

Feedback & Marking Policy

Forngett St Peter C.E.V.A. Primary School

Introduction

How a child's learning is received and responded to, has a direct bearing on their learning attitudes, self-belief and future achievement. With this in mind this policy must be:

- consistently applied by all staff, including supply teachers
- clear in its purpose
- manageable
- productive in its outcomes
- informed by pupils' individual learning needs and previous assessments

This policy directly links to our assessment and teaching and learning policies and is based on the Assessment for Learning (AfL) feedback strategies in Shirley Clarke's publication called Outstanding Formative Assessment.

Purposes: reasons for feedback and marking

- To recognise, encourage and acknowledge children's efforts and achievement, and to celebrate their successes.
- To provide a dialogue between teacher and children (or between children if peer working) and clear appropriate feedback about strengths and areas for improvement in their work.
- To inform the setting of future targets, by indicating the 'next steps' needed in the child's learning.
- To indicate how a piece of work could be corrected or improved against assessment or success criteria and/or shared models of excellence.
- To help children develop an awareness of the standards they need to reach in order to achieve the age-related expectations of the National Curriculum or EYFS.
- To demonstrate to the child if they have achieved the success criteria or target/next steps required.
- To assess the level of children's understanding and identify those who need additional support / more challenge and to identify the nature of the support / challenge needed.
- To provide visible evidence of learning improvements and progress made.
- To involve parents more directly in reviewing their child's progress and to help in reporting to parents.
- To inform teacher planning and curriculum design.

Principles

Feedback should offer positive benefits to children and staff and the outcomes should be fed back into planning. If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development it is essential that:

- Feedback is positive, clear and appropriate;
- Children are knowledgeable and confident about how to give and receive feedback;

- Sufficient time is given for children to give, receive and respond to feedback;
- The feedback identifies excellence, if targets have been met and informs next steps;
- Children are made aware of the learning objectives and success criteria against which their work will receive feedback;
- Children's learning needs are understood and work is differentiated appropriately;
- Work is marked using agreed school marking codes and colours which are shared with parents;
- Wherever possible, feedback takes place in the lesson during mid-lesson stops with the children.

Oral feedback

- Is most immediate and powerful and has maximum impact when staff or peers are pointing out successes and improvement needs against the learning objective and success criteria or against a model of excellence;
- Is usually interactive and developmental. It may give reassurance or a quick check on progress. The effect staff or peer comments will be seen in a child's response in moving on to the next learning step;
- May be in the form of a learning/reading conference or review;
- Is used throughout the school but especially in EYFS and Year 1.

Written feedback should:

- Be legible and clear in meaning, modelling excellence in handwriting and presentation;
- Be developmental, i.e. children will see how they are getting on and what the next learning steps will be using the 2 stars and a wish approach for response and review marking.
- Show children what action they must take to improve their work;
- Form the basis of a discussion between teacher and child which can be written or oral;

Marking Methods/Classroom practice

Staff at Forncett Primary know that action-research clearly shows that immediate in-class feedback and marking is the most effective at moving learning on and ensuring good progress is made. However, it is also recognised that some pieces of work may need to be marked outside the lesson but staff ensure that children will have access to this feedback as soon afterwards as possible.

Teacher/Staff Marking

Shirley Clarke has identified four types of teacher marking:

- Acknowledgment comments about the successes which may or may not link to the success criteria (if a narrative piece) and the quality of the improvements made by children during lessons e.g. 'I really liked the phrase you added... because...';

- Secretarial marking e.g. underlining misspelt key words or circling missing or incorrect punctuation which need to be rewritten;
- Summary summative marking for class 'test' pieces or application of skills learnt e.g. spellings or an assessment paragraph of what the child can now do independently and therefore what they need to target for the future;
- Response and review marking e.g. the teacher points out the successes and improvement points which are then followed up the next day.

Marking away from the child – some questions for staff

Can children read your comments clearly – does it model presentation and handwriting excellence? Can they understand your comments? Do you allow them sufficient time to read your feedback and respond to it before moving on to the next activity? Do you expect children to be able to transfer your improvement suggestions to another piece of work in a new context? Do you monitor this?

General points

- Each autumn term teaching staff will review our feedback and marking practices and plan for a manageable amount of in-lesson cooperative feedback, teacher marking and conferencing with individuals and groups;
- Spelling corrections should normally be limited to sounds and words the child should know and grammatical corrections be appropriate for the child's stage and age. Spelling and grammar errors should be corrected across the whole curriculum, never just in English work;
- Use of a child's name in a written comment personalises it;
- 'Think pink' highlighters will be used to identify areas for improvements
- 'Green's for good' highlighters will be used to identify best bits of work
- 'Green's for good' handwriting pens will be used by children when they make corrections and improvements to their work;
- Teachers and TAs may mark in other ink colours except pink or green.

Key features of celebrating achievement

Self-belief, self-esteem and resilience are the most significant factors in being a successful learner. Children should see learning & achieving as a continuum which, given time, anyone can be successful at. We will ensure our feedback and marking policy and practice fosters an ethos of being able to readily identify and celebrate achievements and proud moments.

Children's hard work and achievements will be recognised through oral and written comments to them and their families, display, special assemblies and through the earning of good choice tickets which benefit the whole school.

Agreed by staff & governors – February 2017

Next review – Summer term 2018

Signed by Chair of Curriculum Committee:

Date:

Forncett CEVA Primary School Feedback & Marking Code

The following codes are used when marking children's work. There may also be written comments relevant to the learning intention along with feedback for next steps if appropriate. This information is often given verbally as soon after the task is completed as possible as it is found to be most effective this way. Not every piece of work will be 'marked' in the traditional sense since the purpose of marking is to assess and progress a child's learning (see Feedback & Marking Policy) and this can be done in a variety of ways.

I – Independent work; work completed without assistance from any adult or peer. The child may have needed reminding what to do or to be encouraged to keep going but they will have had no help with the actual task.

WS – With support; work which was done with the support of an adult (teacher, assistant, volunteer etc.) or peer. The child would not have been able to attempt or complete the actual task to the level they did without the support. Sometimes very little support is needed.

WT – Worked together; work which was done with a *high* level of adult support.

P – Peers or partner; work done with another child or in small child group.

VF – Verbal feedback; this means the work has been discussed with the child orally (including any strengths or areas to develop) and will therefore not need marking in detail.

CI– Cooperatively improved work; the work was co-marked by children together.

MT – Marked together; – the teacher and child went through work together, feeding back and discussing as they went.

SA – Self assessed – The child marked the work themselves following guidance.

VS – Visualiser stop – the point in the child's work where the class or group stopped to look at models which illustrate excellence or areas for improvement.

MLS – Mid-lesson stop – this indicates that the adult paused the class activity to discuss, point out or ask for examples of excellence and/or areas for improvement.