

Policy: Feedback and Marking Policy

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Authorised by: Governing Body

Updated by: Head Teacher

The purpose of marking and providing feedback is to further the learning of every child.

Introduction

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with this policy and to apply it consistently.

As a Church of England School, we identify Christian values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance. The values that relate particularly to this Policy are Justice, Trust, Truthfulness, Humility, Service, Perseverance, Respect and Responsibility.

It is important to provide constructive and specific feedback to children, focusing on success and areas for improvement. This enables children to become reflective learners whilst being given advice on how to close the gap between their current achievement and the next steps in their learning.

Effective marking aims to help children learn; its aim should not be to find fault, but to guide a child forward in his/her learning. Mutual trust and respect are therefore very important. Marking allows the teacher to show that a child's work is valued and that there has been an audience for the work. Children should know that it is acceptable to make mistakes – making mistakes is one of the ways we learn. Mistakes should be corrected where appropriate, but not erased. It is rarely appropriate for children to be made to repeat, or copy out large quantities of work.

Principles that guide Upton St Leonards C of E approach to marking

Marking and feedback should:

- relate to the learning intention and may relate to previous attainment
- be linked to the agreed success criteria
- be regular and up to date
- give recognition and praise for achievement and clear strategies for improvement
- be manageable for teachers and accessible to children
- allow specific time for children to read, reflect and respond to marking
- relate to individual learning needs of pupils
- inform future planning and target setting
- be consistent across the whole school
- ultimately be seen by children as a positive approach to improve their learning

The school uses the following forms of marking and feedback:

Oral Feedback

It is important for all children (especially younger children and those with special educational needs) to have oral feedback when appropriate from the adult working with them. The adult should initially talk to the child about how he/she has met the learning intention and then question the child about a specific part of the work. This may be to aid a child's understanding or to extend the child's learning.

Summative Marking/Feedback

This usually consists of ticks, crosses, underlining or circles and is associated with closed tasks or questions where the answer is either right or wrong. This can also be done by the children (depending on age), as a learning exercise.

Tickled Pink and Green for Growth

Teachers use pink and green pens, including highlighters, when marking to indicate to pupils when the teacher has identified positive aspects of a child's work (tickled pink) and to identify areas that need attention (green for growth).

Exceptions should be made for those children with visual impairments and alternative colours used to best suit the child's needs.

Teacher comments concerning VF, GW, T, TA or I, should be written in blue or black to distinguish them from responsive marking.

Formative Marking/Feedback

Not all pieces of work can be marked in great detail. Teachers need to decide which pieces of work will be given detailed attention. Feedback should focus on the learning intention of the task. The emphasis in marking should be on success and ways to facilitate improvement when measured against the learning intention. Focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved. Teachers should use comments such as: 'Now try this', 'Prove it' and 'Show me'. Children should be given time at the start of the following lesson to react to the marking.

Children should also be given time to complete corrections identified in the marking.

Secretarial Features

Not all errors in spelling, punctuation and grammar should be marked in every piece of writing. Children cannot effectively focus on too many things in any one piece of work. However, appropriate elements and those which have been taught should be marked; for example, if the children have been focusing on verbs in the past tense in a recent lesson and a mistake is made in independent writing, then this should be pointed out to the child.

One or two examples of high frequency words or repeated errors should be identified for children to correct and practise.

Plenary

An effective use of the lesson plenary is to focus in on specified elements from the success criteria which the children can check at the end of a task. Specific time should be allocated to this rather than merely 'trying to find time' at the end of a session. The plenary can take place in the middle of the lesson as well as at the end.

This time can be used for teachers to give feedback to specific children.

Children should be given feedback only about the elements that the teacher has asked them to pay attention to. This means that some aspects of a piece of work may be uncorrected, but all aspects will be addressed over time through specific learning intentions.

Self-Evaluation

Children are encouraged to evaluate their own work wherever possible and to check their work for things which they know are wrong ('No Excuses'). Children can identify their own successes and look for improvement points. It is important to establish trust and truthfulness in self-evaluation. The plenary session can focus on this process.

Marking Strategies

Work is marked in the majority of occasions by the teacher, however, as appropriate, work may be marked in the following ways:

- Shared marking (as a class or group)
- Paired marking
- Self marked

Monitoring the Policy

We will ensure that these guidelines are being used consistently throughout the school by sampling marked work. This will be done initially on a termly basis by the SMT and SLT. Opportunities will be given to staff regularly to moderate their marking in Phase Teams and in Staff Meetings.

Marking Code

Teachers to use marking codes suitable for the age range of children they teach. The codes should be displayed in the classroom and in children's books.

Marking Code	Explanation
✓ Achieved (next to work and learning objective)	Work correct. Learning objective achieved.
X (next to incorrect work)	Work incorrect. This might be identified as a correction.
VF	Verbal Feedback
GW	Guided group work
O	Punctuation error. Circle could include a . to show a missing full stop or a c to show a missing capital letter.
^	Word omitted
/	New line
//	New paragraph
_____ or *	Draw attention to
☝	Finger space
😊☹️😞	The child can show his/her response to the work. Teacher can also use as a response tool.
T (inside a circle)	Teacher
TA (inside a circle)	Any other adult support
I (inside a circle)	Independent
sp	Spelling error. Look, cover, write, check word three times in the margin
NE	No excuses
 or 'See Me'	See me
'O'	Openers
adj	Adjectives
con	Connectives
eee joined	Handwriting