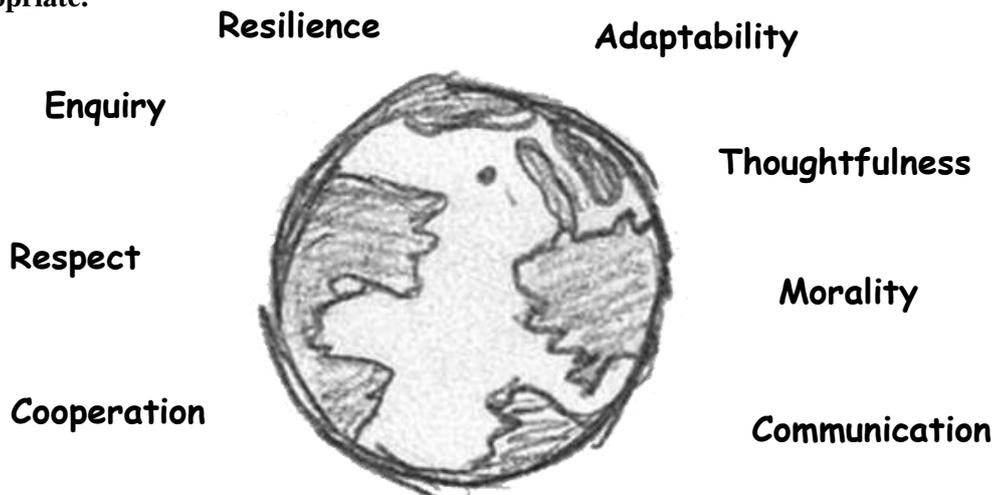




Feedback and Marking Policy

VISION STATEMENT/ SCHOOL AIMS

Throughout the school there is an expectation that teachers will provide outstanding feedback both orally and in writing. Children should be given the opportunity to reflect on feedback and respond where appropriate.



Purpose

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. How children's work is received and marked alongside the nature of feedback given, impacts enormously on attitudes to learning and future achievements. The response given to children's work may affect their self-esteem and can lead to the difference between success and failure for the child.

If children are to develop as independent learners it is important that they have an awareness of their own strengths as well as areas for development

All staff must be able to identify what children can do so that planning for the next stage in learning can take place. We must, therefore, make sure that feedback is focused on the specific learning intention of the lesson whilst also ensuring that comments are made on the application of basic skills, presentation and prior learning.

Agreed Principles

To support our children in becoming independent learners, with an awareness of their own strengths as well as areas for development, it is essential that:

- All pieces of work are marked as soon as practicable after the lesson and always before the next lesson.
- Learning intentions for the lesson are shared with the children – this can be done in a variety of ways and should not simply be limited to telling children what we will be learning today. Children may be encouraged to find this out for themselves, or use a stimulus from which to identify learning intentions

- Success criteria, against which children’s work is marked, is shared with children. These link directly to the End of Year Expectations
- Learning needs of individuals are understood and work is appropriately scaffolded to ensure children are working towards end of year expectations
- Work is marked in such a way that achievement is acknowledged and areas for development are highlighted

Type of Feedback

Research suggests that feedback should be specific, accurate and clear (e.g. “It was good because you...” rather than just “correct”); compare what a learner is doing right now with what they have done wrong before (e.g. “I can see you were focused on improving X as it is much better than last time’s Y...”).

- **Verbal Feedback**

Immediate feedback is the most effective and in practical terms this is likely to have been given orally. If any changes need to be made within the piece of work, work should be annotated with a circled ‘V’ with a single word or phrase indicating the nature of this feedback. E.g: V – check tenses.

- **Self and Peer Assessment**

Peer and self-assessment are additional forms of assessment which encourage children to become self-critical and independent and can lead children to gaining a greater understanding of how they learn and what they need to do to improve.

Whole class or group marking is effective in developing self and peer assessment. This should be led by the teacher, using the visualiser if appropriate, but inviting contributions from the children so that the piece of work is marked through a process of discussion, analyzing and modeling. Children may also mark their own or their peers’ work against a list of success criteria. Where a list of success criteria is used this needs to be included in books to show that children are being given the opportunity to self and peer assess.

Children marking their own work while the teacher goes through the answers and processes orally can be extremely useful. It is better for a child to complete one or two questions but then learn more about the skill or concept during whole class marking than to spend time doing more questions incorrectly. An intrinsic part of assessment and evaluation of work should ensure that children are identifying and addressing incorrect spelling choices – especially when these are words known to them. Reading aloud is especially effective in helping children identify unintended mistakes.

- **Paired marking**

Paired marking should be closely modelled by the teacher and partners should be chosen carefully to reflect the ability of the child.

Agreed procedures to be taken step by step in order to develop and consolidate children’s analytical and evaluative skills:

- Encourage children to identify positive aspects of the work
- Identify success against the learning intention and success criteria
- Identify areas for improvement – against the learning intention and success criteria
- Children should be encouraged to mark their own and the work of peers using neat handwriting and the correct spellings

Marking of children’s ‘Jigsaw’ work

‘Jigsaw’ forms the basis of our PSE curriculum and is used to develop children’s abilities to reflect. Each child has a book in order to record their thoughts and reflections during Jigsaw lessons. These books will not be marked in detail; however the teacher may make comments or ask questions in order to develop

children's thinking and reflection skills. If a teacher has engaged in a dialogue with the child about a piece of work then this need to be indicated using the appropriate symbol.

Support received

Where support is offered above what was identified as necessary during lesson planning this must be indicated using a circled 'S' and a brief indication of the support given. E.g. S – dienes rods provided. S – TA supported.

Work which is not marked in depth

It is unrealistic to expect that every piece of work is marked in great detail. Where appropriate to the task, for example – a closed task, work could be marked to indicate whether it is correct or not. A comment relating to the effort a child has put in to a piece of work and how successfully/well they have completed a piece of work may be appropriate as children do like to receive appropriate positive feedback and this can build self-confidence.

Letter and number reversals as well as common words which children should be expected to spell need correcting consistently. Children may be asked to re-write a word to help them with the spelling of it. ***These words should be common words that children are going to use frequently or words which contain recent spelling patterns taught. Highlighted words must be appropriate to expectations for the child.***

Whilst comments relating to handwriting and presentation are relevant, these must be additional to developmental comments and not be the sole content of any feedback given.

Work which is marked in depth

In depth marking should be used for written work and is designed to support children to edit and improve the content. There will be times when this is not appropriate, such as cold and hot writes.

Agreed Boothferry Primary School marking codes are detailed and should be applied consistently throughout as appropriate to the year group. Feedback and Marking posters should be displayed in each class. (Appendix 1).

- **Stars and Ways Forward**

In order to extend children's knowledge, skills and understanding, teachers are asked to consider what next steps should be taken to meet year group expectations.

This is highlighted through the use of Stars (*) and Ways Forward (W/F) to praise and extend learning. Stars and Ways Forward should be explicitly linked to year group expectations. Where Ways Forward are given, time is set aside for pupils to consider, respond, edit and improve or apply in future work. Children should be aware what their previous W/F was. The same W/F should not be repeated too many times.

Throughout the school, teachers will mark in blue and children will edit in green pen (English) and pencil in mathematics. Throughout mathematics teachers should circle incorrect answers and children will record corrections.

Marking Overview

A key for marking is to be used for pupils across school. This should be displayed on all classroom walls, available in Appendix 1.

Sp. (in margin)	Key Stage 1	The spelling mistake should be underlined. Spellings may be selected for practice at the bottom of the page; priority should be given to incorrect spelling of high frequency or common exception words. These should then be written three times by the pupil at the bottom of the page.
	Key Stage 2	Pupils must locate the incorrect spelling within the line of text. These should then be written three times by the pupil at the bottom of the page.
P. (in margin) Punctuation missing/incorrect		Missing/incorrect punctuation is circled and can either be changed by the teacher or addressed through verbal feedback. Ways Forward may also be used to target punctuation errors.
G. (in margin, together with wavy line underneath the incorrect grammar).		Incorrect grammar is identified by a wavy line and can either be changed by the teacher or addressed through verbal feedback. Ways Forward may also be used to target grammatical errors.
//		Begin a new paragraph.
V (circled) along with an indication of the nature		Verbal feedback has supported and extended children as they worked.
S (circled) along with an indication of the nature		Used to indicate support given above and beyond what was identified in the planning.
^		Word missing.
{		Reread this section of work.
W/F		Your next steps in learning.
Stars		Focus on what they did well, how they used the S/C effectively .

Early Years Foundation Stage

Observations of children take place daily. Incidental observations are recorded on the pupil's online learning journal: Tapestry. Each Tapestry observation is assessed against the development matters age and stage bands alongside the Characteristics of effective learning. At least three times each year a child will also be the focus of the week and a separate record of their learning will be made. Each observation here will record the adult/pupil interaction and next steps.

On most occasions next steps will take place immediately, in the moment, when the pupil is most interested, engaged and receptive to new learning. Where a child produces a finished article either independently or supported which is not recorded on Tapestry or on a focus sheet, marking must follow the EYFS Marking code; including an indication of the level of adult support (Appendix 1) verbal feedback must also be given.

Agreed with staff: September 2017

Adopted by Governors: September 2017