3b. Marking and Feedback Policy

Rationale

At The Lyceum, we believe that marking should be useful for both the teacher and the pupil. Feedback is used to improve the pupil, not the work. The idea is that, after feedback, pupils will be able to do better at some point in the future on tasks they have not yet attempted. We believe feedback is most effective when it is a **dialogue** that encourages the child to be an active participant in the discussion about their progress. Thus, **verbal feedback is generally preferred to written feedback**.

(Policy written based on evidence based approaches found in the Education Endowment Foundation's *'Teacher feedback to improve pupil learning'* guidance report).

Before feedback is delivered, it is crucial that the teacher provides effective instruction. This can include: building on pupils' prior knowledge and experience, encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills, being aware of common misconceptions and prepare strategies to counter them and provide pupils with tools and strategies to plan, monitor and evaluate their learning.

It is key that teachers share the learning objective in their lessons (strengths and weakness of work, WAGOLLs and 'what not to write'-WABOLLS). This gives a shared understanding of the 'concept of quality' that the pupils are aiming for. Feedback can then be used to move pupils towards this concept.

Teachers assess where a pupil's learning gaps are for a given task or skill. They then can use effective questioning, pupil response systems and carefully designed tasks to target areas of weakness through feedback.

Delivering appropriately timed feedback:

Feedback is used to move learning forward and can be task-focused, subject-focused or self-regulation focused.

To ensure our pupils use the feedback provided, our teachers:

- Discuss the purpose and value of feedback
- Model the use of feedback
- Provide clear, concise and focused feedback
- Ensure pupils understand the feedback given

Opportunities are then made available within subsequent lessons to allow pupils to use feedback provided in various activities.

At The Lyceum the principles underpinning the feedback are more valuable than the method through which it is delivered. Below are guidelines for teachers to follow, however, the method which is best for that task or pupil is left to the teacher's judgement.

Frequency of 'Star' and 'Wish' in Years 1-6

- At least once a week in English books and Maths books
- At least every three lessons in Humanities books, RE books, Science books and PSHE Journals (Years 1-6)
- Whenever verbal feedback is given VF should be written down, but there should be visible progress made following the verbal feedback

Responding to Marking in Years 1-6

Children respond in **green pen**. There is time allotted each week for children to read the teacher's comments and learn from them.

Verbal Feedback

Given the preference for the interactive feedback described above, verbal feedback is preferred to written feedback. The symbol 'VF' is used to denote verbal feedback. Where the 'Star' and 'Wish' comments are discussed verbally, this is indicated by the symbol 'VF' in conjunction with edits made in **green**.

Marking in Reception

In Reception, stickers, stamps, ticks and other rewards may be given for good pieces of work. Feedback is nearly always verbal but written feedback is occasionally used.

Self-Assessment and Peer-Assessment in Years 1-6

Self-assessment is done in **green pen**. Peer assessment is also done in **green pen** with the name of the child doing the peer assessment written below along with the date. Peer assessment begins verbally from Year 1, but written peer feedback begins from Year 4 onwards. At the end of each English, Maths and Science lesson pupils in Years 1-6 colour in the self-assessment face stamper based on how well they feel they have achieved the learning objective.



Rewards

House points are awarded for excellent effort and progress. This is indicated on a child's work with a stamper (as shown below).



Learning Objectives

KS2 record the objective as 'LO'- Learning Objective and in Reception and KS1 this is referenced as 'WALT' – We Are Learning To. At the end of each lesson, the class teacher will indicate how well the child has understood the learning objective through three different sets of letters:

A: Achieved the learning objective

PA: Partially achieved the learning objective and needs further support

NA: Not achieved the learning objective and needs reteaching

For example, in a Year 6 Science lesson where the pupil has not met the learning objective the below will be marked in books:

NA LO: Understand how refraction works

As research has shown that written feedback can increase workload for teachers, the below methods are suggestions to support teachers in reducing marking workload, provided that these are not at the expense of pupils' opportunities to learn/progress further:

- Live marking within lessons
- 'Thinking like the teacher' (where pupils correct mistakes before handing work in)
- Verbal feedback delivered during the lesson
- Coded marking (see below)

Marking Code for Years 1-6

Adults mark in **red.** Where the marker is not the class teacher, this is indicated with the staff member's initials. In the event that the lesson has not been taught by the class teacher, then the substitute teacher/AT must mark the work following this policy.

☆	"Star" Indicates positive feedback.
	"Wish" Indicates an action point for the child: challenge / edit / follow up task
	"Well done" Usually indicates a correct answer or method.
.	Indicates an incorrect answer.
	"Think again" Indicates to the child that they must 'think again'.
SP	Indicates an incorrect spelling.
VF	Indicates where verbal feedback has been given to the child.
I	Indicates where work has been completed independently.

WS	Indicates where work has been completed with support.

Expectations for Scaffolding Annotations in Books

In line with our adaptive teaching policy, to ensure transparency and track progress, all scaffolding provided to pupils will be clearly annotated in their books by teachers. Scaffolding will be shown through use of a purple pen, to show support provided in lessons. This helps to highlight when and how scaffolds were used and allows for better monitoring of pupil independence over time.

The marking code WS (With Support) is also used to indicate when scaffolding has been used - hard or soft scaffolding**.** Hard scaffolding could be evidenced by the resource used being stuck into books or through WS code demonstrating a physical resource was required, this could be something like *"WS- Child X needed a VIP to support their understanding and complete the task*". Soft scaffolding will be evidenced through presence of purple pen in a child's work and could indicate modelling, providing prompts or clues, or reframing the question.