

The Rydal Academy

Marking and Feedback Policy

Accepted by: The Rydal Academy LGB May 2017

Approving Body: Local Governing Body

Committee: LGB

Review Cycle: 3 years

Last reviewed: December 2023

Date for next review: December 2026

Statement of intent

The Rydal Academy understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression.

All children will receive timely and meaningful feedback to their work. The purpose of this policy is to share expectations with all staff so that there is a clear and consistent approach employed across the school. All feedback strategies outlined in this policy are grounded in recommendations from research (The Sutton Trust, Education Endowment Foundation Teaching and Learning Toolkit).

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.
- Maintains a consistent approach across the school which is age and ability appropriate at every stage of a child's development.

Approach

At the Rydal Academy, we believe that quality feedback includes:

- Verbal feedback
- Self-assessment
- Peer-assessment
- Teacher assessment

Verbal feedback should happen every day and is an integral part of teaching throughout all age groups. It should be specific to the success criteria of the lesson and individual pupils' understanding. Dialogue should include positives and areas for development in order to ensure that children understand how to move their learning forward from their current position. The effective use of verbal feedback will be monitored throughout learning walks and, as a result, there is no expectation that it will be evidenced in books.

Self-assessment is taught to an age-appropriate level throughout the school in order to ensure that it is meaningful to children and undertaken against relevant success criteria. All self-assessment is moderated by the class teacher, and this is indicated through a light touch mark (use of 'checked by teacher' stamper).

Peer-assessment is taught to an age-appropriate level throughout the school in order to ensure that it is meaningful to children and undertaken against relevant success criteria. Children will identify the work that they have marked by signing their initials. A 'peer marked' stamper will also be added. All peer-assessment is moderated by the class teacher, and this is indicated through a light touch mark (use of 'checked by teacher' stamper).

Teacher-assessment provides written feedback on individuals' performance and/or provides a relevant task to be completed (e.g., end of unit assessment). It must be based on supporting a child with their specific area for development. The marking of children's work is an additional means of communication between teacher and pupil and should encourage children to think critically about what they have achieved and what they can develop. It should be constructive and used with discretion so that a child can assimilate a limited number of corrections at one time – this will vary according to age, ability, and the learning focus.

Guidelines

Marking strategies are progressive throughout the school and written marking is developed appropriately based on children's level of understanding.

Where marking requires a response from the child, dedicated improvement time will be consistently built into lessons. This will ensure that children act on their feedback consistently.

Mathematics

Early Years

- Written comments will be included after each piece of mathematics work recorded (1 piece of evidence per fortnight). The teacher's assessment records will provide further individual information against the success criteria and be explained to the child appropriately. A suitable next step will be worked upon the following day.
- Work may be corrected with the teacher including modelling number formation and altering reversals.
- Rewards will be based on praising effort.
**see Early Years guidance for further detailed information.*

Key Stage 1 and 2

- Verbal feedback should be given where appropriate to individuals, groups or to the whole class. Throughout both key stages teachers will actively develop children's ability to give meaningful verbal feedback to each other.
- The learning objective for each session will be highlighted on the work by the teacher to indicate whether the target has been 'achieved' (green), 'partially achieved' (orange) or left blank to indicate that the child has a 'very limited understanding' of this target.

- All work produced and included in books will be given a 'checked by your teacher' stamp or 'marked by your TA' stamp to indicate which adult has reviewed the child's work. This will be the case whether the work has been initially self, peer or adult marked.
- Correct answers should be marked with a small tick, incorrect answers should be dotted and those which the teacher wishes to be corrected should be marked with a C (see appendix 3).
- Additional written comments relating to the learning objective and/or best features of work will be provided if relevant. Green pen from class teacher, blue from other staff and black from supply cover or student teachers. Purple pen is used for self-assessment/peer assessment.
- Children will be given time to read comments and targets, completing any corrections, additional tasks or improving their work within a reasonable space of time after completing the initial task (expectation is the maximum length of time for pupil response is the following day).
- The codes in the marking guide (appendix 3, page 1) should be used to indicate levels of support for each lesson.
- Where relevant, assembly intervention time may be used to support children with specific misconceptions in order to clarify and deepen their understanding. Where assembly intervention has been provided this will be indicated clearly (either by being typed on the sheet or through an 'assembly intervention' sticker being included at the top of the page).
- Rewards will vary according to the effort level a child dedicates to their task. The 'Rydal Star' is awarded to any child presenting their work to the very best of their ability.

English

Early Years

- Written comments will be included after each piece of English work recorded (1 piece of evidence per fortnight). The teacher's assessment records will provide further individual information against the success criteria and be explained to the child appropriately. A suitable next step will be worked upon the following day.
- Work may be corrected with the teacher including altering reversals and practising letter formation in purple pen.
- Rewards will be based on praising effort.
*see *Early Years guidance for further detailed information.*

Key Stage 1 and 2

- Verbal feedback should be given where appropriate to individuals, groups or to the whole class. Throughout both key stages teachers will actively develop children's ability to give meaningful verbal feedback to each other.
- The learning objective for each recorded session will be highlighted by the teacher to indicate whether the target has been 'achieved' (green), 'partially achieved' (orange) or left blank to indicate that the child has a 'very limited understanding' of this target.
- All work produced and included in books will be given a 'checked by your teacher' stamp or 'marked by your TA' stamp to indicate which adult has reviewed the child's work. This will be the case whether the work has been initially self, peer or adult marked.

- The appropriate target card (see target card formats in Appendix 1 & 2) will be completed by the teacher each fortnight with all objectives achieved highlighted in green and the 'next steps' highlighted in pink. The 'next steps' must be based on the specific success criteria for that piece of writing and aimed at developing individuals' work further.
- The children may be asked to self-mark, peer mark, model, or promenade work where appropriate in order to improve self-checking, evaluation, and analytical skills.
- Additional written comments relating to the learning objective and/or best features of work will be provided if relevant. Green pen from class teacher, blue from other staff and black from supply cover and students. Purple pen is used for self-assessment/peer assessment.
- Children will be given time to read comments and targets, completing an additional task or improving their work within a reasonable space of time after completing the initial piece of writing (expectation is the maximum length of time for pupil response is the following day).
- The codes in the marking guide (appendix 3, page 1) should be used to indicate levels of support for each recorded lesson.
- The improvement codes (appendix 3, page 2) should be used from Y3 upwards to focus children on pertinent areas for development.
- Children will be encouraged to edit their own spellings using dictionaries, word lists, or spelling mats.
- Assembly intervention time will be used to support children with specific misconceptions in order to clarify and deepen their understanding. Where assembly intervention has been provided this will be indicated
- Rewards will vary according to the effort level a child dedicates to their task. The 'Rydal Star' is awarded to any child presenting their work to the very best of their ability.

Key Stage 1 and 2 – science and foundation subjects

- Verbal feedback should be given where appropriate to individuals, groups or to the whole class. Throughout both key stages teachers will actively develop children's ability to give meaningful verbal feedback to each other.
- All work produced and included in books/folders will be given a 'checked by your teacher' stamp or 'marked by your TA' stamp to indicate which adult has reviewed the child's work. This will be the case whether the work has been initially self, peer or adult marked.
- The children may be asked to self-mark, peer-mark, model, or promenade work where appropriate in order to improve self-checking, evaluation, and analytical skills.
- Each learning objective on recorded work or assessment overview sheets will be highlighted by the teacher to indicate whether the target has been 'achieved' (green), 'partially achieved' (orange) or left blank to indicate that the child has a 'very limited understanding' of this target.
- Teachers will create 'end of unit assessments' in collaboration with subject leaders in order to check pupils' memory and understanding of key knowledge.
- Written comments relating to the learning objective and/or best features of work may sometimes be provided. The expectation is that this is done verbally but where comments are added these will be written in green pen by class teacher, blue pen by other staff and black pen by supply cover.

- Children will use purple pen for self-assessment and peer-assessment. They will write their name in their partner's book if they use peer-assessment.
- The codes in the marking guide (appendix 3, page 1) should be used to indicate levels of support for each session.

Appendix

Appendix 1 - English Target Card example (Year 2)

Appendix 2 – English Target Card example (Year 6)

Appendix 3 – Pupil Marking Guide (including marking codes, stamp and pen explanation for pupils).

Appendix 1

Example success criteria for Y2 (criteria taken from the KS1 teacher assessment framework). Completed in the same way as the target card in appendix 2.




Week 12

EoYE2 I AS
P Sc

Information Text

27-29.11.23

End of Year 2 Statutory Assessment – Within	
I can write a short narrative based on real or fictional events.	
I can write some sentences with...	Capital letters
	Full stops
	Question marks
	Exclamation marks
I can make phonetically plausible attempts when spelling.	
I can spell some common exception words (Year 2).	
I can sit my letters on the line.	
I can form ascenders correctly.	
I can form descenders correctly.	
I use spaces between words consistently .	

End of Year 2 Statutory Assessment – Met	
I can write narratives that make sense (fiction or non-fiction)	
Use expanded noun phrases / noun phrases to describe.	
I can write most sentences	Capital letters
	Full stops
	Question marks
	Exclamation marks
I can sometimes use commas in a list.	
I can use the present and past tense mostly correctly and consistently.	
I can use co-ordination (or, and, but) to join clauses. 	
I can make some correct use of...	Sub-ordination (when, if, that, because) to join clauses.
	Apostrophes to possession (singular)
	Apostrophes for contraction.
I can use Phase 2-6 phonics to accurately spell.	
I can spell most common exception words (Year 2)	
I can spell some homophones correctly.	
I am producing legible, and attempting to join, handwriting.	

End of Year 2 Statutory Assessment –	
I can write effectively for different purposes.	
I can choose vocabulary and grammar to engage the reader.	
Use all punctuation taught at KS1 correctly including...	Capital letters
	Full stops
	Question marks
	Exclamation marks
	Apostrophes for contraction
	Apostrophes for possession (singular)
I can spell Year 1 and 2 words, including suffixes, correctly.	
Use the diagonal and horizontal strokes needed to join letters.	

Appendix 2




Example success criteria for Y6 (criteria taken from the KS2 teacher assessment framework).
Completed in the same way as the first target card in appendix 1.

Week 13 Blitz Narrative



EoYE6 | AS

04.12.23 | P | Sc

EoKS2 Statutory Assessment – Within		EoKS2 Statutory Assessment – Met		EoKS2 Statutory Assessment – Mastery	
I can use paragraphs to organise ideas.		I can create atmosphere and use speech to convey characters and advance the action.		I can write effectively for different purposes.	
I can describe settings and characters.		I can choose vocabulary and grammar to engage the reader.			
I can use some cohesive devices within and across sentences and paragraphs.		I can use a range of cohesive devices to create cohesion.		I can choose vocabulary and grammar to engage the reader.	
Using mostly correctly...	Capital letters	I can use modal verbs to indicate possibility.			
	Full stops.	I can use passive verbs.			
	Question marks.	I can use a wide range of clause structures, sometimes varying their position within the sentence for effect. 			
	Exclamation marks.	I can use adverbial/prepositional phrases precisely to add detail.			
	Commas for a list.	I can use expanded noun phrases precisely to add detail. 			
	Apostrophes for contractions.	Using mostly effectively	Punctuation for direct speech. 		
	Apostrophes for possession (singular & plural).		Commas to clarify		
I can spell most homophones correctly	Punctuation for parenthesis	I can consistently use the full range of KS2 punctuation.			
I can spell most words correctly (year 3 and 4)	Semi colons				
I can spell some words correctly (year 5 and 6)	Dashes	I can adapt my writing effectively to suit an audience of my choosing.			
I am producing legible handwriting and attempting to join.	Hyphens				
	Colons				
	I can spell most words correctly (year 5 and 6)				
	I am maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.				

Pupil Marking Guide

Sometimes teachers write or highlight strange things in your books!

This is what they mean:

WOW - Working On a Whiteboard

WOS - Working On a Sheet

AS - worked with Adult Support

I - worked Independently (on your own)

P - worked in a Pair (with a friend)

G - worked in a Group

WC - Whole Class work

Sc - used a Scaffold to help

TO - Teacher Observed

If your LO (Learning Outcome) is highlighted in green then you have shown your teacher that you understand the task and have achieved the target.

If your LO (Learning Outcome) is highlighted in orange or left blank your teacher is showing you that you have not reached the LO target yet. Your teacher will talk to you about what you need to work on next to help you to achieve the LO next time.

In English you may see a target highlighted in pink. This is to show that this is your next step

If you miss a lesson the teacher will put the date and the reason you missed the lesson in your book so we know what you will need to catch up with later (29/6/20 – absent or 14/3/20 – swimming gala)

Improvement codes

When improving your work in English, look out for:

Λ - you have missed out a word or a letter

V - you have missed some punctuation

* - your teacher would like you to add more detail

Underline - try another word that means a similar thing (synonym)

Sp - you have made a spelling mistake on this line

Your teacher will tell you which pieces of work they are marking for all these things.

When up-levelling your work in Maths, look out for:

√ - your work is correct

● - you still have some working out to do as you didn't quite get it this time

C - your teacher would like you to try and correct this

Special stamps and pens

Sometimes you may get a stamp below your work.



This stamp means that your teacher has looked at your work and checked whether you have achieved your LO.



This stamp is called 'The Rydal Star' and it means that the presentation of your work is of high quality. You should aim to achieve this star for every piece of work that you do.

Adults in school use different coloured pens in your book to show who is marking your work.



You have your own pen to use when marking work or making improvements. Your teacher will tell you when to use your purple pen.