



ARK Franklin
Primary Academy

Marking and Feedback Policy

At Ark Franklin we believe that immediate, high quality feedback is the most powerful. Our real time feedback model aims to provide instant verbal feedback at the point of need, allowing pupils to edit and make improvements to their work in the moment, while affording practitioners an immediate opportunity to consolidate and accelerate learning for both the individual pupil, and the class as a whole.

1. Aims

We mark pupils' work and offer feedback in order to:

- further our pupils' learning;
- show that we value their work, and encourage them to do likewise;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give clear guidance on how far they have come in their learning, and what the next steps are;
- promote self-assessment, identify their difficulties and offer guidance
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress;
- and, to inform future planning.

2. Principles of marking and feedback

2.1 The process of marking and offering feedback should be in 'real time,' whenever possible.

2.2 For each recorded piece of work two examples where a child has achieved the WALT and/or success criteria should be **highlighted in pink**; two areas for development, should be **highlighted in green**; at least one area for development should be high level (see below).

2.3 The marking should always address the lesson's WALT (We Are Learning To), success criteria and/or a child's KPI targets, as well as any non-negotiables.

2.4 Pupils should respond to the **green highlighting** in the moment; the response should be immediately above the highlighted work.

Low level responses include spelling changes, up-levelling vocabulary, addition or correction of basic punctuation and identifying simple corrections in maths.

High level responses may involve re-wording of whole sentences, changes to paragraphs, syntax or sentences, addition of information and re-calculating whole problems in maths.

2.5 The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed.

3. General Guidance to teachers

Assessment and feedback during the lesson

3.1 All pieces of work will include a WALT and date (success criteria should be clearly displayed throughout the lesson).

3.2 The teacher will introduce the WALT and success criteria at the beginning of the lesson (unless generated together as part of the lesson), returning to it at intervals during narration with reference to individual pupils' progress: drawing the pupils together to address a misconception or move learning on, where progress is evident.

3.3 During independent tasks, teachers and co-teachers will narrate the positive and address common misconceptions to the whole class whilst providing real time feedback, using their pink and green highlighters.

3.3 The pupils will be encouraged to give verbal feedback on their own (and peers') progress towards the WALT, success criteria and, where appropriate, their personal targets, throughout the lesson and again during the plenary.

3.4 At least once per week during English, from year 2 onwards, pupils will engage in peer assessment or self-assessment, marking their own or a peer's work against the WALT and success criteria.

Assessment & feedback after the lesson

4.1 Where real time feedback has not taken place, the teacher will mark against the WALT and success criteria after every lesson. Where this is the case, pupils should be given time the next morning to respond to any green highlighting.

4.2 Work should be marked/feedback given prior to the next lesson.

4.3 KPI targets should be signed off regularly. KPI tasks in maths should be planned for and completed regularly, please liaise with the mathematics lead for the exact number of tasks expected each term. Once completed scores are recorded on the target sheets and the tasks themselves glued into the children's mathematics books as evidence of the journey to mastery.