



## **Feedback and Marking Policy**

### **Vision statement**

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for all our children to flourish; where every child can learn and explore who they are created to be, with the high expectation that we, individually and collectively, will enable every child to be and do the best they can.

A loving place where we all care, learn and grow together.

### **Members of staff responsible:**

Headteacher  
Assessment Leader

**Date of policy:** Autumn 2020

### **Policy Intent**

We believe feedback is the process whereby children are informed of what they have achieved at a particular time and what they need to do to improve further. Feedback is a positive communication based on learning intentions and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, child to teacher or child to child. Written feedback may take the form of Acknowledgement Marking or Quality Marking. Quality marking is linked to the Learning Intention and Success Criteria. It provides positive comments on what has been completed and provides developmental points for improvement.

### **Aims**

- To encourage pupils to raise their achievement and to develop their self-esteem by giving feedback that is positive but developmental in nature
- To foster pupil independence and confidence within the learning process
- To make pupils aware of the next steps in their learning
- To ensure consistency of practice

### **Policy Implementation**

Marking and feedback should:

- Be manageable for all teachers and teaching assistants
- Involve all staff 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
- Shows whether work completed was independent, group or adult supported
- Inform future planning and individual target setting
- Be accessible and inclusive
- Be seen by children as positive in 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.

All work will be acknowledged or marked in some way. This is important for the pupil as it provides feedback and shows their efforts are valued. It is important for the teacher as it provides evidence of their monitoring of pupil performance. It is important for parents as it shows them that work is valued; that their child is getting feedback that will enable them to improve, and ways in which parents can support their child at home.

We will provide feedback to the children to support their learning in a number of ways:

### **Verbal feedback**

We recognise that verbal feedback is a vital tool in raising achievement. It must be given in a calm, uninterrupted environment where the children feel secure. At CtS, verbal feedback is varied and tailored to the individual child or group of children. Verbal feedback is adapted 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. Verbal feedback is usually given while the child is working or at the end of a piece of work in any subject. Peer feedback is used as appropriate.

There is a consistent approach to all forms of verbal feedback from all staff in that it is specific and feedback focuses primarily on issues linked to the learning intentions and secondly, as a lower priority, about other issues or features of the work.

It is acknowledged on a child's work if verbal feedback has been given with the symbol V.

### **Written Feedback in Literacy**

All written feedback in literacy should be done in green and can be either Acknowledgement Marking or Quality Feedback

#### **Acknowledgement Marking**

- Spelling errors are corrected as appropriate to the task. Sometimes it is the high frequency words that pupils should know but don't, that need drawing to their attention rather than phonically plausible attempts at complex words
- High frequency or simple spelling errors are underlined
- Punctuation errors are identified and circled. If there are a significant number of punctuation errors, a selection will be highlighted for the child to focus on
- Capital letters are written over lower case
- Each teacher ticks the work to show it has been seen. Other staff tick and initial.
- Time is given at the start of the next lesson for the children to reflect on the comment and respond. All reflection should be completed in Purple Pens
- Marking codes can save time and make the feedback more accessible to the child. Appendix A shows the codes to be used. A copy of the codes is displayed in every classroom.

## Quality Feedback

Appropriate pieces of extended writing are quality marked per child. Quality marking is provided against the Learning Intention and Success Criteria. Next Step comments are used to show children how their work could be improved. These may take the form of for example:

- Reminder prompts what else could you say here?
- Scaffold prompts describe the expression on the man's face
- Example prompts eg choose one of these or use your own: the man's mouth fell open in surprise.  
i.e. next time...steps

Staff record 1 positive aspect (indicated by a tick) and 1 developmental step (indicated by an arrow) for end of unit pieces at least.

After quality marking, children are given the appropriate time to respond and make the necessary improvements to their work. There is the expectation that children's work is responded to every session.

## Feedback in Reading

- Parental comments in reading diaries are acknowledged with the adults initials and responded to if necessary or appropriate.
- Guided reading tasks are discussed with the children during the reading session.

## Feedback in Mathematics

### Acknowledgement marking

- This may take the form of self-marking, peer marking or teacher marking.
- If a teacher or teaching assistant marks class work, the first incorrect example of a method is modelled correctly next to the child's version.
- Teachers or teaching assistants acknowledge a child's self-assessment with initials or a tick or a team point.
- Surface features can be marked in a piece of work. These may include number reversal, missing calculation signs, numbers not in squares etc. These should be kept to a minimum and modelled.
- Presentation features are marked as for literacy (see Appendix A).
- Marking codes for mathematics can be found in Appendix B and a copy of these is displayed in every classroom.

### Quality feedback

- Quality feedback is against the learning Intention and success criteria and where appropriate
- Quality feedback reflects differentiation
- As far as possible, comments are developmental although it may not always be appropriate to comment on the next stage if this is meaningless to the child.
- Correct setting out will be given through an example
- Quality feedback may take the form of verbal feedback to a focus group or individual. This may or may not be followed up with a written comment on the work or just the work with the V symbol for 'verbal feedback given'.

There is the expectation that Maths books are marked every session.

## Written Feedback in Science and other subjects.

- Acknowledgement marking of a tick is used to mark work where subject specific knowledge has formed the basis of the lesson.

- Quality feedback is carried out on work that is investigative and is linked to the learning challenge and success criteria.
- As far as possible, quality feedback is developmental and time is provided for children to return to their work and carry out suggested improvements.
- There may be an acknowledgement of completed work, using a tick or teacher initials.
- If appropriate, prompt questions may be written which relate to the learning challenge and success criteria.

There is the expectation that children's work is responded to every session.

### Peer feedback and self assessment by pupils.

It is recognised that assessment of work is a skill which children need to be taught. It is modelled by teachers and teaching assistants using examples of work with the whole class.

Pupils are 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 consider the age of the pupils when selecting the techniques to use. These may include:

- Traffic lights.
- 'I can .....' statements used as self-assessment for pieces of work in all curriculum areas, where appropriate. These statements are taken from the learning intention for the lesson. In Foundation Stage, Key Stage 1 and for less able children within Key Stage 2, these may be written by the teacher. Children then assess their own work using 'faces' -



- Children can mark their own work with I (Independent), P (Partner) or S (Support from another including their initials).
- Self- assessment at the end of whole class teaching sessions is 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:

- 'Two/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. Any peer marking will be done in coloured pencil.

### Monitoring and Evaluation

The implementation of this policy is monitored through staff work scrutiny termly. The success of this policy will be evaluated by considering feedback from pupils, teachers, teaching assistants.

## Appendix A

### Codes to be used when marking

LIA Means Learning Intention Achieved

WTI Means you are Working Towards Intention

WS With Support

I Independent working

V Means your teacher has talked to you about your work

✓ Something you have done well

→ Next step to work on

O Punctuation missing

// New paragraph missing

\_\_\_ Spelling to check

✓ Your answer is correct

. Check this one

### Presentation codes to be used when marking

Date? Omitted date

LC / Title? Omitted title

## Appendix B

### Presentation codes to be used when marking

Date? Omitted date

LC /Title? Omitted title