Marking and Feedback Policy

February 2024

VISION STATEMENT

At Coppice Academy we value all members of our school community, encourage and inspirean attitude to fulfil high aspirations for all. We are committed to providing a caring, secure and vibrant learning environment, which develops their sense of responsibility as tolerant citizens of the wider world. We encourage pupils to uphold the school values of respect, creativity, compassion, independence, co-operation and perseverance.

SCHOOL AIMS

- To create an enjoyable and healthy environment where individuals can achieve their potential.
- To provide a broad, balanced and challenging curriculum.
- To sustain a caring and supportive atmosphere in which all individual voices are listened to and valued.
- To encourage respect for others' beliefs, culture and moral values.
- To work as a team to develop responsibility for our actions.
- To encourage initiative and independent learning.
- To nurture a positive partnership between home and school.
- To develop creative and enquiring minds.
- To help pupils to develop skills needed for reflection in their lives and in their learning.
- To foster a sense of belonging to a school and wider community.
- To help pupils make a positive contribution in school life and beyond.

Coppice Values

Co-operation	Independence	Compassion
Respect	Perseverance	Creativity

Introduction

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Aims

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

2. What is effective feedback?

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve. It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

- Effective feedback comes under three main headings;

Specific Achievement feedback identifies specific aspects of successful attainment and or progress. This relates directly to the learning intention / pupil self-assessment made by traffic light or target set for the individual.

Specific Improvement Feedback identifies where mistakes or misconceptions lie and how work can be improved.

Specific Extension Feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:
- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar

When constructing feedback teachers need to consider:
1. Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning intentions and success criteria?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement in learning?

Pupil Premium Pupils

Additional Developmental Marking may also be used as a strategy to support pupils who are in need of acceleration. This may be particularly pertinent to pupils in receipt of the Pupil Premium and be an agent to close gaps in achievement. In such situations an additional adult could be provided for this purpose.

3. Types of marking

Five types of marking and feedback occur during teaching and learning at Coppice:

i)**Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils or those with additional communication and language needs this can be noted down to record the feedback and response process.

ii)'**Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

iii) **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

iv)**Self-assessment and peer assessment** of the attainment and success of a piece of work.
This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to effective marking and feedback at Coppice.
Self-assessment
Pupils are encouraged to reflect on their learning to develop their understanding as well as address any misconceptions. The use of 'learning questions' at the beginning and end of every session or topic are used for pupils to explain what they have learnt and reflect on the progress they have made. After each lesson the children will traffic light the learning intention to self-assess their understanding.

Peer Assessment
Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement

v).**Verbal feedback** after the lesson, teachers look at the pupils work and record examples of good practise and areas of development which are shared by the teacher at the beginning of the next lesson.

4 .Non-negotiable Procedures for Marking

All marking is to be carried out in **green** pen.

All marking is to be done in a clear legible hand aligned to the school handwriting script.

The marking code is to be followed in all cases. (see Appendix 1)

The marking code should be accessible to all pupils in the learning environment.

All pupils' work is to be marked by teacher or support staff.

When pupils edit their work this needs to be done in purple pen.

Pupils should also have time at the start of each lesson to read the teacher's comment and to initial next to it to prove that they have read and understood this.

The next steps for the pupil should be indicated by pink highlighting before the comment.

5. Procedures for each subject:

In English Books

- Teachers may use all of the first four types of marking to support learning in the classroom.
- Teachers must use verbal feedback forms whenever it is appropriate. They must share findings at the beginning of the following lesson.
- Spelling errors must be identified (up to 3 in one piece of work) and pupils needs to find the correct spellings and correct them.

In Purple Writing books

- Teachers do not mark or alter the child's final presented work.
- Teachers use assessment grids that are stuck into the books at the start of a piece of writing to show achievement and individual next steps.

In Maths, Shared Reading, Science, History, Geography, Jigsaw, MFL, RE and DT books or folders

- Teachers may use all of the first four types of marking to support learning in the classroom.
- Teachers must highlight the learning intention to identify the level of achievement seen in the classroom as well as that identified in the books.
- If children are using self and peer marking, books **must** be checked and marked by the teacher to ensure that they have been marked correctly.
- Spelling errors must be identified (up to 3 in one piece of work) and pupils needs to find the correct spellings and correct them.
- All work must be marked before the next lesson.

Knowledge Organisers

- Key vocabulary in knowledge organisers is highlighted by the child when they understand its meaning

In Sketchbooks

- Sketchbooks are used to develop pupil's skills and allow opportunities to try different techniques.
- Sketchbooks are not to be 'marked', rather they should be used as a record for the pupil.

In Music and PE lessons

- Only marking types i) and v) are suitable for feedback in these lessons.

6. Role of other adults

Support staff may 'light' mark work with groups of pupils with whom they have been working (developmental marking is for the teacher to complete). When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy.

Students in school are required to follow this policy as appropriate, however the class teacher is also required to initial marking completed by the student to ensure quality assurance. Teachers will use professional judgment in discussion with SLT to ascertain whether the marking of all pupils' work is monitored or a sample.

7. Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEND pupils. This includes reference in Pupil Profiles and EHC Plans and agreements as appropriate.

It is the responsibility of Subject Leaders and to feedback to SLT and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Associate Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

8. Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

9. SEND and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in the Pupil Profile or EHC Plan.

10. Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Associate Headteacher and SLT, Subject Leads as appropriate. It will be monitored for whole school consistency and evaluated forimpact on pupils' outcomes.

The Associate Headteacher will also monitor the impact of developmental marking through work scrutiny in both English and Maths as part of lesson observations to monitor the quality of teaching and learning in the school. This will be triangulated with pupil interviews to ascertain how developmentalmarking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEND provision and impact of the pupil premium funding.

This is What My Marking Means

LI   I have achieved my learning intention.

✓   Correct

■   Highlights something I need to improve.

sp   Spelling error. The correct spelling is given by the teacher.

      I will copy it 3 times at the end of my work.

p   Punctuation error.

g   Grammar error.

//   Start a new paragraph.   S Supported

Λ   Missing word.   ST Supply teacher

VF   Verbal feedback given.

COPPICE
ACADEMY

Handwriting Letter Formation

Letter Formation Handwriting Sheet with Rhymes

a
Whoosh in and round you go, Up, down and kick out a's toe.

b
Whoosh in and up tall and back down, then halfway up and all the way round. Add a lead at the end, so b can join onto a friend.

c
Whoosh in and curl the c. C joins other letters easily.

d
Whoosh up halfway and go around, then all the way up and back down. Kick out d's toe, and she's ready to go.

e
Whoosh in and curl like a snail and leave an easy joining tail.

f
Whoosh in to the top and go round, and then zoom under the ground. Under the line, loop the last part, and finish your f near its start.

g
Whoosh in, go round to the top. Go down under the line, loop and stop.

h
Whoosh in and up tall, and then down. Halfway up, bend over and flick off the ground.

i
Whoosh up and down, then kick out a toe. Add a dot and i's ready to go.

j
Whoosh up then zoom down under the line. Loop the tail then add your dot at the right time.

k
Whoosh up tall and back down. Go halfway up and around. Go down and out with a flick, your k is ready to kick.

l
Whoosh in and up tall. Down to the ground and make your flick small.

m
Whoosh in and then down. Up, over and back to the ground. Up, over and down again, add a flick to finish your m.

n
Whoosh in and then down. Up, over the hump and flick off the ground.

o
Whoosh in round you go. Lead out from the top for your o.

p
Whoosh in and then go down low. Back up to the top and round you go. Lead out at the end so o can join onto a friend.

q
Whoose in and round you go. Then zoom under the line and kick out q's big toe.

r
Whoosh to the top to start. Go down and curve the top for your r.

s
Whoosh in and curl left. curl right then lead out of your s.

t
Whoosh to the top and back down. Then add a flick off of the ground. You need to cross the t, with a straight line on his tummy.

u
Whoosh up then down. Bend round, go up and down to the ground. Kick out a toe and u is ready to go.

v
Whoosh up then down into the valley. Zoom back up and across the top to finish your v.

w
Whoosh in, then down and back up. Down again, up and across at the top.

x
Climb up to the top and then slide down from left to right and have a rest. Jump back to the top, go from right to left and you have an x.

y
Whoosh up then down and bend round. Go up then down underground. Loop the tail under the line. Lead the y out and then it's fine.

z
Whoosh up then to the right. Siz zag down and back to the right.