



The Lyceum School - Marking and Feedback Policy

At The Lyceum we believe in Formative Assessment as this provides appropriate information to teachers to inform differentiated planning. We believe that standards are raised when feedback between teachers and pupils is 2-way and the process of assessing how work has gone is an interactive one. Feedback to pupils should be both oral and written.

The outcome of testing should be an analysis of where to go next. We use inCAS online twice a year to provide confirmation of our own teacher assessment. Ongoing use of Learning Ladders enable teachers to follow the precise progress of each child. It is important for teachers to receive feedback from their pupils and be prepared to respond to it e.g. Ask the class – what would help you to better understand these concepts.

Teachers should develop in their classrooms a supportive climate where pupils feel able to give the wrong answer and feel able to explore answers together in an atmosphere where they celebrate each others successes.

The teacher's role should be to explain and support children's active involvement in their learning, using children's existing learning as a starting point. This facilitates planning meaningful programmes of learning which can respond to the children's developing ideas.

Marking

Teacher's comments are key to children's improvements. We therefore do not write grades or % on children's work. There are a few exceptions; children get the result of spelling/tables tests and in Year 5/6 some grades are shared with children and parents when preparing children for 11+ examinations.

In Key Stages 1 and 2 teachers should differentiate their comments and a piece of work should have both a WOW and a NOW:

WOW (with star symbol for KS1)	- Positive comment on the piece of work
NOW (with wand/wish symbol for KS1)	- Written challenge/extension/edit/follow up task, which is linked to the original piece of work.

In Key Stage 2 the children should respond in their book using a **green pen**. In Key Stage 1 children can respond in pencil or be given a target for their next piece of work.

In the Early Years stickers, stamps, ticks and other rewards may be given for good pieces of work. Written and verbal feedback should also be given when appropriate.

Marking and Feedback Key

sp	Incorrect spelling- Rewrite the word as directed by the teacher.
vf	Verbal feedback. Tick vf if feedback has already been given, if not ticked the children know to ask their teacher for feedback.
WOW ☆	Positive feedback
NOW ☆	Challenge/extension/edit/follow up task
I	Independent
ws	With Support
Nursery to Y3 use: WALT WILF	We Are Learning To: What I'm Looking For:
Y4 to Y6 use: LO SC	Learning Objective: Success Criteria:

On occasion we ask children to mark their own work and we use group marking at times to encourage discussion and to promote self-assessment. For these to be effective, the criteria must be thoroughly and teachers need to model what to do.

At the start of any piece of work it should be made clear to children:

- What is expected
- What they will be learning [LO/SC][WALT/WILF]
- Why they are doing something in a specific way
- How to proceed with the work, reminder of title, date, LO and underlining
- What the teacher will be looking for
- Revisit advice given after previous work

Pupils need to be engaged in reflective review of their own work in order to be able to plan their own progress and revision effectively.

Pupils are encouraged to apply 'criteria' to improve their own work.

- Marking should be done by the teacher in red
- Children should respond to marking in green
- No rubbers in EYFS, Years 1 and 2
- Rubbers in years 3 to 6 at teachers discretion
- For young children and children with SEN, talk through their marking and put a C in a circle to denote that there has been a conference with the child.
- If support is given or in a focus group, write on work
- Write a challenge to encourage a response
- If a child makes an error there should be one straight line put through the work.
- In maths, children can write below which method they have chosen to use.

The focus is on encouraging progress and identifying learning and teaching strategies to further support learning.

Ideally marking should take place either during or immediately after a lesson. Where this is not possible and there are many occasions where it is not, it should take place as soon as is practically possible and discussed with the children.

Where Bond Papers etc. are marked by a classroom assistant, these marks should be monitored by the class teacher, and the class teacher needs to mark these themselves at times in order to better analyse results.

If work is marked by someone other than the class teacher, the initials of the marker should be written on the piece of work.

Reviewed by AK September 2017
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