



Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

Version:	
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Author:	Karla Blythe
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Revision History:

Version	Date	Author	Summary of Changes:

Purpose of feedback and marking

To establish a broadly consistent approach to the way work is marked and feedback upon so that pupils value, and have a clear understanding of, the way their work is assessed. They will know how to respond to the marking system as a result of its consistent application throughout the school, including understanding their own strengths and weaknesses.

Aims:

- To actively engage pupils in their own learning, providing time for reflection, evaluation and time to assess their work against the learning intention and their own personal targets
- To enable pupils to become aware of themselves as learners and develop strategies that will improve their work
- To provide pupils with the tools to become resilient and reflective learners
- To accelerate pupil progress by providing feedback, both written and verbal, which extends their learning and understanding or deepens their thinking
- To give constructive feedback which allows children to build up a realistic picture of their strengths and weaknesses
- To foster a culture whereby mistakes are celebrated as part of their learning journey
- To see if teaching has been effective and inform the next steps of planning

Good feedback and marking occurs when:

- Planning is personalised and based on what pupils can already do and what they need to do next based on their "move on" comment (e.g entry and exit tickets, AFL or assessment tasks)
- Pupils know how well they are achieving in each lesson and understand what they need to do to improve
- Teachers have a clear understanding of how to extend pupils' learning (next steps, bubble marking, reasoning tasks, Bloom's Taxonomy)
- Pupils are given regular, purposeful opportunities to evaluate their own and their peers' work (self-reflections, self and peer marking)

Application:

- All pupils should be given regular **oral or written feedback** appropriate to their age and the nature of the learning
- All learning challenges must be highlighted either by an adult or pupil and follow the marking system (solid green/pink if the learning challenge is met, dashed green/pink if partially met and solid yellow/blue if not met)
- When marked by an adult, green highlighter indicates correct/objective met/good work; yellow highlighter indicates incorrect/objective not met.
- When self or peer marked, pink highlighter indicates correct/objective met/good work; blue highlighter indicates incorrect/objective not met.
- Move on comments should, where possible, be open ended and are often best formulated as a question, an imperative or a scaffold to close the gap
- Where adults or pupils use 'bubble' marking, ensure comments are visible and space is given for feedback to be acted on
- All responses to 'bubble' marking should be **read, marked, initialled and dated**
- Teachers should expect feedback in bubbles be to the same standard (or higher) than the work in their books
- Self and peer marked checklists should also be used in marking when appropriate
- Children should then be given regular time to respond to the marking by improving, reflecting and evaluating. This is most effective when it occurs as soon as possible after the work has been completed
- Feedback strategies can be varied to include smiley faces, traffic lights, symbols etc., providing that these are combined with more specific comments and that children are clear about the meaning
- Feedback can be given by teachers, parents, other adults in the classroom, peers or self
- Purple polishing pens are to be used by the pupils across all books to edit, improve and correct work
- In all books, marking and feedback must include spelling, grammar and punctuation - especially high frequency words, subject specific vocabulary and number formation
- All books should adhere to the presentation guides provided. Where books do not meet this standard, marking and feedback should be evident

Foundation Stage:

- Individual Writing books provide an ongoing assessment record
- Most feedback is verbal and linked to the verbal target at the beginning of the lesson
- Green and yellow highlighters are introduced for marking when appropriate e.g. during Read Write Inc and independent writing
- Peer feedback is introduced during Read Write Inc
- Purple polishing pens are introduced in the summer term when appropriate
- Homework/learning logs are marked with a stamp and a comment is included to encourage and inform parents
- Reading journals provide feedback from staff and parents/carers

Literacy:

- Outcome and assessment pieces must be deep marked until January to scaffold, support and teach new learning and enforce spelling, grammar and punctuation
- From January, spelling errors can be highlighted in the margin of the line it's on or at the end of the work with how many mistakes but must not be on the word
- Pupils should be encouraged to edit and improve their work using resources and their peers
- At the end of an outcome piece or unit, pupils should reflect on their learning using a success criteria linked to their year groups ITAF
- At the end of an outcome piece or unit, teachers should use marking and feedback to plan the next unit of work
- Polished pieces do not require written feedback but teachers must read them and can provide whole class feedback or individual verbal feedback

Numeracy:

- Entry and exit tickets are to be marked and used to assess pupils next steps
- Pupils should be provided the opportunity to challenge themselves through next steps and bubble marking
- Reasoning stickers are to be used for pupils to deepen their understanding and as a form of next step

Whole Class Feedback Sheet

Date:

Lesson:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	