



Illogan School – Marking and Feedback Policy

At Illogan school we aim to use effective marking and feedback procedures that maximise and advance pupils' progress. Our practice is based upon extensive research which we have personalised to meet the needs of our students and staff.

Our Key Principles

- Marking and feedback is meaningful, manageable and motivating – all work is responded to marked
- We celebrate success and use feedback strategies to motivate pupils further.
- We encourage pupils to take responsibility for improving their work independently, providing them with the firm foundations to do so during their time in EYFS and KS1.
- We ensure there is a consistent approach throughout the school, high expectations and standards being at the core of everything we do.
- We use verbal feedback predominantly; this ensures feedback is both individual and instant.
- We 'live mark,' ensuring that all work is seen, accurately marked and acknowledged.
- We include written feedback where it is appropriate to do so.
- We use marking to assess progress and inform future planning.
- Marking work is done so under the direction of the class teacher, this will therefore include HLTAs and TAs marking work where requested.

Feedback during lessons:

Teachers will provide children with clear steps to success which enable them to achieve the learning objective of the lesson. The format of this will vary, dependent on age, but it must be clear and concise for pupils to follow. Pupils will use this to periodically self-assess and reflect upon their progress, either independently, alongside a peer or as a whole class. Teachers and TAs will 'live mark' during lessons, as well as providing pupils with verbal feedback on their progress. Verbal feedback strategies are an integral part of Illogan's teaching pedagogy. They are used for whole class, group and individual interactions and include but not limited to:

- Cold calling – teachers to adopt a 'no hands' up response.
- See 3 before me – check 3 other sources (e.g. a peer, the success criteria, learning wall) before seeking adult support.
- Pose, pause, pounce, bounce – teachers to pose a question, pause for 'thinking' time, choose/pounce on a pupil to answer and then bounce the answer onto another pupil.
- Circulating – teachers moving around the room and 'live mark' whilst pupils work to assess progress and ascertain next steps.
- The visualiser is used to share successes and common errors. Praise/motivation – staff value the use of praise and encouragement to recognise pupil achievements, boost esteem and positive behaviour.
- Developing a positive 'critique' climate – staff support pupils to provide positive feedback to one another to aid improvements.

Marking in EYFS/Key Stage One

EYFS and Key Stage One provide the opportunity for us to help shape the start of our children's learning journeys. The staff here support the children to build esteem, enthusiasm and confidence. We emphasise that only 'marvellous mistakes' can be made because with every error or correction, we learn something new. Staff model and think aloud the editing process to children frequently in order to prepare them for doing so independently, as they move closer towards Key Stage Two. Editing opportunities will feature in every lesson from Year 1 onwards and will vary from self, peer and whole class.

Writing

- Pink pen is used to highlight impressive work (tickled pink) that is individual to the child.
- Green pen is used to 'spot' an area for improvement (for growth). The child will be given the opportunity to edit and improve this but is supported by the use of green pen to identify it. Pupils will improve their writing/errors using a purple pen.

Maths

- All work will be marked according to whether the work is correct (pink) or needs improvement (green).
- Errors will be indicated with a 'dot on the spot' where a correction is needed in green.
- The child will correct errors in purple pen (Year 1 will have adopted this strategy confidently by the Summer term).
- Children are encouraged to pause and review the accuracy of their work frequently.

Other subject areas

- Work will continue to be marked by staff and corrected by the child. Self-editing is used and live marking should pick up on errors to include: spelling, punctuation, grammar and handwriting.
- Children will correct any errors using their purple pen.
- If a pupil has demonstrated that they have achieved the learning intention of the lesson, a pink tick will be placed next to the WALT at the top of the page.

Marking in Key Stage Two

As the children progress through their learning journey at Illogan, we will gradually increase opportunities for them to become their own 'editors' and to rely less on staff to identify errors.

Writing

- Pupils will improve their writing/errors using a purple pen
- Work will continue to be marked by staff and corrected by the child. Self-editing is used and live marking should pick up on errors to include: spelling, punctuation, grammar and handwriting.

Maths

- All work will be marked according to whether the work is correct (pink) or needs improvement (green).
- Errors will be indicated with a 'dot on the spot' where a correction is needed in green.
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Summary feedback

- Will happen at the end of the lesson, to ascertain the next steps for learning and future planning by the teacher.
- This will be recorded on a 'Note to Self' (NTS) document which will be filed in the classroom.
- The NTS document will be a central part of the next episode of teaching and may specifically direct other members

of staff to complete work with individual children or groups of, to consolidate learning or inform further intervention at another time.

- There is no set requirement regarding the frequency or format that teachers use to complete this process however, an evidence trail may be followed during monitoring to ensure that lessons are adjusted where appropriate, to ensure pupils make good progress