



FEEDBACK & MARKING POLICY

Review Date: September 2020

Through feedback and marking staff should seek to identify strengths and achievements and difficulties to inform assessment and planning.

Aims

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Objectives

- Children will be able to explain what teacher's marks mean.
- Children can comment confidently on their own work.
- Children can reflect on their own progress.
- Teachers use assessment derived from marking to inform future planning.

All staff and pupils will be aware of marking practices and codes. These should be displayed and referred to in all classrooms.

Expectations

Marking and feedback should:

- Relate to the learning objective, children's targets and /or success criteria.
- Respond to individual learning needs, taking opportunities to mark face to face when working in an adult guided group.
- Be consistent across the phases.
- Be seen by pupils as a positive approach to improving their learning.
- Be completed using handwriting in line with school policy.
- Be written using correct grammar and punctuation and in child friendly speak.

- Be completed using stamps and symbols in line with school policy.
- Be undertaken as soon as possible after completion of work.

Entitlement

1. All children are entitled to have a clear and consistent style evident in the marking of their work. Pupils not working within an adult guided group are also entitled to have their work marked and returned within a reasonable amount of time.
2. All children are entitled to have their work marked according to specific learning objectives determined when the work is set.

Implementation of Feedback and Marking

1. Where it is possible to do so, immediate feedback alongside the child is most beneficial. However, if this is not possible, work should be marked as soon as possible after completion.
2. Teachers and TAs should try to mark during lesson time with their focus groups to enable the child to go on with the task and make further progress.
3. Minor corrections are highlighted and corrected for pupils (see below).
4. Simple spelling and grammatical errors that a child should know will be underlined in yellow for the children to edit (Find it, Fix it).
5. When marking right or wrong answers, e.g. spellings or calculations, ticks and dots will be used rather than a cross, using green pen (teachers) and black pen (TAs).
6. Feedback will reflect the set objectives and success criteria.
7. Feedback could be given via SeeSaw app (in Key Stage One and Two) and will be indicated using the following stamp:



What constitutes a 'minor correction'?

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.

- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child’s expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Simple rule of thumb: A child should see a minor correction and think, *“Oh yes, I missed that”* rather than, *“Oh, I didn’t know that”*

NOTE: Where many minor corrections are needed when checking a pupil’s work, teachers should give careful consideration to the use of the green magnifying glass stamp. Many minor errors may indicate that the child is not working with due care and attention and feedback may be required to discuss this. It may also indicate that the pupil was not given adequate time to check through their work before handing it in for assessment.

NB: Pupils should always be given adequate time to self or peer check their work to limit the number of errors made and corrections needed. This ensures they hand in their very best, leaving teachers to focus on assessing learning rather than correcting mistakes.

Whole school marking codes

Marking Codes

- T Signed on and off in the margin when a teacher has worked with the child. (Should be initialled if this is someone other than the class teacher, e.g. supply/PPA cover.)
- TA Signed on and off in the margin when a TA has worked with the child. (Should be initialled if there is more than one TA working within the class.)
- I Written in the margin next to the LO if a child has worked by themselves.
- P Written in the margin next to the LO if a child has worked with a partner.
- G Written in the margin next to the LO if a child has worked in a group.
-  **Well done!** Used to denote that work completed independently has met the LO and requires no further action.
-  Used to denote that work completed independently needs some further attention. (This work should be included on the distance marking sheet.)
-  Used to indicate things within a piece of work that you are impressed with.
-  Used to give a child an additional challenge.
-  Used when you have been impressed by a child’s work/effort.

Teachers and TAs will initial the work as they sign it off in the margin at the end of the lesson, or as the child goes to work independently and vice versa.

Any work that is stamped with the magnifying glass will be referenced on the distance marking sheet, highlighting next steps for the pupil.

Teachers and PPA (planning, preparation and assessment) cover staff will mark using green

pen. All marking by a person other than the class teacher/supporting adult e.g. supply staff should be initialed by the adult who has marked the work. Teaching Assistants will use black pen when checking children's work. Marking of children's work, other than simple tick exercises such as spelling tests, should only be carried out by Class Teachers, Supply Teachers, PPA cover or Teaching Assistants in class.

Foundation Stage

- Work in the foundation stage, including the nursery, will be assessed predominantly through discussions rather than written feedback due to the nature of the foundation curriculum.
- Pictorial marking and stamps will be used in the Foundation Stage when appropriate.
- In Reception children may start to produce written work. In this case written feedback from the teacher may be given in conjunction with verbal discussions with the child.
- Peer assessment is introduced at the end of Reception (alongside the teacher).

Foundation Stage Big Write

Where applicable, stamps will be used rather than writing, e.g.



Picks out something that went well.



Identifies a personal next step for the child.

Key Stage One

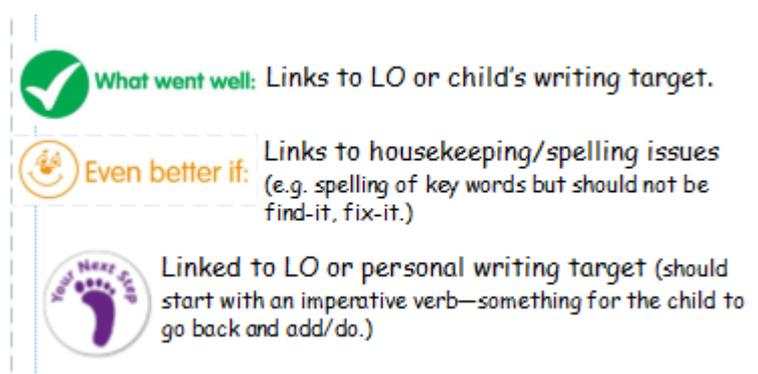
- Marking in KS1 could reflect that seen in Foundation Stage as children linked to the developmental needs of the child.
- Basic self and peer assessment will be carried out as appropriate. These skills will be developed and built up throughout Key Stage 1.
- Children will be expected to check their work by re-reading and making adjustments. Checking time will be given at the end of extended pieces of writing for pupils to edit their own work.
- Pupil editing will use red pencil crayons/pens.
- Additional time (1 hour a week) is given for teachers to conduct verbal feedback with specified pupils.

Key Stage Two

- Self-assessment will be planned for and carried out when the class teacher feels it is appropriate.
- Children will be expected to check their work by re-reading and making adjustments and checking time will be given at the end of extended pieces of writing for pupils to edit their own work.
- 'Find it and fix it' will be used to encourage independence in learning. Teachers underline simple spelling or grammatical errors in yellow that can be easily corrected by the child without explanation. Children will then find the errors and correct them.
- Pupil editing will use red pencil pens.
- Peer assessment will be planned for and carried out when the class teacher feels it is appropriate. When children are marking other children's work they will use a red coloured pencil or red pen. Children will be expected to check other's work by reading and providing feedback.
- Additional time (1 hour a week) is given for teachers to conduct verbal feedback with specified pupils.

Key Stage One and Two Big Write

The Big Write should be marked and returned to children before the next Big Write session, using the stamps highlighted below:



It is an expectation that Big Writes should be marked by class teachers rather than self or peer assessed.

Extended pieces of writing (Big Writes and final copies) MUST be marked in depth using the above stamps.

Distance Marking Sheets/Scooping/Verbal Feedback

If any child has misconceptions that need more attention, teachers must address these as appropriate (scooping/verbal feedback.) These should be indicated on the teachers Distance Marking Sheets. These sheets should be filed in class planning folders. Should a reoccurring misconception be identified when marking, teachers should address this through whole class feedback as the next available opportunity. This should also be recorded on the distance marking sheet.

Pupils' response to marking comments

Pupils should be given time at the start of a lesson to read and respond to the written feedback the teacher has provided. Pupils need opportunities to complete the 'Next Steps' or make improvements.

Pupils should be encouraged to ask for clarification if they do not understand a comment and should be clear about what they need to do.

Teachers should go back and check children's next steps and initial/tick to acknowledge.

Monitoring

The SLT, Phase Leaders and Subject Leaders will monitor the application of the policy on a continuous cycle of monitoring. As part of this, the quality and effectiveness of the feedback and marking will be assessed and recorded.

The SLT/Governors will monitor the implementation of this policy through regular work scrutinies (x6) and pupil interviews (x3).

Signed _____ Headteacher on behalf of the Governing Body

Date _____