



Marking and feedback 2022-2023

To maintain consistency across the school, we have used the feedback and discussions from pupils and teachers to decide on the non-negotiables within each workbook.

Non-negotiables

- Date written by child in Mathematics. Teacher to shorthand date any wider curriculum books next to SC when marking.
- Learning objective and date in English attached to success criteria and stuck into books. Excluding reading, which uses the reading target and monster as a success criteria.
- Success criteria marked by ticking the boxes the child has achieved.
- Selected part of the work marked which focuses on the learning objective and success criteria.
- Next step or correction comment left by teacher to guide pupil's next step where necessary.
- Presentation to be of a high standard in all books; where necessary, children to rewrite clearer.
- Pens are only given to children who are consistently neat.
- Children to be put back onto pencil for the whole half term if they fall below the accepted standard. If a child loses their pen and a replacement is not available, they stay on pencil for a whole half term.
- Absent to be written in the child's book if work is incomplete. If a child leaves the lesson for any reason (appointment or intervention) this must also be recorded in their books.)

We are not expecting detailed marking. We expect teachers to use the selective marking process, for children to have manageable steps in responding effectively to feedback.

Stages of selective live marking:

- Select a section of the student's work which relates to the criteria.
- Identify the location of errors or improvement.
- Draw a box around the area or circle the specific error.
- Provide actionable feedback e.g., you must find and correct the missing capitals. This can be a note in the book or a post it notes during live marking. Post it notes must remain in the books.



- Build in time to live mark within the lesson so children can act immediately

Support staff

Support staff are required to mark the books of the group they have focused on in the lesson. If a member of support staff has been working with several groups, they are required to contribute to the live marking within the lesson. Either way, the same non-negotiables must be followed. It is the teacher's responsibility to ensure that support staff are using the correct marking system according to the policy.

Effective use of success criteria

Success criteria must be clearly linked to what they are learning in that lesson.

For example: if a student's learning objective states:

To understand how to describe a character, in detail, using expanded noun phrases.

The success criteria must show the clear steps to achieve that:

- *I can use determiners to start my sentence*
- *I can use proper and common nouns*
- *I can use appropriate adjectives to describe my character*
- *I can combine these into sentences which create expanded noun phrases*

Here the knowledge of how to build an expanded noun phrase has been taught and the success criteria are the building blocks to achieve the entire learning objective. It may be that certain students do not get as far as combining those steps to create their expanded noun phrases, but as a student and as a teacher, I now know what components the child can and cannot do.

Success criteria is there to guide both the teacher and student to the next steps. If the child has no criteria, they will have no building blocks to guide them. As a teacher, you will also have no clear indication of what they need reteaching or what the next steps are.

Whereas a bigger concept like:

To write an emotional story using dialogue and sensory language.

May have components, which are broader but still are the building blocks to success:

- *I can use inverted commas for dialogue*
- *I can use a new line, new speaker*
- *I can use sensory language to show not tell*
- *I can convey character's emotions using expanded noun phrases*

Evidence of learning

It is understandable that at times, learning within the lesson may not have a written outcome, therefore it is important that we record their learning in another way.

Practical lessons:

- The photograph should still have a learning objective, date, and success criteria, which can be ticked appropriately, to show the outcome of that session.
- Photographs of the practical activity matched to the learning objective as evidence.
- Children use a post it or comment on the photograph to review their learning in that lesson.



Drafting and final written outcomes



Within English writing sessions, redrafting is an expectation, especially as children move further into key stage two.

Teachers are only required to give selected feedback and notes on drafts and to not heavily mark any redrafting. This allows the child to identify common errors and establish independence within the drafting process.

Final written outcomes can be marked for what they have achieved, but errors must not be marked. This should be done in green highlighter to identify where the child has used the toolkit or ITAF statements within their writing. Errors should not be highlighted, to avoid any redrafting where the child is using given corrections or is led too much by the teacher.

Children can mark and correct their peer's work. Although the teacher cannot mark in detail on a draft or final piece, peers can help edit and refine each other's work. This should be done in coloured crayon, in KS1 and LKS2, or green pen in KS2.

Worksheets

St Thomas has made a conscious effort to cut down our use of paper and are building on our aim to be an eco-friendly school. Therefore, we would like all staff to be conscious of the amount of paper that we are using. Where possible we would like children to write in their books and use less paper.

Certain activities may require a worksheet, but others like planning an investigation, answering questions as a class, quizzes and recall sessions, can be completed by guiding the children using the board and not using a worksheet.

Encourage children to set their work out neatly and focus on how they can record in their books, rather than relying on a worksheet to do so.

Scaffolding for lower attainers can be done using manipulatives, support sheets that can be reused or writing frames that can be reused. Where possible, allow lower attainers the ability to use the scaffold and gradually move away from them to writing in their books independently.

Level of independence.

If a child has been given heavy support within their lesson, the staff member should record this with **W/S** next to that piece of work. If the child has attempted part of the work or a calculation, independently in the same session, the code **I** should be written next to that part of the work. Not every child is expected to have this code, only those who need high levels of support or extra scaffolding.



Summary
Every child's book:
Written date in Mathematics
Short date by teacher in wider curriculum
Learning objective, date and SC stuck in each lesson excluding Reading.
Success criteria marked using tick boxes
Selected part of work boxed or circled
Teacher scribe in books using live marking for children to respond immediately
Child's response or corrections when appropriate
Absences noted in book
Consistent use of pen or pencil half termly
Less use of worksheets
Support staff to be marking groups of work.
Recording learning:
Photographic evidence related to SC
Child comment or recount of learning
Date/LO and SC still included
Success criteria marked using tick boxes
Level of independence marked (W/S, I) when appropriate.
Redrafting and final outcomes
Drafted pieces need actions and live marking
Final pieces can be highlighted in green to match SC or ITAFs but not corrected.