

FEEDBACK & MARKING POLICY

Rationale:

The provision of effective feedback is an essential part of taking forward the learning of our pupils. Our goal is to encourage pupils to use self-evaluation so that reflection, pride in success, modification and improvement become a natural part of the process of learning. The giving of feedback and the marking of pupils' work is also a vital part of formative teacher assessment. This policy sets out how we will ensure that quality feedback and marking is embedded in teaching and learning

Aims

- to ensure consistency of marking across school
- to ensure that all pupils receive quality feedback regular and whenever necessary to enable them to take their learning forward
- to develop pupils' ability to use self and peer assessment confidently
- to make marking effective and meaningful for all pupils
- to provide teachers with an effective method of providing feedback and informative assessment
- to show that we value children's work, and encourage them to do the same
- to inform future lesson-planning

Principles

- **Feedback is specific:** learning objectives and success criteria are shared with pupils at the beginning of all appropriate work and these are the focus of feedback which can be both oral and written. Learning objectives are in evidence on all written work
- **Feedback is clear and constructive:** It is given promptly and in such a way that achievement is acknowledged and next steps highlighted
- **Feedback is followed through:** Children are given quality time to respond to written feedback and work on improvement suggestions given by the teacher
- **Children are involved:** By understanding what is expected and what progress they are making, they develop self and peer assessment techniques by taking on responsibility for checking and improving their own and other's work against success criteria
- **A set of agreed marking symbols are used in school:** To ensure consistency across the school and children know how to respond to these
- **Outcomes from feedback and marking inform teacher's planning**

Verbal Feedback

This is the main feedback strategy used in Foundation Stage and early in Year 1. It may give reassurance or check on progress, with reference to the success criteria during a lesson or may be in the form of a learning review in a plenary session. If verbal feedback has been given, this should be indicated in books

Written feedback should:

- Be in green pen. Teachers should also aim to highlight some areas for development in green for growing and pink for 'tickled pink'
- Be legible and clear in meaning, using the school's joined, cursive script
- Be developmental – e.g. children will find out their areas of strength and what their next steps in learning are

Written feedback can take a number of different forms depending on the nature of the task:

Closed tasks

- Acknowledgement marking against the learning objective

Correcting mistakes

Spelling mistakes

These should focus on key words or high frequency words and pupils are encouraged to correct these errors e.g. those covered in SfS or phonics

Punctuation mistakes

As with the correction of spelling mistakes, it is not necessary for teachers to correct every punctuation mistake unless this is a specific objective.

- Progressive O → ● in margin → add 3 missing full stops

Correcting mistakes in mathematics

- Ticks indicate a correct answer (where it can only be right/wrong) or steps along the way which are correct
- Where a maths question is incorrect, this will be marked with a dot. An appropriate space will be made for any necessary corrections. If there is evidence of misunderstanding/repeating the same mistake, then this will be addressed in future teaching

Open tasks

In open-ended tasks – e.g. writing a story, solving word problems, science investigations – pupils should receive quality feedback about their work and prompts as to how it can be improved. The emphasis in marking should be on both success indicated by a star and improvements needed steps (not linked to one of each)

Writing a prompt to help the child make a small improvement

The teacher will use the most suitable prompt considering the personalised learning needs of the child and must be related to the LO or SC (Learning objectives or Success criteria)

A reminder prompt

This reminds the child of what could be improved e.g. 'Say more about how you feel about this person' or prompts them to look back at their work to improve upon it

A scaffold prompt

This prompt provides more structure and support, e.g. 'Can you describe how this person is a good friend?' 'Describe something that happened which showed they were a good friend'

A correction prompt

This reminds the child of what needs amending or can be shown using the marking code symbols

A consolidation prompt

Checking understanding by asking a question or giving a short task, e.g. trying an activity in a different context

An extension prompt

A task or question which moves the child's learning forward

Self Assessment & Peer Assessment

- Children should respond to every piece of marking in blue polishing pen
- Teachers need to allow time for this and check it is being done
- Self assessment opportunities against the LO & SC should be evident in books
- Where appropriate children should be encouraged to support each other and feedback on learning and achievement
- Children should respond and act upon this as they would do with teacher marking

Monitoring and evaluation

We will share best practice in feedback and marking and ensure that its main function is to support learning. Implementation of this policy will be monitored and evaluated through work scrutiny and triangulation of evidence in Literacy and Mathematics

Date established by governing body

May 2014

Date of full implementation

May 2014

Date for next review

May 2019 (Two Years)

<u>Policy Adopted by Headteacher</u> Name: Mrs J Elcock	<u>SIGNATURE</u> 	<u>DATE</u>
<u>Policy Adopted by Chair of Governors (on Behalf of Governing Body)</u> Name: Mrs C Roberts	<u>SIGNATURE</u> 	<u>DATE</u>