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Policy Name	Marking & Feedback Policy
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Author	Mrs A Eggleston
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Rationale:

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007)

'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'

(Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'

(Report of the Independent Teacher Workload Review Group)

What is Feedback? Our shared understanding

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.

Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).

This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers

(EEF – Teacher feedback to improve learning)

At Landau Forte Academy Moorhead, we believe that all forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

Marking	Purpose
Live marking and feedback	Marking and feedback within the lesson is to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify key knowledge and learning. Written feedback may be used where misconceptions are remodelled, key knowledge revisited or challenges provided to deepen thinking.
Self and Peer assessment	Self and peer assessment is to encourage children to take greater responsibility in their own learning process whilst being mindful of teacher's workload. Children are encouraged to find their own mistakes and to check and improve their own work individually or with the help of a peer before showing their work to the teacher
Written marking	Written feedback is provided age appropriately and this would be kept to a minimum, particularly in KS1. Written feedback may include grammar and spelling corrections, clarifying presentation expectations or revisiting key knowledge from that lesson. More detail on this is provided below in the subject specific section.

LFADM Marking

At LFADM, the 'Live Marking' approach is used to enable all children to receive effective and instant feedback to move forward.

During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive encouraging a Growth Mind-set, resilience, striving for accuracy and children's learning efforts. Teachers and additional adults will effectively intervene with groups across the class giving immediate feedback on the children's work. Live marking in the forms of ticks to indicate correct answers across the school curriculum and areas for improvement, or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation.

When 'Live Marking'

- Date and titles are checked and children are given the opportunity to correct if copied incorrectly
- Marking is focused upon lesson objectives and success criteria
- Verbal feedback to children will provide opportunities to self-regulate, address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding.
- Marking is to be done in a clear legible handwriting using the schools handwriting policy
- Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson

Across all lessons, there should be a greater emphasis on 'Live Marking', however sometimes, for whatever reason staff will be unable to mark in the moment or there is some work that has not been marked in the moment.

When staff have been unable to Mark 'In the Moment'

- All learning will be acknowledged in full
- Dates and titles should be checked to ensure that habitual errors are not being made
- The content of the learning should all be read in detail and check against the lesson objectives for accuracy
- Marking is used to support the day-to-day assessments of learning so that difficulties are identified and misconceptions can be used to plan future lessons accordingly.

Role of other adults supporting marking and feedback

All staff in the classroom are expected to 'Live Mark', this will support children in receiving immediate feedback which they can act upon.




Special Educational Needs and Disabilities

When marking the work of children with Special educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is scaffolded to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Subject Specific Guidance

Mathematics	<p>-Majority of marking and feedback to be completed within the lesson including self and peer marking</p> <p>- Use of stickers to correct errors, complete more learning or deepen thinking in KS2.</p> <p>Marking code followed in KS1</p> <p>Time must be given for children to correct errors for themselves</p> <p>-Use of green challenges linked to current or previous topic to deepen understanding.</p>
English	<p>-Use symbol code outlined below.</p> <p>-Spellings will be corrected (up to a maximum of five).</p> <p>-Grammar corrections addressed linked to the child's age and stage.</p>
Extended writing / end of unit	<p>Please read 'guidance for teachers' in Appendix 1</p> <p>The final draft is marked with guidance one positive comment and one specific next step</p> <p>Next steps are identified to move learning forward, these are not genre specific but focus on grammar and/or spelling as appropriate.</p>
Wider curriculum	<p>-All subjects to be marked in line with 'English and extended writing'</p> <p>In PE feedback will be predominately verbal linked to the key knowledge of that lesson or addressing misconceptions. Use of vide will be used where appropriate.</p> <p>-Feedback in art and design can come in the form of post it notes so as not to make marks on a child's work.</p> <p>-Music feedback will be primarily verbal with the use of video evidence where appropriate.</p>

Marking Code

	EYFS and KS1	KS2
Spelling Mistake	Common exception words or subject specific words are corrected above the incorrect word. A maximum of 3 words are written at the bottom for children to practice	sp Word underlined with 'sp' circled next to the incorrect spelling. Correct spelling written at end of work for child to practise or children find for themselves dependent on age and stage.
Capital letter / punctuation	A missing capital letter will be underlined for children to correct. Where punctuation is missing, a circle will be used to indicate that something is missing. Children will be supported to identify the correct punctuation as appropriate	CL Missing capital letter or full stop is marked CL or . Children should be encouraged to add them correctly. P Missing punctuation is marked with a P. Children should be encouraged to add the correct punctuation.
Handwriting	Handwriting will be corrected in line with the school's handwriting policy	
Finger space	Missing finger space is marked, if appropriate children rewrite the sentence.	
Grammatical Error in inaccurate use of Standard English	 Underline mistake using a wiggle line and support children to understand the error ie was/were	 Underline mistake using a wiggle line and corrected in line with spellings
Start a new line/paragraph		/ //
Work is correct	✓	
Work is incorrect	•	
Need to check this	_____	
Next steps comments	 Children respond to the comment	
Other codes	I – independent G – guided Sh – shared A – assisted P – peer	

Appendix 1

Editing work

Guidance for teachers

The sequence of teaching writing includes planning, drafting, editing and a final write as part of standard practice.

KS1

1. Plan by drawing the writing chunks
2. Speed date reading of the story to peers / staff
3. Add key vocab to each stage ie adjectives etc
4. Speed dating and peer feedback
5. Sentence structure practising including improving sentences
6. Write
7. Edit in red pen
8. Mark in line with marking

Editing in year 1 is initially learning to read their own work and progresses to adding missing punctuation and capital letters. In year 2 editing builds on year 1 and children are taught to edit in line with the expectations of the KS1 TAF.

KS2

1. Plan - chunk and criteria
2. First draft writing in chunks (date each chunk)
3. Independent editing in red pen (date)
4. Final draft
5. Mark in line with marking policy

Editing for lower ability children maybe supported by an adult and follow the same guidelines as KS1.



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Made By	Mrs J Davies