Marking and Feedback Policy

"For I know the plans I have for you….Plans to give you hope and a future."

(Jerimiah 29)

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This includes referring and monitoring cases of suspected abuse.

Reviewed by: Headteacher and Teaching Staff

Review period: 3 yearly

Next review date: Autumn 2026

Aims and objectives of the policy

- to make pupils aware that we appreciate their efforts
- to make explicit to the whole school community our approach to providing feedback on pupils' work.
- to encourage pupils to raise their achievement and to develop their self-esteem by giving feedback that is not only positive but developmental in nature.
- to help pupils to identify the next steps in their learning.
- to ensure consistency of practice.

Rationale

Feedback is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive communication based on learning intentions and success criteria. It can be verbal, written, pictorial or signals and could be given by the teacher/TA to the child, the child to teacher/TA or child to child. Written feedback may take the form of acknowledgement marking or more in-depth marking linked to the learning intention and success criteria. In quality marking, positive comments are included on what has been completed and developmental points for improvement are made. These may be posed as questions to initiate pupil led next steps. This form of marking is also used when pupils are being assessed.

Feedback helps children become better learners by giving a clear picture of what they have done and what they need to develop.

Principles

Is marking Meaningful, Manageable and Motivational?

Marking and feedback should:
- be as immediate as possible
- be manageable for all teachers and teaching assistants
- involve all adults working with children in the classroom
- give children opportunities to become aware of and reflect on their learning needs
- give recognition and appropriate praise for achievement e.g. in 'Celebration of good learning' assemblies
- inform future planning and individual target setting
- be accessible and inclusive for all pupils
- be seen by children as a positive step to improving their learning
- relate to learning intentions and success criteria which have been shared with the children
- give clear strategies for improvement
- allow specific time for children to read, reflect and respond to marking
- involve children in the marking process, both as self-markers and in peer marking.

Verbal feedback

It is recognised that verbal feedback is a vital tool in raising achievement. It must be given in a calm, uninterrupted environment where the children feel secure. Verbal feedback is varied and tailored to the individual child or group of children and will be based on an adult's understanding of each child as an individual. Verbal feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond.

There will be a consistent approach to all forms of verbal feedback from all staff in that it will be specific and will focus primarily on issues linked to the learning intentions and secondly, as a lower priority, about other issues or features of the work. For example, children should not be criticised for handwriting or spelling if this is not linked to the learning intention, however they could be asked to look at the spelling of certain words or practise joins if time permits, or they could be told at the end, that their work would be even better if they had thought more carefully about the presentation. Verbal feedback will be identified in books with a 'VF' or stamp saying, 'verbal feedback given'.

Peer feedback and self assessment by pupils

Pupils will be encouraged to be aware of how well they are doing in their work through a number of self and peer assessment techniques. Teachers and teaching assistants will consider the age of the pupils when selecting the techniques to use.

Techniques for self-assessment may include:

"I can" or "Can I?" statements (depending on the age group) are used as titles for pieces of work in all curriculum areas, where appropriate. These statements will be taken from the learning intention for the lesson. For Reception and some Key Stage 1 children these may be written by the teacher/TA.

- **Self- assessment at the end of whole class teaching sessions** could be either:

    - ❖ 'Thumbs'. Thumbs up = understood; thumbs horizontal = understood fairly well; thumbs down = need further teaching/support to understand this
    - ❖ 'Fingers to Five'. Five fingers = complete understanding, moving towards no fingers = need further teaching/support to understand this.
    - ❖ 'Faces'. If children are using whiteboards they may draw a face to indicate their level of understanding.

Techniques for peer assessment may include:

- 'Three stars and a wish'. Children evaluate another pupil's work through commenting on three parts that are good and making one suggestion about what could be improved. The use of stars and wishes may vary according to the age of the pupils and may be given verbally by younger children. The emphasis is always on the positive.

It is recognised that assessment of work is a skill which children will need to be taught. It will be modelled by teachers and teaching assistants using examples of work with the whole class. Success criteria are a useful tool for assessment, and these will be given to children, as part of a pro forma, to aid their feedback.

KEY STAGE 1

Written Feedback in English, Science, RE and Humanities (History and Geography).

The feedback should be written clearly, in cursive writing for the individual pupil to read, so that the teacher is modelling accurate writing techniques.

Acknowledgement Marking

Marking will be written in two colours (purple for positive and green for growth) to show the positive comments and then growth question that can be answered by the child in specific marking and feedback times.
Included in the marking may be the following:

- Up to 3 spelling errors will be identified and underlined with a wiggly line. (Unless the children's work brief was different, for example, in Year 2 as a specific writing piece.)
- Punctuation errors will be identified and circled.
- Each teacher will tick/date the work to show it has been seen.
- Time should be given for the children to respond (Look, Say, Cover, Write, Check for spellings).
- Marking codes can save time and make the feedback more accessible to the child. Appendix A shows the codes to be used.

Quality Marking

- Some pieces of writing will be quality marked per child. This will provide teachers with summative assessment information as well as giving pupils the 'next steps to success' in their learning.
- Quality marking will be provided against the learning intention, success criteria (and recognition of the expected standards when appropriate).
- 'Closing the gap' comments may be used to show children how their work could be developed further. These may take the form of
  - Reminder prompts eg what else could you say here?

- o <u>Scaffold prompts</u> eg describe the expression on the man's face
- o <u>Example prompts</u> eg this could be a good way of writing this

- After quality marking, children should be given the appropriate time to respond and make the necessary improvements to their work.

Feedback in Reading

- Parental comments in reading diaries will be acknowledged and responded to if necessary or appropriate.
- Children will be given recognition for their efforts in reading weekly with stickers and stamps
- Guided reading tasks will be acknowledged and discussed with the children during the reading session.
- Feedback on children's achievements in reading is undertaken using class reading record sheets

Written Feedback in Mathematics

This may take the form of the following:

Acknowledgement marking

- This may take the form of self-marking, peer marking or teacher marking.
- Surface features of a child's work may be marked. These could include number reversal or missing calculation signs.
- Children should be shown how to set out and present their work e.g. how to draw a chart.
- Presentation features will be marked as for literacy (see Appendix A).
- Marking codes for mathematics can be found in Appendix B.

Quality marking

- Quality marking will be against the learning intention and success criteria (and relevant expected standards where appropriate). This will be done whenever the teacher needs to check on a child's progress or attainment.
- As far as possible, comments will be developmental although it will not always be appropriate to comment on the next stage if this is meaningless to the child.
- Quality marking may take the form of verbal feedback to a focus group. This may be followed up with a written comment to support the verbal feedback given.

Feedback in ICT

- Most feedback in ICT will be verbal, usually given while the child is working.
- Work will be quality marked where appropriate.

Feedback in Creative Arts (art, DT, music)

- The majority of feedback in these subjects will be verbal, given whilst the child is working or at the end of a piece of work.
- Quality marking may be carried out when a unit of work is completed, and written comments made.

Feedback in PE

- Most feedback in PE will be verbal, usually given while the child is working.
- Peer feedback will be used when appropriate.
- Certificates may be given to acknowledge individual success such as in the Multi Skills Festivals, weekly sports challenges and achievements will be highlighted in newsletters.
- Digital photos will be used for self assessment at appropriate times.

Feedback in RSE

- Verbal feedback will be given most frequently with acknowledgement marking if appropriate, for example, written pieces of work.
- Certificates may be awarded after special events.

Feedback in Homework

- There will be acknowledgement of all pieces of homework. Teachers will tick or stamp the end of the work and make comments if appropriate.
- If appropriate, pieces of homework will be quality marked in line with other areas of this policy.
- Feedback and marking of homework is in line with guidance in the Homework Policy.
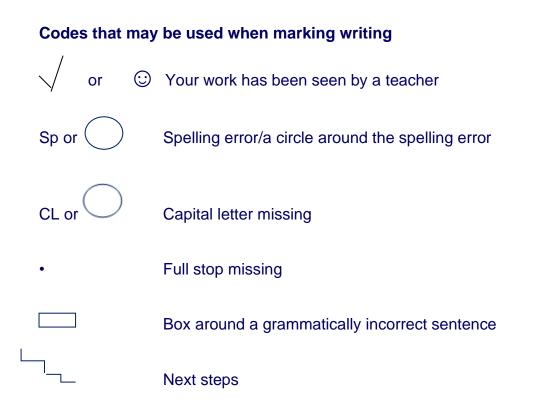
Monitoring and Evaluation

The implementation of this policy will be monitored by the Headteacher, but all teachers will review children's work regularly for this purpose. The success of this policy will be evaluated by considering feedback from pupils, teachers,

teaching assistants, parents, and other advisors to the school. The Senior Management Team will be responsible for conducting this review.

APPENDIX A

It is recognised that codes may be adapted to the age of the cohort but may be displayed in books or within the classroom, so parents and pupils are aware of these symbols.
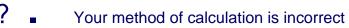
Codes that may be used when marking writing

√   or   ☺   Your work has been seen by a teacher

Sp or ◯   Spelling error/a circle around the spelling error

CL or ◯   Capital letter missing

•   Full stop missing

▭   Box around a grammatically incorrect sentence

⌐_   Next steps

APPENDIX B

Codes to be used when marking maths

√ ☺   Your answer is correct

? ▪   Your method of calculation is incorrect

(An 'X' will not be used as it is not a positive response to a child's efforts.)