact on the progress made towards the learning objectives in that lesson e.g. pit stops. This feedback should be obvious in the books via the correct codes and possibly the use of green pen and yellow highlighter.

Summative Feedback / marking
This is associated with closed tasks or exercises where the answer is either right or wrong.
This usually consists of ticks. Children should be encouraged to self, pair, group and class mark where appropriate

√ - objective met
- • - look at again, improve

Self-assessment and feed forward
All pupils should be encouraged to self-evaluate and given the opportunity to evaluate their work and the work of their peers, against a model (What it looks like when it is excellent) or co-constructed success criteria and provide suggestions for improvement. With distance marking pupils should be given time at the start of a lesson, to read and consider any written feedback, as appropriate. Pupils should be clear about what they need to do in their next piece of work as a result of feedback they have received. They should also be clear about how to take the next steps in their learning. Pupils must be encouraged to reflect and respond to written feedback. Pupils should not write in another pupil's book.

Emergent writing is used in the Early Years. All pupils should be encouraged to 'have a go' at spellings and not be relying on the adult to spell for them. Magic lines may be used to fill in gaps within words where the pupil cannot work out the sound/ letter or if the pupil has had a go at a word but feels it looks wrong then they may underline the whole word to let the teacher know they know it is incorrect. Pupils should be encouraged to look for and correct their own errors. Dictionaries and word lists are made available to all learners. Pupils should be encouraged to use adventurous vocabulary. If children make a mistake the error should be crossed through with a straight line. Not all spellings will be corrected, but there must be a focus on high frequency words and other common errors will be the focus of spelling lessons.

Organisation
When planning teachers need to give themselves and their TAs time to get around the class and move learning on with verbal feed forward comments and ensure codes are used in red pen.
Time for pupils to act upon any close the gap marking should be planned for.
Pupils need to have some feedback about their work, but flexibility is important depending on the nature of the task and the time available. Distance marking should be accessible to children and manageable for teachers and the feed forward comments must move the learning forward.

Quality marking
If a teacher has not got to a child during a session and given verbal feedback, the teacher will then be expected to distance mark with a comment to close the gap and move learning on. Comments should

help the child close the gap between what they have achieved and what they need to do to improve but other corrections should be made such as spellings, punctuation, grammar, presentation etc. Prompts can either be a reminder, a scaffold or an example.

Pieces of work not marked in detail should always be acknowledged using the correct codes and relate to the learning intentions or success criteria. Teachers must maintain high expectations and if a pupil produces work below the expected standard, the pupil must improve their work.

<u>Secretarial features</u>
Those involved in the feedback of children's learning need to initial so it is obvious who has given the feedback.

<u>Monitoring and evaluating this policy</u>
This policy will be monitored through further consultation with staff
Children's workbooks will be monitored by subject leaders, with written and verbal feedback given to individual members of staff.
Listening to learners shall also be conducted as part of monitoring cycle.
Where appropriate, subject leaders will highlight good practice and areas for development for all staff to consider and discuss.

Reviewed   September 2024

Marking Code

<u>All marking to be written with red pen and responding to marking should be with green pen. Pupils should use yellow highlighter or pencil to identify the success in their work against the intended outcome or success criteria.</u>

All marking comments should be written using our handwriting style to model handwriting to pupils.

- **S**   **With Support**
- **I**   **Independently completed, without adult**

- Incorrect (small dot identifies pupils need to edit/ improve)
- **All marked worked should be initialled by the adult given the feedback**

- **_____ Spelling errors underlined, sp written in the margin or on left hand side of the page (a maximum of 3 words to be corrected in one piece of work, focus on high frequency words). Spelling errors to be practised and then written underneath the marking comment 3 times using Look,Say,Cover, Write, Check)**

- **Reception spelling error, dot the first letter of the word and write the correct spelling at the bottom of the page. A balance must be kept between encouraging pupils to write independently, emergent writing and writing with accuracy. Ensuring pupils are confident writers and mark makers is the main priority.**

- **ll New paragraph needed**

<u>How to prompt for reasoning, during the lesson</u>

Prompts like these are a powerful way of developing pupil's reasoning skills:

- What can you work out from the information?

- If you know that, what else do you know?

- Shall we test that?

- Does it work?

- Do you still think it is…..?

- Do you agree with that?

- Why is that bit important?

- So, what must it be?

- How do you know?

- Convince me.

- Prove it.

Examples for maths

1. What method did you use?
2. Why did you use this method?
3. Which method would have been a bad choice?
4. Which part was the hardest?
5. Why didn't you use X method?
6. Write everything you know about...
7. Where/how could you use what you learnt today?
8. Where do you think you have made a mistake?
9. Show me a different way of working this problem.
10. Use the inverse operation to check your work.

Examples of Closing the Gap literacy

1. Elaborating and extending

Often used to redirect the child's focus, good for more able children who need less support
Write a character description of James
Describe the merman in more detail
Say more about the fire
Explain this for me

2. Scaffolded prompts for elaborating or extending

They often focus the child's attention on specifics OR delve via two or more questions or statements
Can you tell me more about how the girl felt walking into her new class?
You need to put more suspense into walking into the old house. Use the word 'eerie ' to create suspense.
Describe what the forest looked like to Red Riding hood. Remember to use all your senses when describing.
Can you tell me more about why you like playing football so much?
How do you treat your horses? Write about the times you have anything to do with them

3. **Example prompts for elaborating or extending**

Giving the children models of words or phrases they could use in their work
Describe what you are seeing as you begin to turn into a giant. Perhaps
- *Cars looks like toys*
- *Houses look like dolls houses*
- *People look like ants*

What did you see on the boats trip?
- *Majestic killer whales?*
- *Friendly dolphins splashing in the crystal sea?*

What did you find in the old house? Could it have been?
- *A dusty old cobweb*
- *An antique clock*

4. **Adding a word or a sentence**- this is usually done in a structured way
Missing words- teacher writes out sentence for child to put missing words in- usually specific like adjectives
Letting the child finish a sentence the teacher has begun
Asking for one or two new words

'*You have written said three times, please list two synonyms for said'*
'Please write a really powerful adjective to describe the wolf'
'Chose an adjective which would best describe the noise: cacophony, screeching, wailing'

5. **Asking for one or two more sentences**

Can you tell me two more things about the beach?
What did the teacher say to the young girl before they went home?
Think of a line to rhyme with devour

6. **Changing the text**
Replacing individual words- teacher could highlight in pink and ask for them to be changed- needs to explain why though. Could give examples to help child and extend their vocabulary
Replacing individual sentences- again teacher needs to explain why and can give examples
Replacing paragraphs- usually the last paragraph as the child has ran out of time OR as teachers we spend more time teaching about story openings than endings

I am not quite sure what happens at the end of this story. Please rewrite the ending, explaining what happens in more detail. Does the main character survive even though you have hinted he would die?

7. **Justifying- very useful tool to get the children to add more detail**

Why was his voice shaky….? Tell me more!
Why were the ugly sisters jealous of Cinderella?

ASSESSMENT FOR LEARNING TOOLS

		STRATEGY	SUMMARY	
Questioning	1	Increasing thinking/wait time	Increase 'wait time/thinking time' to at least 5 seconds	
	2	Big questions	'Big', open questions and problem-solving tasks for research	
	3	Collaboration on formulating questions	Staff creating banks of 'good' questions & suitable responses together	
	4	Finding questions learners get wrong	Using wrong answers to identify & challenge misconceptions	
	5	Think-pair-share	Individual, then partner, then group or whole class sharing of ideas	
	6	Group responses	Responses are obtained from groups rather than individual children	
	7	Phone a friend	Groups formulate questions and pass them to another group to research & report back	
	8	Whiteboards	Use of whiteboards for either individuals or groups to respond	
	9	Choice of answers	Children vote using the options given and then discuss e.g. concept cartoons in science	
	10	No hands up	Teacher chooses someone to respond so all children must have an answer ready	
	11	Setting ground rules	Setting clear rules for discussion so that everyone is willing to contribute	
Feedback	12	Comments only	Marking work without grades or marks so comments are more likely to be acted upon	
	13	How to improve	Targets set but with clear advice on how to reach them	
	14	Closing the gap comments	Comments indicate how to move from what has been achieved to what could be achieved	
	15	Temporary comments	Use pencil or post its that can be removed once acted upon	
	16	Two stars and a wish	Two positive comments followed by one specific improvement that could be made	
	17	Instant feedback	Feedback during or immediately after a task – related to the specific learning intention	
Feedback	18	Allow time	Time for children to read & act upon comments on work marked in their absence	
	19	Self-assessment	Clear success criteria against which children assess their own work	
	20	Learner-to-learner dialogue	Children work in pairs & take turns at being the 'teacher' – discuss work & improvements	
Peer &	21	Traffic lighting	Red, amber or green to indicate understanding of words, concepts etc	
	22	Thumbs up/thumbs down	Similar to traffic lights – thumbs to the side for amber	

		STRATEGY	SUMMARY	
	23	Talk partners	Share thoughts on learning, what was easy/difficult/needs improving with partner	
	24	Post-it challenge	Similar to talk partners – evaluate on post its individually, in pair or group & share	
	25	KWL/KWHL grids	Use frame to establish prior learning, planned learning & actual learning	
	26	QuADS grids	Similar to KWL but more detailed response to question to include details & source	
	27	Triangles	Record knowledge & feelings on triangle diagram to see connections	
	28	Self-marking	Similar to self assessment but using marks schemes or set assessment criteria	
	29	Peer-marking	Children mark or comment on others' work, ideally against agreed criteria	
	30	Writing Journals	'Scrapbooks' of thinking & learning to encourage reflection & skill transfer	
	31	Reviewing tests	Groups look at marked test papers & look for ways to improve	
	32	Big copies of exam questions	Groups discuss enlarged, laminated copies of tests & agree a response together	
	33	Learners set questions	Children set questions & answers for others – indicates understanding & misconceptions	
	34	Exam question analysis	Discussing wording of tests & exams & explaining marking system to improve results	
	35	Coursework	What does a good piece of work look like? Show examples of a range & discuss	