



Whole School Policy
for
Feedback and Marking
Yaxham CE VE Primary School
2020

*Through loving God and loving others,
we flourish, learn & grow.*



Introduction

At Yaxham Church of England VA Primary School we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise its effectiveness through its use in practice. We have considered research regarding the effectiveness of feedback and are aware of the work load implications of written feedback. Feedback through marking must be meaningful, manageable and motivating.

The aim of our policy for feedback and marking is to enable children to make good progress in their learning. The development of a nurturing environment, where all members of the community can work together and build mutual trust and respect is key to the success of this policy.

Key Principles

- ★ Mistakes are an important part of the learning journey and this is acknowledged within the marking and feedback process
- ★ Feedback and marking should further pupils learning
- ★ Evidence of marking and feedback should not drive the process; the purpose of marking is not evidence for external verification
- ★ Written comments must be accessible for the child's age and ability
- ★ Feedback in action is most effective
- ★ Feedback takes a variety of forms, other than written comments
- ★ Feedback is part of a wider assessment process, ensuring children are suitably challenged in lessons, allowing them to make good progress
- ★ All work should be reviewed by teachers at the earliest appropriate opportunity in order to have the greatest impact on children's learning
- ★ When work is reviewed it should be acknowledged

Marking and Feedback in practice

As part of the teaching and learning cycle it is vital the teachers evaluate work during lessons in order to adjust their teaching. Feedback should occur in three stages

Immediate - at the point of teaching

Summary – at the end of a lesson

Review – through written comments

What this might look like:

Immediate Feedback

- ★ Teacher question and challenge as well as through written recording on whiteboards or in books
- ★ Individual or small group work with adult intervention
- ★ Verbal instruction to respond immediately
- ★ Change of direction through teaching or task
- ★ Annotating/highlighting work

Summary

At the end of a lesson

- ★ Whole group/class
- ★ Summary/evaluation of learning
- ★ May include self/peer assessment
- ★ Review of learning in order to address need

Review

- ★ Away from the lesson
- ★ Written comment/annotation for children to read and respond to
- ★ Provide teachers with opportunities to assess understanding

- ★ Leads to future plans/adaptation of plans
- ★ May lead to targets/next steps
- ★

Any mistakes are addressed positively; children will be expected to put a neat line through any work that they change in order for the correction to be visible. Children will be taught to value and learn from mistakes.

When marked work is given back to the children, teachers will allocate some time for them to read the comments and reflect on how they can improve. The best time for this is before the start of the lesson which the marking pertains to. This is done so children have the new information fresh in their minds when they begin the lesson.

Rewards

Positive reinforcement is a valuable and effective way for children to understand how they are improving. By pointing out that a child is performing well it encourages them to improve their performance over time.

Rewards will be given in a number of ways, such as:

- ★ Movement through the school reward system; e.g. Silver or Gold
- ★ Praise in front of the whole class
- ★ Displaying excellent work
- ★ Awards or certificates given for excellent work, or the most improved child over a certain time period
- ★ Verbal praise in a one-to-one setting
- ★ Stickers

All children have an online learning journal through Tapestry. This allows practical work to be recorded as evidence of children working towards objectives as well as enabling us to comment and share learning with families.

Subject Specific Feedback

Maths

Feedback in maths presents a particular challenge because answers are either correct or incorrect, children who have difficulties in this subject can become disinterested if they fail to improve. Effective strategies we employ include:

- ★ Ticking correct answers and leaving a dot on incorrect answers
- ★ Where appropriate, addressing key corrections rather than all
- ★ When possible, providing immediate feedback to pupils to show them how to reach correct answers
- ★ If the pupil has shown correct working and a wrong answer, circle the correct part and encourage them to try again
- ★ If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged
- ★ Spelling of Mathematical terms will be corrected
- ★ Number reversals will be identified and children will be expected to correct them

English

There are a number of ways in which English feedback differs from other subject areas. Teachers may:

- ★ Give feedback on whether the learning objective has been achieved and the success criteria followed.
- ★ Identify the next steps in the learning process.
- ★ Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group.
- ★ Correct spellings, particularly those appropriate for the year group.

- ★ Correct punctuation and grammatical errors appropriate to the objectives for the year group.
- ★ Allow specific time for children to read, reflect, and respond to marking.

Teachers are encouraged to show a personal response to writing and therefore may include how writing made them feel.

Self-evaluation

A simple way for children and teachers to improve communication is for children to look at and evaluate their own work. It is also useful for teachers to assess whether children understand the feedback policy of the class. Using specific phrases can enable pupils to take part in their own improvement. Teachers will encourage pupils to use some of the following phrases:

I liked...

I learned...

I think I will...

I still don't understand...

I found...difficult because...

I solved...by...

I need help with...

I could get better by...

Peer-to-peer feedback

By involving children in reviewing each other's work, teachers will help children to identify successful methods of learning.

Reviewing progress

It is important to continually evaluate whether school policy is working. The effectiveness of the policy will be reviewed through learning walks and work scrutiny. Members of the teaching staff can cross-check each other's books through work scrutiny and suggest areas of improvement.

Implementation of this policy

Teacher use their professional judgement when providing feedback and marking work. For example, where there is an identified barrier to learning adults may not correct every letter reversal every time but will ensure that children access appropriate intervention for ongoing issues.

This policy will be reviewed on an annual basis by the governing body.

Review date: September 2021

Signed by:

Jennie Müller

Headteacher

Date:

14.10.2020

Michelle Parnell

Chair of governors

Date:

14.10.2020

Appendix

What it will look like in children's books...

General

LO- Learning objective frameworks will provide a context.

Teachers will tick to acknowledge if children have achieved the objective

Success Criteria? - When not met.

VF - Verbal Feedback

C+C - Check and change spelling

WS - With Support

I - Independent

SC - Self Corrected

Self-Assessment - Smile, straight, sad face

Adults will mark green; children will correct and edit in a different colour

Peer marking will be identified.

Maths

Concrete, With Support, Group Work, Independent, Verbal Feedback are identified on the learning objective

C+C - Check and change

Incorrect

⊖ - Number Reversal

MC - Misconception, then tick through when addressed

English

Spellings Children should know...

Correct 3x/increase to 5x in upper KS2

C+C - Check and change spelling

⊖ - Letter Reversal

↔ Finger Space

Next Step →

Addendum to Policy for Feedback and Marking

Coronavirus (COVID-19) September 2020

Due to current concerns regarding the Coronavirus Pandemic staff will avoid live marking as this involves close contact and adults handling children's books during lessons. Adults will give verbal feedback in these cases to ensure that children's learning moves on within the lesson. Whilst some marking of longer pieces of work takes place outside of the lesson, teachers will avoid taking books home.

Peer assessment may happen where work maybe shared in other ways, on the screen for example. Children will not mark each other's books.