

Feedback and Marking Policy – Moorgate Context

This policy appendix should be read in conjunction with the SUAT Feedback Policy which can be found on the trust website or by following the link:

<https://www.suatrust.co.uk/wp-content/uploads/2021/08/SUAT-Feedback-Policy-Jan-2023.docx.pdf>

Purpose – reasons for feedback / marking at Moorgate

To recognise and celebrate positive aspects with the learner about their learning:

- To recognise, encourage and reward learner's effort and achievement
- To celebrate success
- To provide dialogue between teacher and learner and clear, appropriate feedback about strengths. This could be in the form of a tick, positive symbol or written comment

To write next steps/developmental comment to help the learner improve:

- To improve learner's confidence in reviewing their work and setting future targets, by indicating "next steps" in learning
- To indicate how a piece of work could be improved against a success criteria
- To recognize a mistake or misconception that a learner may have made (see mistakes and misconceptions for more information)

Feedback can also be used:

- To assist learners in developing an awareness of the standards they need to reach in order to achieve particular levels in the National Curriculum
- To identify learners who need additional support/more challenging work and to identify the nature of support/ challenge required
- To provide evidence of assessments made and help moderate the interpretation of learning challenges and levels required
- To involve parents in reviewing their child's learning and assist in reporting to parents

Marking should be positive, clear and appropriate in its purpose – it needs to benefit the staff and learners to improve outcomes for the learner

Principles

- If learners are to develop as independent learners with an awareness of their strengths and areas for development, it is essential that:
- They are made aware of learning challenges and success criteria against which their work will be assessed.
- The learning needs of the pupils are understood and matched against their needs and marked appropriately. Their work is marked in such a manner that both achievements and teaching points are highlighted. Where appropriate marking is directly linked to success criteria. In numeracy this would be the PEN criteria – Praise, Evidence and next steps.

Whole Academy Approach to feedback

Marking methods should be:

- Consistent across key stages
- Consistently applied by everyone working with learners, including support staff and supply teachers.

Comments

- Should refer to learning including the success criteria
- May form a basis for discussion between teacher and learner
- May be written, formal or informal. If oral feedback has been given, a note must be made on the learner's work
- May be given individually or orally

Oral feedback

..is usually interactive and developmental. It may give reassurance or a quick check on progress. The effect of teacher comments will be seen in the learner's response in moving onto the next learning step.

... may be in the form of learning conference or review.

Written feedback should be:

- Legible and clear in meaning
- Developmental i.e learners find out how they are getting on and what the next step will be.

It will be a waste of time and effort if learners are not informed by written feedback and can't progress as a result of it.

Dialogue Marking

Care must be taken for the learner to be able to:

- **READ** written comments
- **UNDERSTAND** comments
- Have **TIME** to read and respond to comments

The following is expected of all staff and is practice exhibited in our academy

- All marking is to be written in green pen (these will be provided by the academy).
- Ticks are to be used to indicate to a learner that they have got a concept/question correct. Teachers are expected to tick the LC and the aspects of the SC that the learner has demonstrated success in.
- Single tick – success achieved
- Double tick – success achieved with depth/mastery

These are to be written next to the learning challenge

- 1m/*/J – you have awarded the child a merit for their learning (this needs to be explained and consistent – no more than 2 merits should be awarded for outstanding learning)
- Crosses are not to be used for incorrect work – if something is wrong it needs to be ascertained whether this is a mistake or a misconception.
- Mistakes – if it is clear that a child has made a mistake, a dot can be placed next to the word (in case of a spelling) or calculation to indicate that an error has been made and the learner needs to amend this. Teachers need to be sure that this method is used for mistakes which they are confident that the child knows.
- Misconceptions – If a child has clearly not got the learning (as indicated by quite a few errors) teachers need to either re-teach the concept, ensure the child is part of a focus group to go over the misconception or as a feedback comment to model the concept with one of the errors and get the child to have a go at the others having remodeled.
- Feedback – feedback should always be linked to the SC/LC. This could be to:
 1. Ask the child to write the next section of their learning including part of a SC not yet demonstrated
 2. Re-draft a section to include a SC not yet demonstrated
 3. To complete a depth/mastery task
- Where applicable marking takes place with the learner.
- When written feedback is provided, time is built in for learners to reflect and respond to comments. This could be at the start of the next lesson or during the morning activity time.
- Share learning challenges and success criteria with the learners.
- Teachers always mark the aspects which relate to planned LC and success criteria.
- Sensitivity – Where comments are provided on learning, these are constructive.
- Sharing work with the whole class or focus group is regular practice.
- Self-assessment/peer assessments are a regular feature of feedback. It empowers the learner to realize their own learning needs and have control over their future areas of learning. However this should not be the only form of assessment.
- Comments are learner friendly.
- Dialogue marking is used when a piece of learning takes place over a few days to give a learner feedback on their progress to date.
- The learners are trained to self and peer assess using Learning challenges and success criteria. Learners to record their strengths/next steps based on self/teacher assessment.
- Opportunities to use response partners or talk partners are used regularly to support collaborative/cooperative learning

Marking is not:

- To express disappointment because of poor effort
- To comment on presentation (unless it's a specific SC)
- Unnecessarily detailed
- Grading a child's work – (not marks out of 10, not an amount of stars which children can compare)

Subject specific marking
Literacy – spelling and punctuation

KS1

- Always ascertain whether this is a mistake or a misconception
- If it is a mistake, a dot should be placed next to the word to indicate this to a learner to amend (this to include the high frequency words, topic specific words or words displayed around the classroom)
- If it is a misconception, a child has clearly not got the learning (as indicated by quite a few errors), teachers need to either re-teach the concept, ensure the child is part of a focus group to go over the mis-conception or as a feedback comment to model the concept with one of the errors and get the child to have a go at the others having remodeled. This could be to highlight the sound that is incorrect (sight spelt site modelled as s _ _ _ t) or it could be that the teacher writes the word under the learning and gets the child to copy it out 3 times.
- Punctuation mistakes (including capital letters) should be indicated by a dot also

KS2

- Always ascertain whether this is a mistake or a misconception
- If it is a mistake, a dot should be placed next to the word to indicate this to a learner to amend
- If it is a misconception, a child has clearly not got the learning (as indicated by quite a few errors), teachers need to either re-teach the concept, ensure the child is part of a focus group to go over the mis-conception or as a feedback comment to model the concept with one of the errors and get the child to have a go at the others having remodeled. This could be to suggest checking the spelling in the dictionary, use of a spelling log book or reference to prior learning or a topic display.
- Punctuation mistakes (including capital letters) should be indicated by a dot also

Maths

- Ticks to be used to indicate calculations are correct
- If not correct:
 1. Ascertain whether it is a mistake or a misconception and mark accordingly.
 2. Mistakes – put a dot (this will be ingrained in children that they have made a mistake and need to correct it)
 3. Misconceptions - If a child has clearly not got the learning (as indicated by quite a few errors) teachers need to either re-teach the concept, ensure the child is part of a focus group to go over the mis-conception or as a feedback comment to model the concept with one of the errors and get the child to have a go at the others having remodeled.
- If all learning is correct.....what next?
 1. Set a depth task / mastery task for the child to dig deeper in their learning.
 2. Get the child to show reasoning in their learning
 3. Get the child to do some self-assessment to indicate what they've done well (referring to sc/lc)

Topic

- Feedback comments can be used to refer to subject specific knowledge/understanding/skills
- Feedback can be used to pose a question to deepen understanding for a child within a concept

In celebrating achievement, we recognize that:

- Self-esteem is the most important factor in being a successful learner
- High teacher expectations are vital and fulfilled when measures to improve self-esteem are used
- All achievements are linked as each builds further confidence towards future goals
- Links between learning are made explicit
- Developing an ethos of identifying achievements is essential
- Presenting difficulties in learning is not a negative experience but an exciting part of learning.

Roles and expectations

The roles of leaders

- Implement change and support effective practice
- Lead by example and motivate Staff
- Recognize the role of feedback in raising learners expectations and attainments
- Provide support and feedback to SUAT Multi Academy Trust

The role of the LAC

- Agree and review the policy
- Ensure the policy is implemented and impacts on learning

The role of the Curriculum leader

- Ensure the policy is adapted and applied within the context of area of learning
- Ensure good practice in feedback is shared with all Staff.
- Monitor and evaluate the impact of feedback on the learner's progress in their area of learning.

The role of teachers and other adults

- Implement the methods outlined above
- Promote classroom ethos that values the views of learners
- Involve learners in all stages of their learning
- Find out what learners know before they start a new topic and make links between prior learning and new learning

- Frame clear learning challenges
- Share the above and success criteria with children
- Explain, model and engage children in conversations about what makes good quality work.
- Encourage children to identify aspects of their work that was easy or difficult
- Recognize mistakes take our learning further
- Utilize, teach and develop peer/self assessment
- Use effective feedback and marking
- Support learners in meeting the requirements of their role.

The role of the learner (age appropriate)

- Know what they are learning, why they are learning it and how it will be achieved
- Be able to talk about what they are learning and what a successful outcome will look like
- Identify aspects of their work that were easy or hard
- Contribute to a success criteria
- Identify the next steps in their own and others work
- Use the feedback to improve their work
- Monitor their own work against a success criteria

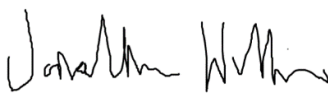
The following strategies will be part of the usual academy cycle.

- Lesson Observations
- Work sampling
- Pupil conferences
- Data analysis

This will be carried out by leaders and shared with all staff. Any areas for improvement will form part of the academy development plan.

Last reviewed: Autumn 2025

Next to be reviewed: Autumn 2027

Signed:  (Headteacher)