



**DE LACY
PONTEFRACT**

**De Lacy Primary School
Marking and Feedback Policy
2019-2020**

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Aims

De Lacy Primary School aims to provide a broad-based education of excellent quality. We strive to provide a caring and sharing ethos where children, parents and staff feel welcome.

Through our teaching, we aim to develop enthusiastic, confident and active learners who are effective in their approach to primary education and in life. We aim to fulfil every child's potential through a commitment to the highest standards of teaching that actively motivates, challenges and inspires children as individuals.

Marking of pupils' work alongside verbal feedback in all areas is therefore regarded as a regular means of formative assessment that is linked to the learning objective within a sequence of work and ultimately, to the child's personal targets.

We aim to make feedback a positive experience for the child and manageable for the adult.

Quantity of Work

These quantity of work guidelines apply to Years 1 – 6. Clearly there will be a transition period between UFS and Y1 expectations during Autumn Term of Year 1.

Maths

There should be a minimum of four pieces of work in Maths books per week. Evidence of mental arithmetic needs to be present in books, folders or planning each week. This is in the form of assertive mentoring sheets.

Maths arithmetic should be recorded on the weekly tracker.

English

There should be a minimum of four pieces of work in English books per week. These tasks may relate to word or sentence level work in the build up to a larger piece of extended writing. Teachers should aim for at least three long pieces of writing in writing assessment books per term, this will be an initial extended piece of writing, after a teaching cycle. Once an extended piece of writing has been completed, there will be an opportunity for pupils to edit and re-draft specific elements of their work.

Editing & Re-Drafting Process

Once an extended piece of writing has been completed, children should be given the opportunity to spend a number of sessions editing and redrafting their work on elements they have missed from their success criteria or to work on sections that will enhance the standard of their writing. The teacher should focus their lessons on specific elements identified for improvement when looking at the class set of books. Pupils' writing and should be completed in their English Skills Book.

Other Subject Areas




Teachers should aim to evidence as much work as possible that is outlined from their project plans. This will vary from subject to subject and could be in the form of either writing, diagrams, drawings or photographs. Where possible learning should always be evidenced in project books.

Feedback Guidance

All adult writing in books will model the schools handwriting scheme in green pen.

It is expected that staff feedback in English, Maths and Topic books for each piece of work completed. Indication of pupils who have achieved elements of the steps to success or who have achieved the learning objective will be highlighted in yellow. Any highlighting in green is to indicate what the pupil may need to develop further, during reflection time or to address any misconceptions they have from the steps to success. Highlighting should be completed by members of staff only.

Feedback Key

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	<i>Work that meets the LO</i>
	<i>Misconceptions or errors</i>
VF	<i>Verbal Feedback</i>
S	<i>Supported work</i>
AFL (with adult initials)	<i>Assessment for Learning</i>
PF	<i>Peer Feedback</i>
SA	<i>Self-Assessment</i>
HLTA/Supply	<i>HLTA or Supply who has taught the lesson</i>

- Spelling errors should also be underlined in Green with opportunity for the children to correct common mistakes.

Instant Feedback:

Wherever possible, feedback will be given to the child at the point of learning. Pupils' work should be annotated in the margin, when verbal feedback is given either in words or by underlining areas for improvement. The feedback given should be identifiable from the pupil's improvements. **This feedback will be completed in green pen.**

All adults who feedback in a child's book should initial the marking.

Pupils will respond to all marking and feedback in **purple pen**, this includes where challenges that are given to extend pupils' learning. All feedback should be responded to by pupils.

Peer-Feedback and Self-Reflection

Peer Feedback and Self-Reflection is an integral part of marking and feedback at De Lacy Primary School, **and will take place in all lessons in some form.** This may be achieved through written feedback in books, or by writing responses on to IWB slides, such as the **What Went Well** and **Even Better If** slides.

Response Marking

Children will respond to adult feedback through the use of a purple pen, this will ensure that any pupil responses are easily identifiable and that the progress of pupils in their books is evident. **Pupils will also use purple pen when feeding back to peers and self-reflecting.**

For younger children the purpose of using a purple pen is to begin to develop an understanding that this colour is used to respond to teacher comments e.g. self-assessing by drawing a smiley face in purple pen.

Presentation of Work (see appendix)

Remember:

Children will write the date in the short format in Maths e.g. 25.2.19 and in long format in English and Topic books e.g. Wednesday 25th February 2019. The date and objective will be underlined with a ruler.

Pencil should always be used in Maths books, and for all drawing or diagrams in other subject areas.

Where activity sheets are used, these should be trimmed down and stuck into books rather than folded. This means that children can easily see their work and any feedback that has been given by an adult.

Summary of Minimum Expectations for Marking & Quantity of Work

Subject Area	Minimum Expectations (Stage appropriate*)
English	<ul style="list-style-type: none"> A minimum of four pieces of work in English books per week. Yellow highlighter should be used on elements of the steps to success or where the work achieves the learning objective. Green highlighter is to indicate what the pupil may need to develop further, during reflection time or to address any misconceptions they have from the steps to success.

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	<ul style="list-style-type: none">• Staff feedback in English for each piece of work completed.• Coloured dots used to provide feedback or challenge (once a week) with an opportunity for pupils to respond in purple pen and subsequent teacher response.• One piece of work each week marked by pupil or peer feedback (stage appropriate).• One piece of Extended Writing is done in the Writing Assessment books, per half term, that is then edited and re-drafted for a final piece.• Staff should follow the marking key at all times.• Evidence of Green pen, instant marking should be seen in all books.
Maths	<ul style="list-style-type: none">• A minimum of four pieces of work in Maths books per week.• Yellow highlighter should be used on elements of the steps to success or where the work achieves the learning objective.• Green highlighter is to indicate what the pupil may need to develop further, during reflection time or to address any misconceptions they have from the steps to success.• Coloured dots used to provide feedback or challenge (once a week) with an opportunity for pupils to respond in purple pen and subsequent teacher response.• One piece of work each week marked by pupil or peer marking (stage appropriate).• Staff should follow the marking key at all times.• Evidence of Green pen, instant marking should be seen in all books.
Other subjects	<ul style="list-style-type: none">• Yellow highlighter should be used on elements of the steps to success or where the work achieves the learning objective.• Green highlighter is to indicate what the pupil may need to develop further, during reflection time or to address any misconceptions they have from the steps to success.• Coloured dots may be used to provide feedback or challenge• Cross curricular links are evident where appropriate.• Evidence of Green pen, instant marking should be seen in all books.

* There will be variations on what these agreed elements of marking and feedback look like between Year 6 and UFS.

Work Scrutiny

Work scrutiny will be conducted by the senior leadership team and middle leaders. The timings for work scrutiny will be shared with all staff in the week prior to when it will take place and a random sample of work will be asked for. Staff will present their work samples at the time requested.

When conducting work scrutiny, the following criteria will be used to evaluate teacher marking using the agreed format (Appendix 2).

Work Scrutiny Criteria

- Good standard of handwriting / presentation
- All work is marked by highlighting in yellow and green as well as green pen.
- There is evidence of peer-feedback and self-reflection, using purple pen.
- Expected frequency of pupil work recording.
- Differentiation on the same date is evident.
- Progress over time is evident.

Appendix 1: Layout for English and Maths

De Lacy English Layout Expectations

This diagram illustrates the layout expectations for English handwriting. It shows a sample page with various annotations:

- Long date, underlined:** Wednesday 6th September 2018
- Miss a line:** Indicated for the date and the Learning Objective line.
- Learning Objective underlined, starting with LO:** LO: To set my work out correctly
- Neat and cursive:** The LO is written in neat and cursive.
- Numbers and bullet points in margin:** 1. ABCDEFGHIJKLMNOPQRSTUVWXYZ, 2. ~~abcdefghijklmnopqrstuvwxyz~~
- Respond to feedback in purple pen:** I set my work out correctly to show pride in my work.
- Miss 4 lines:** Indicated for the feedback line.
- Line drawn with ruler after previous work:** A vertical line separates the date from the rest of the page.
- Mistakes are crossed out with a ruler:** The date is crossed out with a ruler.
- Text starts at margin:** LO: To always use neat handwriting.
- Teacher's feedback:** I set my work out correctly to show pride in my work.
- Miss a line:** Indicated for the LO line.

De Lacy Maths Layout Expectations

This diagram illustrates the layout expectations for Maths handwriting. It shows a sample page with various annotations:

- Short date, underlined:** 0.6.09.17
- Miss a line:** Indicated for the date and the Learning Objective line.
- Learning Objective underlined, starting with LO:** LO: To set out my work correctly.
- Neat and cursive DO NOT put a letter in each square:** The LO is written in neat and cursive.
- Each digit lives in its own square. Separate each number with a comma:** 1. 2, 3, 5, 7, 1, 1, 3, 1, 7; 2. 1, 4, 9, 6, 2, 5, 3, 6
- Fractions should be written across 2 lines:** 3. $\frac{3}{4}$
- Mistakes are crossed out with a ruler:** A fraction $\frac{3}{4}$ is crossed out with a ruler.
- Respond to feedback in purple pen:** I set my work out correctly to show pride in my work.
- Miss 4 lines:** Indicated for the feedback line.
- Line drawn with ruler after previous work:** A vertical line separates the date from the rest of the page.
- Teacher's feedback:** I set my work out correctly to show pride in my work.
- Miss a line:** Indicated for the LO line.