

**Laureate Community Academy  
Feedback and Marking Policy**

Date of review	June 2019
Date approved by governors	
Signed on behalf of governors	
Next review date	June 2020

**Aims**

- To develop a whole school policy which is meaningful, manageable and has maximum impact.
- To promote dialogue and reflective practice which encourages pupils to evaluate and take responsibility for their own learning.

**Principles of Feedback**

Black and Wiliam (1998) combined evidence from over 250 research projects and concluded that there were five key factors to effective assessment and feedback:

- Feedback should explain what a child has done well, where they have gone wrong and why, and what they need to do to improve;
- Children need to be actively involved in their learning, and be given opportunities to act on the feedback given;
- Teaching should be adjusted to act upon the results of assessment;
- The criteria for success must be shared with children, so that they can learn how to assess their own performance and can understand how to improve;
- Feedback has a profound influence on the motivation and self-esteem of children, which are themselves of crucial importance in the learning process. The importance of regular feedback should, therefore, not be overlooked.

**Whole Class Assessment sheets**

- Whole class assessment sheets will be used in Reading, Maths, Science and Foundation lessons. (See Appendices 1, 2 and 3) These will identify the overall learning within the lesson, any misconceptions encountered, pupils that have excelled and any follow up or next steps needed.
- Assessment sheets will then be shared with the class orally at the start of the next lesson.
- These sheets will be kept in assessment folders as a reference for future planning and will be monitored by the Senior Leadership Team and Subject Leaders.
- Written comments in these books will be minimal.
- In maths, acknowledgement marking will be used to mark calculations.
- In foundation subjects, spelling and grammar will be corrected or highlighted where appropriate (see Appendix 4 for marking codes) and a gold star will be used to indicate whether the Learning Question has been met.

**Written Feedback: Years 2 to 6 (English)**

- When marking English tasks, teachers will use a ‘two stars and a wish’ style approach at least once a week to identify no more than two positive aspects of the work and a point for development.
- This will be in the form of key word marking rather than full sentences.
- Positive aspects of a pupil’s work, relating to the learning question, success criteria and/or a pupil’s ‘One Thing’ targets, will be **highlighted in green**; at the end of the piece of work, a **green highlight** will be followed by two written comments to explain the highlighted aspects.
- The ‘wish’ comment (i.e. point for development) will be marked with a ‘wand’ and will also relate to the learning question, success criteria, ‘One Thing’ targets and/or Laureate Learning Characteristics. Suggestions could also be made about how this improvement could be achieved, e.g. modelling an alternative sentence starter.
- When reading tasks result in a piece of extended writing, these will be marked using the ‘two stars and a wish’ style.

- For extended writing tasks:
  - Teachers will complete marking ladders at the back of English books at least twice per half term (i.e. whenever an extended writing task is completed) to record progress towards age-related expectations in writing;
  - ‘Two stars and a wish’ will not be used on extended writing tasks, as the focus is on updating marking ladders and informing overall judgments.
- Written feedback should always be clearly legible (modelling appropriate handwriting and presentation) and easily understood by pupils, including use of additional adults or peers to read comments where necessary; marking will be completed in green pen (red pens are used by pupils, and purple pens are used for post-teaching).
- Acknowledgement marking will be used for all other English activities, e.g. closed SPaG activities, planning etc.

### **Marking Strategies: EYFS and Year 1**

- In Early Years, pupils will receive ‘a star and a wish’ feedback verbally as part of continuous provision, in order to identify positive aspects of work and points for development – much of this will relate to Characteristics of Effective Learning.
- After discussing these with pupils, next steps will be recorded on the ‘planning in the moment’ sheet and added to the relevant observations on Tapestry.
- In Early Years, these will focus on Prime Areas in the first instance, before focussing on Specific Areas (particularly communication & language development, reading, writing and maths).
- At the end of Reception and the beginning of Year 1, feedback will still be mostly verbal; by the end of Year 1, feedback will be mostly written in preparation for Year 2 (see above).
- Written feedback should always be clearly legible (modelling appropriate handwriting and presentation) and easily understood by pupils, including use of additional adults or peers to read comments where necessary; marking will be completed in green pen (red pens are used by pupils, and purple pens are used for post-teaching).

### **Post-Teaching**

- Post-teaching will be used to address misconceptions from previous lessons (ideally on that day).
- The member of staff will write in purple pen, so that it can be easily identified as post-teaching.
- No further marking of either the post-teaching or the preceding work containing misconceptions is expected.

### **Pupils’ Responses**

- Within English, regular ‘DIRT’ – Dedicated Improvement and Reflection Time – will be provided (see Appendix 5).
- Pupils will respond in red to improve their work or demonstrate a deeper understanding (not just initialling or commenting to acknowledge the teacher’s comments, e.g. “Thank you”, “OK”).
- Pupils’ responses to feedback should be checked and acknowledged by a member of staff with initials, but it is not expected that they will respond at length beyond this, in order to avoid a time-consuming ‘dialogue’.
- Pupils will be encouraged to evaluate progress against the learning question, success criteria, ‘One Thing’ targets and, where appropriate, Laureate Learning Characteristics, and to develop the ability to give reasons for their evaluation.

### **Monitoring**

- The quality of feedback and marking is monitored as part of termly coaching sessions by the Senior Leadership Team and Pupil conferences with Subject Leaders in order to inform an overall judgement on the quality of teaching, learning and assessment.
- Regular ‘drop ins’ by the Senior Leadership Team will be used to check that marking is up to date, including monitoring pupils’ responses to marking and checking pupils’ understanding of what their next steps are.
- Where feedback and marking is found to be not in line with this policy, fortnightly coaching sessions with a member of SLT will take place with these teachers until issues have been resolved.