Live Marking Policy

Version Control

Version	Date	Author	Changes made:
0.1	11.3.21	Sarah R	
0.2	1.8.22	Anna B, Keeley K	• Sharp purple/pink pencil replaced purple/pink pen • Added WALT slip with handwriting stars and support level letters for KS1 and KS2 • Further WILF information added • Merged marking code and example sections to make more succinct
0.3	31.01.23	Lauren H	• Removed reflection requirement • Removed the use of pink pencil and replaced with purple pencil

Introduction

This policy gives guidance to staff on the purpose, types and frequency of feedback. The feedback policy belongs with the policies on assessment, record keeping and recording.

Purpose of feedback

- to promote rapid progress
- to develop children's understanding of what they need to do to achieve the learning objective or to develop skills further;
- to inform the teacher of a child's progress and needs for future planning;
- to provide feedback about current work;
- to demonstrate the value of a child's work;
- to allow for self and peer assessment, so that children are fully aware of what they need to do to achieve the 'WALT' and they are also aware of their next steps.

Principles of feedback

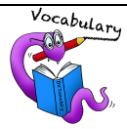
- The best feedback is constructive dialogue that takes place between teacher/teaching assistant and pupil whilst the task is being completed.
- Children should be given time to make improvements to their work at an appropriate point in the lesson; they should do this using a sharp purple pencil.
- Marking should reflect the WALT or be based on improving basic skills;
- Comments should be positive and appropriate to the age and ability of the child.
- Self-reflection and peer marking should be encouraged and used when appropriate, this should be modelled over time;

Live marking guidance

- A short, concise WALT should be shared at the start of each lesson. A WALT strip (containing handwriting stars and support level) should be neatly stuck in books at the start of the lesson underneath where pupils have written the date (long date for English and Foundation subjects, short date for Maths. At the end of the lesson, staff to highlight the WALT in green if it has been achieved, this is to further support assessment and the moderation process. The presentation stars should also be highlighted using a green highlighter. Those with 3 stars to use a pen (Y5-6) or a special pencil (Y1-4) the following lesson. One of the support level letters should also be highlighted to indicate the level of support given (I: fully independent, G: guided, S: fully supported)

WALT:	* * *
	I G S

- For Vipers lessons, the WALT slip should also include the visual symbol for the Viper covered during the lesson.

	**WALT:**	* * *
		I G S

- The WALT for your lesson should be broken down into 3-4 WILFS, with a mini progress activity for each WILF. You should refer back to your WILF after each mini progress activity and assesses pupils understanding before moving learning on.
- The WILF helps pupils access and improve their own and others work but should not be displayed in pupil's books.
- The teacher/teaching assistant reviews children's learning during the lesson to address misconceptions or to challenge individuals or groups. Lesson design is chosen specifically by the professionals but should strike a balance between 'shallow' live marking and more 'in depth' live marking.
- Small group conferencing involves a teacher or teaching assistant working with a group of children to deliver more detailed feedback as a result of their work in the previous lesson.
- Teachers should use non-verbal symbols (KS2 see chart) or pink highlighter (KS1) alongside verbal feedback where appropriate within a lesson or if distance marking is employed, to draw children's attention to misconceptions or omissions to individual's work.
- All children are encouraged to present their work to the highest standards. Progression in presentation is expected throughout the year.
- Feedback provides a formative assessment record and should be used to inform planning;
- Marking systems must be displayed in each classroom and children must be made aware of the policy;
- Not all mistakes should be addressed, teachers should use their professional judgement to promote quick progress.

Distance marking/ feedback after the lesson

- All books should be checked and analysed and sorted into piles depending on how the children have achieved and to inform intervention. (Use the tick and the dot to guide these piles). The most beneficial use of time after this is designing the next lesson with progression in mind.
- Feedback delivered closest to the point of action is more effective than feedback provided at a later date, however at times, distance marking will be required e.g. when marking an extended piece of writing.
- The teacher will mark against the WALT but will focus on strategies to help the child move on rather than writing a comment for comments sake. Any marking or feedback should support pupils to address the misconceptions or errors or move onto the next step.
- Teachers could comment on the basic skills when using distance marking if this has not already been done verbally at the point of working with a child e.g. spellings/grammatical errors - no more than 3 spellings will be identified for correction. (age appropriate).
- Written comments should be legible, correctly spelt and modelling the school's handwriting policy.
- When teachers/teaching assistants provide written feedback they should aim to be as specific and directional as possible so that pupils have a clear understanding of what they have done well and what they could improve upon further before moving on to the next piece of work.
- Teachers must be aware of children's individual and group targets and share these with pupils.

Deep marking

When WOW Write is carried out, where children are working independently, teachers should carry out a *deep mark* at the end of the lesson. Live marking principles and guidance should be followed and in addition to this:

- Work *will* be marked before the next session;
- Not every spelling mistake should be corrected, only those words that a child should reasonably be expected to know and only enough mistakes to enable the child to learn from the corrections;
- If a comment is necessary to enhance progress, 'Fix its' will be given by an adult in green pen.
- Time should also be given for children to read marking and to 'fix' their work/receive verbal feedback;

Peer marking

- Peer and self-marking to be completed in a sharp purple pencil.

Marking Code

EYFS

- All staff will maintain individual learning journals for all children, with a particular focus on those in their key group. All evidence should link to Birth To Five Matters and the Early Years Foundation Stage Profile.
- All staff to make sure that weekly observations are uploaded and 'published' on Tapestry the same week as the observations take place, when possible.
- Next steps to be addressed by staff and followed up in weekly team meetings.

KS1

- WALT slip to be stuck in at the beginning of each lesson.
- Teacher/Teaching Assistant to use green pen to tick successful learning.
- Teacher/Teaching Assistant to use pink highlighter to a draw attention to misconception/errors; verbal feedback must be given and children must edit in a sharp purple pencil.
- Additional stickers/stamps can be given to reinforce successful learning.
- WALT to be highlighted in green if achieved
- Presentation stars highlighted using a green highlighter. Those with 3 stars to use a pen (Y5-6) or a special pencil (Y1-4) the following lesson.

Pink highlight	Address misconceptions/errors
✓	Successful learning

KS2

- WALT slip to be stuck in at the beginning of each lesson.
- Teacher/Teaching Assistant to use green pen to tick successful learning
- Teacher/Teaching Assistant to use green pen to draw attention (see marking key) to misconceptions/errors; verbal feedback should be given however, teachers may wish to deep mark selective pieces of work (the marking key still applies).
- WALT to be highlighted in green if achieved
- Presentation stars highlighted using a green highlighter. Those with 3 stars to use a pen (Y5-6) or a special pencil (Y1-4) the following lesson.

▪	Address misconceptions/errors
~	Squiggle underneath spelling error.
✓	Successful learning

Monitoring implementation

This policy will be monitored through book scrutiny as part of the triangulation process or through subject scrutiny by curriculum groups.