

The Levett School



The Levett School

Positivity | Determination | Reflection | Integrity

Live Marking and Feedback Policy

<i>Policy agreed by Governors on:</i>	
<i>Review date for Governors:</i>	3 rd May 2022
<i>Allocated Group/Person to Review:</i>	Hannah Buchanan
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
<i>Last Review date:</i>	7 th March 2022

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB

Upper School, Lansdowne Road, Intake, Doncaster, DN2 6Q



Doncaster
Council

1. Rationale

Marking and Feedback is an essential part of planning, teaching, learning and assessment. It should respond to pupil's work through positive constructive comments that acknowledge pupil's achievements, as well as encourage positive attitudes and learning behaviours leading to improved standards in order to make rapid pupil progress.

High quality teaching and assessment are central to pupils' high attainment. The principles of feedback should be applied consistently across the school in order to provide better support for pupils learning and a clearer picture of the pupils' progress throughout their school career.

At The Levett School we believe that every pupil is an individual and therefore personalisation is paramount. We aim to effectively mark; by allowing for positivity whenever possible to enhance self-esteem and confidence. Feedback is an integral part of the continuous dialogue between our teachers and pupils about how well they are learning and their next steps.

Effective marking allows for self-assessment, where the pupil can recognise the next steps in their learning. It also encourages them to accept help from others.

2. Purpose

- To monitor, evaluate and review pupil's current stages of progress, and identify their next steps for progress and improvement, assessment and reporting.
- To understand the needs of each individual.
- To give pupils live, accurate feedback on their progress and achievement.
- To promote a positive self-image and growth mind-set for pupils, in accordance with school aims, and through this, encourage them to value and take pride in their work increasing self-esteem.
- To celebrate and reward pupils' achievements and progress.
- To agree and set challenging targets for improvement.
- To standardise the marking procedures throughout the school, ensuring consistency.
- To enable pupils to self-evaluate their work and take responsibility for setting their own targets.
- To inform planning and structure the next phase of learning.
- To encourage a dialogue to develop between pupil and teacher.
- To correct mistakes and highlight misconceptions with a focus on making cross curricular links with literacy and mathematics skills and strategies

3. Responsibilities

3.1 The Headteacher/Senior Leadership will:

- Involve all adults working with pupils in the classroom to ensure the policy is implemented and monitored.
- Monitor marking and feedback through pupil work and discussion with pupils in quality assurance procedures.
- Support staff feedback skills in order to raise standards.
- Ensure that marking and feedback is manageable for teachers and staff.

3.2 Teachers will:

Ensure that marking and feedback will:

1. Give recognition and appropriate praise for achievement.

2. Allow specific time for pupils to read, reflect and respond to marking, so that they become aware of and reflect on their own learning needs.
3. Give clear strategies for improvement.
4. Respond to individual learning needs, marking face-to-face with some and at a distance, or providing opportunities for independent and peer marking for others.
5. Use assessment and marking to inform future planning and individual target setting.

3.3 Teaching and Learning Support Staff will:

- Ensure that they are aware of the school's marking policy and check with the teacher about the appropriateness of marking and feedback in their teaching situations.
- Ensure that the teacher is made aware of any difficulties and successes that a pupil may have.
- Use knowledge of how pupils responded in order to assist in the planning or adaptation of the next lesson.

3.4 Parents/Carers will be:

- Encouraged to take an interest in the progress of their children and to contact the teacher if they have any concerns about their child's learning.
- Encouraged to understand how marking and feedback can be used as a real tool for learning and improvement.
- Encouraged to understand that their child's developing independence and responsibility for their learning are enhanced through opportunities to review, consider and edit their work whilst it is still relevant and current.

3.5 Pupils will:

- Have frequent and planned opportunities to assess their own work and that of other pupils in the class.
- Have a clear understanding of the challenging targets to which they aspire, whatever their level of achievement.
- Clearly know their targets and frequently review them to evaluate what they need to do next.
- Engage with adults in dialogue about their learning making improvements within the lesson.
- Have opportunities to respond to feedback and improve their work at the end of a unit.

4. Assessment for Learning

The Levett School requires the following frequency of written deep marking- including the above principles. This means accurate marking. Marking should follow three key principles; it should be meaningful, manageable and motivating.

Maths	English	Reading	Science	Topic
A pre and post unit assessment. All calculations must be marked (this can be by pupils in class).	Ongoing marking is a necessity- adult footprint should be strong. Detailed mark and feedback on both revising and editing prior to the final piece.	Strong adult footprint. All comprehension - style questions marked.	Ongoing marking is a necessity- adult footprint should be strong. Front Cover Sheets completed and	Front Cover Sheets completed and used consistently. Adult footprint is strong and pupils are responding to feedback.

	Pupil's use of purple pen is consistent.		used consistently.	
			Detailed mark and feedback on both revising and editing prior to the final piece.	

However, The Levett School pedagogy requires evidence of the impact of continual assessment and feedback to drive the curriculum and ensure pupil progress.

Where teachers lack evidence of this, they may be supported by increasing the frequency of marking so they can develop assessment for learning (AfL) skills and support pupil progress. This judgement will be made based on work scrutinises. The Levett School focuses on LIVE MARKING in the lesson.

The following acts as the evidence of **adult footprint** which should be embedded in all books.

Types	What It Looks Like
Live Feedback	Work discussed with learner in the lesson, improvements made as they are pointed out, modelling of skill by staff.
Learning Objectives	Learning objectives can be tracked to objectives in medium-term plans and are shared with pupils at the beginning of lessons and clearly separated from the explanation of the activity. At the end of the lesson: These are to be indicated by the teacher with the pupil (self-assessment) to show whether they have met the expectations of that LO (Red/ Amber /Green).
Success Criteria	Learning outcomes are shared, discussed and agreed with pupils, in a way that is bespoke for your pupils and subject.
Use of Marking Codes	Use of marking codes to show group feedback (GF) or individual feedback. (IF). This is not sufficient alone, there must be evidence of pupils acting on feedback. Pupils will use a change of pen to signal when learning is amended as a response to feedback (this will take place during a lesson). This pen colour is purple.
Use of Marking Stickers	These marking stickers are to be used on every piece of work in all subjects. They are a tool for teachers to acknowledge the support given to the learner during the lesson.
Zero Negativity Sticker	Learning that has encompassed all four values: positivity, reflection, determination and integrity will receive a Zero Negativity sticker and then a certificate.
Highlighting large sections of work	Teachers may highlight sections to be revised and re-attempted based on feedback. The impact of this will be seen in pupils re-drafting or re-attempting learning challenges.

Verbal Feedback	It is live, immediate and relevant. It leads to direct pupil action. This feedback is not necessarily planned for. Mistakes are treated as opportunities for improvement and a focus for support. It will be provided during every lesson, individually or collectively. The use of praise to celebrate success and achievement is essential to move pupils on.
Peer Assessment	Rigorously structured and modelled by the teacher. Pupils are well trained in the process. It will be evident in books at least once a fortnight.
Self-Assessment	Explicit and clear structure to identify their learning needs. Teachers support to uncover and share the elements of success in learning. Pupils will self-reflect on learning twice during each unit of work.

Day-to-day Assessment Strategies

Day-to-day assessment involves adults focusing on how learning is progressing during the lesson, determining where improvements can be made and identifying the next steps. Strategies employed during the lesson to develop this are:

- Questioning e.g. asking questions to assess pupil's starting points in order to be able to adapt the learning to their needs, asking a range of questions from literal to high order, using thinking time.
- Observing e.g. watching pupils and listening to their discussions to assess their learning as it is happening, making planned observations of particular pupils to support their learning in the classroom.
- Discussing e.g. holding brief impromptu discussions with pupils to follow up any surprises at their responses during the lesson, discussing misunderstandings or misconceptions, holding informed discussions to follow up on earlier assessments.
- Analysing e.g. marking and assessing written work with pupils.
- Checking pupil's understanding e.g. conducting recall tests, introducing end of unit questions that draw upon what has been taught previously.
- Engaging pupils in reviewing progress e.g. developing self and peer assessment review lessons, during which teachers carry out sustained feedback with individuals or groups of pupils in order to identify the progress that has been made, targets achieved and to plan future learning.
- Diagnostic assessments- short, specific tests/questions/reviews to accurately analyse gaps in understanding (end of unit tests).

5. Marking within subjects

5.1 Literacy and Mathematics

- Each pupil will have one piece of work marked each week giving detailed feedback and a next step activity for pupils to complete. This may increase in a specific writing week within a literacy unit where pupils will need to improve aspects of their writing before completing an independent piece of writing.
- All written work, tasks, activities and questions will at least be ticked to recognise the work a pupil has completed and where relevant an acknowledgement short phrase can be used e.g. great effort or a smiley face.
- Literacy and maths work needs to be marked referencing success criteria identified in class see appendix for examples or from front cover unit sheets. This will support adults and pupils to focus on aspects of work that

are or are not evident in their work that needs addressing which will support next step marking and teaching.

- LO will be RAG highlighted with the pupil at the end of the lesson.
- Use of success criteria when giving verbal feedback.
- The use of green highlighter to show a 'WOW' moment or use of key vocabulary independently.
- Specific and targeted spelling mistakes need to be highlighted in all written work (including maths) and opportunities for pupils to correct spellings (a maximum of 5 per piece of work).
- Spellings that are identified should link to decoding, common exception words, those explored in spelling lessons or key topic vocabulary.
- Errors in writing or calculation mistakes in maths should be identified with a blue highlighter. Mistakes identified need to be addressed within the lesson or as part of a next step.
- The use of marking stickers to be used at all times to identify the level of support given.

5.2 Science

- All aspects of the science work should have at least a tick to acknowledge the work.
- The use of marking stickers to be used at all times to identify the level of support given.
- Success criteria to be referred to in verbal feedback.
- Longer written pieces of work should be marked in line with literacy standards, for example investigational writing.
- Next steps marking should take place twice within the unit.

5.3 Foundation Subjects

There are subjects in the National Curriculum that lend themselves to more practical based activities such as PE, Art, DT and music at times all subjects require a practical element, these are difficult to make due to their practical nature.

- All written work should have a tick to indicate that recorded work has been seen.
- Marking codes should be used in line with policy.
- The use of marking stickers to be used at all times to identify the level of support given.
- Success criteria to be referred to in verbal feedback.
- Spelling mistakes/ basic punctuation errors need to be highlighted and opportunities given for pupils to correct these (a maximum of 5 per piece of work).

This will be in response to observation of pupil's learning. Therefore, it will be more heavily weighted towards verbal feedback, self and peer feedback and staff discussion.

Appropriate methods for marking and feedback:

- Regular praise and encouragement.
- Adults talking to pupils individually about their achievements and how to develop their skills further.
- Group time where pupils talk with their peers and teacher about their learning.
- Paired peer assessment.
- Written observations.
- Annotation of photographic evidence.
- A photo sheet to show a love of learning / progress made.

6. Photographic evidence

Two types of evidence will be used to showcase:

1. Academic learning and progress made.
2. A love of learning.

1. This is when other learning materials and resources have been used such as whiteboard work, chalkboard, practical paper activity, big drawing paper and a copy of the learning completed for record is required. This learning will be marking in line with the policy.

2. When photographic evidence is used to show and promote a love of learning for that subject / unit or lesson. The photo will represent the four core values of positivity, reflection, determination and integrity. A caption will be written underneath to explain the photo.

7. Marking Codes:

IF	Individual feedback given verbally. State in a short phrase what feedback was given.
GF	Group feedback given verbally. State in a short phrase what feedback was given.
I	Independent
✓	This is correct.
✓ H/P / HP	Acknowledges excellent handwriting or presentation used by the pupils.
Highlighting a WOW Key Vocabulary	Amazing and independent! Independently used key vocabulary.
Highlighting a section in blue along the margin next to the activity/answers.	Revise Re-do Re-draft Edit – (based on feedback) Adults must indicate where pupils need to redo.
Pupil response to marking	Pupils will use a purple pen to polish their learning.
/ /	New Paragraph
PA	Peer-assessed
SA	Self-assessed

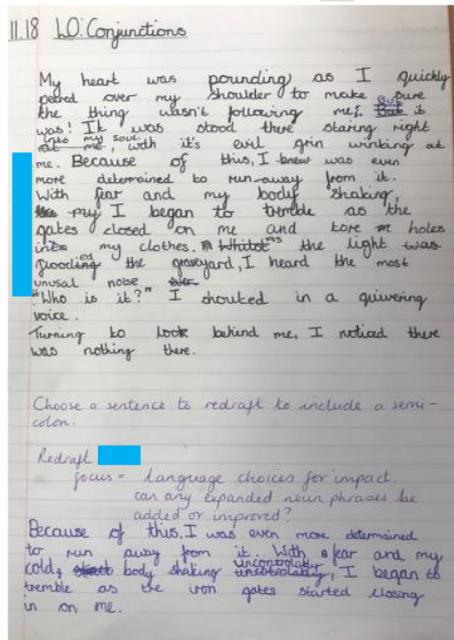
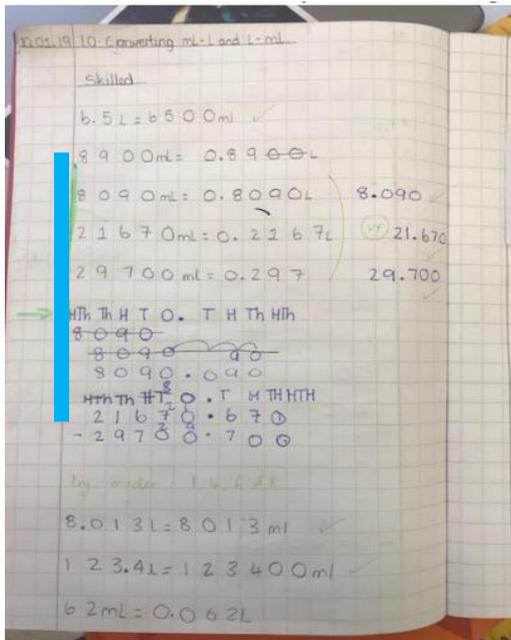
SP	Correct this spelling using a dictionary. Pupils record this in the margin.
LO	Did not understand the LO.
LO	With support understands the LO.
LO	Can independently understand the LO.

8. Terminology

Reader	The adult has read the task on behalf of the pupil.
Scribe	The adult has written/ recorded the learning on behalf of the pupil.
Guided	The adult works with a smaller group of pupils or one to one pinpointing a specific skill the group needs.
Shared	The adult elicits ideas from pupils and together they all compose a collaborative piece of work.
Prompt	The adult gives the pupil a hint which doesn't lead them to a direct answer.
Support	The adult is more invasive in their approach, as it takes the pupil step-by-step through the task leading to a direct answer.
Vocabulary – V / W	The use of key vocabulary has been used by the pupil, verbally (v) or used in work (w).
C.P.A	What manipulatives/ resources has the pupil used in their maths learning: Concrete Pictorial Abstract State which manipulatives were used.

Appendices:

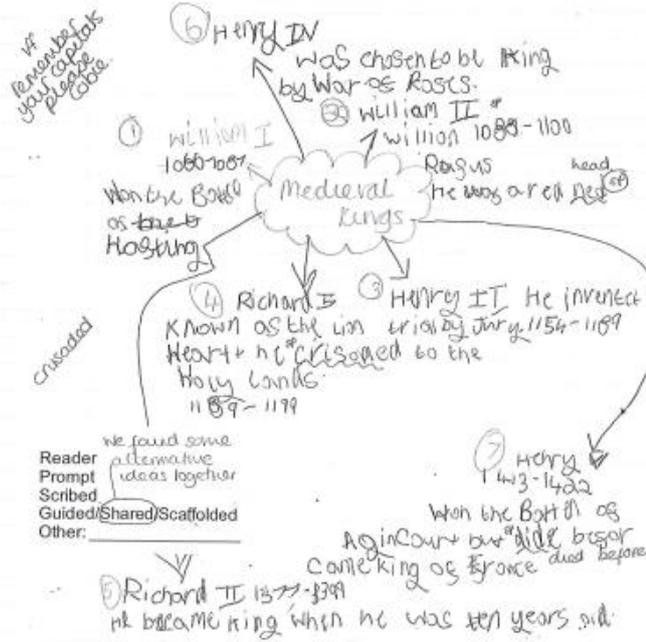
Good examples of the marking in action:



Tuesday 14th September 20.

LI- to know the medieval kings

WNV → WNV Cobie, you were absolutely fantastic this afternoon - I loved working with you!



go through the Monarchs and chronological order?

DRAFT