Newton International Academy
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Primary
KS 1 and KS 2 Marking Guidelines
Feedback and Feedforward Marking policy at NIA

Our learners deserve rich feedback. We need to provide regular, high quality feedback to learners so that they know where they are on their learning journey and how to improve – evidence of students responding to the feedback shows students feeding-forward.

This feedback can take many forms, for example verbal, peer, self, practical, whole class and written.

What and how we give written feedback matters more than how much written feedback we give. This is feedback and marking that happens within the lesson, in the moment, leading to immediate action by the pupil. There can sometimes be a tendency to mark obvious errors first (e.g.spelling and punctuation errors), however, this type of marking should be focused on specific criteria. **To ensure this is impactful, teachers should mark specifically against the success criteria.** This speeds up the marking process and ensures it is focused. Any simple errors should be addressed with the simple marking code.

During independent, formal writing tasks, feedback should be **specific to the success criteria on the writing checklists**. Feedback should be provided using 'Next step' (NS) or Even Better If (EBI) and using green pens in students books. These should be used as writing targets for students to work towards achieving throughout their writing.

Purpose of marking:

● Feedback must be given in every lesson. This can take different forms: verbal, peer, self, written teacher, practical or whole class. Students are provided feedback (verbal or written) and students must act upon it using a Purple Polishing Pen (feedforward).
● High quality verbal feedback is the cornerstone of our Feedforward practice. Teachers must use informal verbal feedback regularly and where appropriate, in every lesson.
● Feedback should be timely, meaningful, and motivate students to progress.
● Learners must be able to articulate the feedback they have been given and show how they are making progress on their targets.
● Feedback should be provided to pupils as close as possible to the date on which it was produced
● Learners must be given significant and frequent PPT (purple polishing time) opportunities to feedforward, reflect and build on their learning.
● Feedback should be transferred away from teachers to the pupils themselves, where possible and appropriate.
● Feedback should be provided in the moment, wherever possible, to reduce teacher workload and increase the impact pupil progress.
● Teachers must show they value the student's work and motivate them to produce high quality work.
● Enable the learner to understand how to improve their learning and work and act upon the feedback (feedforward).
● Create an ongoing conversation between student and teacher.

Teacher Comments:
● Should be meaningful and specific to the objective using the success criteria.
● Should state clearly how the pupil can improve their work.
● Time is taken within lessons to ensure that the dialogue between the teacher and pupil is used effectively.
● Verbal feedback should also be given throughout the lesson and stamped or written with VF o CVF (see marking codes).
● Any work supported by teaching assistants will be indicated by their initials.
● Children need time to reflect/comment on teacher's feedback (Purple Polishing Time)
● Feedback to students can be verbal or written. **There should be evidence of either one in each lesson.**
● In writing lessons leading to a longer piece of writing and during independent tasks in writing portfolios, written teacher feedback should be given in more detail for written assessments using green and pink pens with clear feedback for next steps/targets.

Spelling comments
- Spelling mistakes should be corrected for common exception words and specific vocabulary linked to the writing theme.
- In KS1 spellings should be written correctly for common exception words. Students can write the spelling words out as practice (spx3) under their work. There should be a maximum of 3 spellings identified per writing task only.
- In KS2, incorrect spellings should be underlined where appropriate and students should use 'PPT' (purple polishing time) to find correct spellings using a dictionary to correct their spellings.
- Where appropriate, the teacher will write some of the marking annotations in the margin to allow children to independently search for and correct mistakes. Students can write the spelling words out as practice (spx3) under their work if the teacher has corrected them.

Pupils Comments:
- Pupils should respond to feedback using a Purple Polishing Pen. Students and teachers refer to this as Feedforward.
- Pupils can peer assess using a purple polishing pen and hand the work back for their peer to Feedforward
- Pupils should respond either immediately or during purple polishing time (PPT) time to edit their work.
- Pupils can Self Assess against success criteria and act upon it immediately or during 'PPT'.

Marking Strategies
- Success Criteria – identifying what is needed throughout the learning process and marking against it using PA,SA or CVF.
- Self Assessment – assessing own work against success criteria or stated objective to identify own standard against the AFL strategy.
- Peer Assessment – working in pairs to assess each other's work against success criteria or stated AFL strategy.
- Peer and self-assessment are done in a purple polishing pen.
- The work that has been peer or self-assessed should be read and acknowledged by the teacher to ensure correct feedback is given. If the comment given is inappropriate, this should be corrected by the teacher.
- Children's work should be marked frequently (verbally or written). One big write (or a focus part of a big write) should be assessed by the teacher every week. Core subjects should be marked daily, either by the teacher/self or peer. Subjects should be marked before the next activity.
- If verbal feedback is not provided then written feedback must be provided using pink and green pens. Pink is used to write a comment, or indicate something within a piece of work, that is praiseworthy. Green is used to target a specific area for improvement, related to the learning objectives, success criteria or individual student target. "pink for perfect" and "green for growth".

Feedback and Feedforward codes
Teachers will mark in Green (feedback comment) or pink (positive response) comment

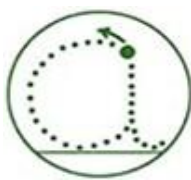| Feedforward strategy	Marking code	Evidence
Teachers give personalised verbal feedback linked to LO	**VF**	Purple polishing pen showing edited work specific to personal target/VF
Whole class verbal feedback	**WCVF**	Students to FF using teacher's VF using a purple polishing pen
Teachers provide written feedback	**Green coloured pen** – area for improvement **Pink pen –** positive/ praiseworthy feedback	Provide student polishing time to address the written feedback
Peer assessment	**PA**	PA – Write the FF targets in green. Student to edit work according to feedback
Self assessment	**SA**	SA- Write SA targets to complete during polishing time

Marking codes for writing
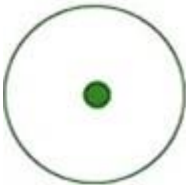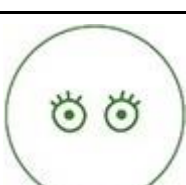
√	Correct
●	Incorrect
∿∿∿∿ or **Sp**	Spelling mistake
∧	Word missed out
// or **NP**	New paragraph
◯	Circle words that should/should not be capital letters and where punctuation is missing or wrong
T/ G	Incorrect tense or grammar

In KS 1 (Year 1 and Year 2) marking and feedback include;
- Verbal Praise
- Stickers
- Stamps
- Generic comments, for example 'Great Work!'
- Verbal feedback with children about their target.
- Students are provided verbal feedback and should feedforward into their work.
- Visual stamps are used instead of written feedback help students understand their next step (FF) to improve writing.
- Students should use a Purple Polishing Pen to polish their writing, feeding forward into their work.

English Marking stamps KS1 Year 1 and 2			
	Letter formation Handwriting		punctuation
	finger spaces		Upper case letters Lowe case letters Ascenders Descenders

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	Full stop		Capital letter
	Sound out Listen for sounds		Check letter formation
	connectives		Spelling mistake Check your spelling
	capital I		Handwriting Join letters
	Target achieved		Listen carefully
	Look carefully	or	Read your work carful to see if it makes sense

Monitoring

- Each term book scrutiny will take place.
- Learning walks to take place regularly by SMT.
- Book looks and pops in to take place weekly by MMT & SMT.
- This will focus on effective marking. Teachers should keep the marking and feedback up to date and ensure feedback is given in a timely manner so it has an impact on teaching and learning.

<u>Learning objective</u>

- Use of tick, dash and dot to show they have met the learning objective next to the WALT.
- Recognise, encourage and reward effort and progress through allocation of house points, stickers or stamps.

✔	Learning objective met
⁄⁄	Learning objective partially met
●	Learning objective not met

Reviewed July 2024