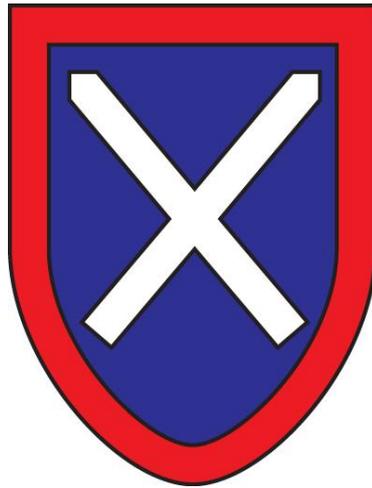


# ST ANDREW'S C. E (AIDED) PRIMARY SCHOOL



*The unfolding of your word gives light*

## **FEEDBACK AND MARKING POLICY**

AGREED BY STAFF – 3<sup>rd</sup> October 2018  
APPROVED BY GOVERNORS – Autumn 2018  
TO BE REVIEWED – September 2019

## FEEDBACK AND MARKING POLICY

### Teachers Standard 6:-

“Make accurate and productive use of assessment”

Teachers will give regular feedback, both orally and through accurate marking and encourage pupils to respond to feedback.

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. (Education Endowment Fund 2015)

### Rationale

Feedback is an integral part of assessment and can take different forms: peer, self, teacher marking or verbal. We aim to provide a system of feedback that is consistent and continuous across each stage within our school. Feedback will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved so they make good progress as a result.

### Purpose

- To encourage, motivate, support and promote positive attitudes
- To provide constructive feedback
- To move learning forward
- To promote higher standards
- To allow pupils to reflect on their learning and setting targets for next steps
- Inform teachers planning and structure for the next phase of learning
- To highlight and celebrate success

### Key Principles

Marking should:

- Be constructive and help pupils make progress
- Be related to specific learning objectives and curricular targets which the pupil should know in advance using age related vocabulary
- May be accompanied by verbal feedback.

- Give opportunities for pupils to know how well they are doing and what they need to improve to make further progress.
- Provide pupils with opportunities to assess their own work and that of others.
- Follow consistent practice throughout the school by using the agreed symbols or shorthand feedback detailed in the Marking Code. It is up to the teacher which areas they wish to focus on for individual pupils, groups or the whole class, so not all symbols will be used when marking a piece of work.

### Type and frequency of feedback

#### **Verbal Feedback**

- This is the most frequent form of feedback. When used, if appropriate, the code VF will be used to show verbal feedback has taken place. It may not detail what that feedback was.
- It has immediacy and relevance as it leads to direct pupil action.
- Verbal feedback may well be directed to individuals, groups of pupils or whole class; these may or may not be formally planned or recorded in books.

#### **Written Feedback**

- All marking by teachers to be completed in black pen. For Teaching Assistants, when instructed by teachers to mark work, this is done in also in black pen and initialled.
- There are two types of written feedback: **detailed** and **maintenance**.
- The frequency of each type of written feedback will vary according to the subject and task.
- **Detailed feedback** will clearly identify the strengths and areas for improvement (next steps) that pupils will then act upon.
- **Maintenance marking** may identify specific issues such as key words, spellings or presentation issues or marking may be a tick.

#### **Peer Assessment**

- Effective peer assessment is structured and modelled by the teacher. Pupils need to be well trained over time to effectively peer assess one another.
- Written peer assessment should be completed in purple pen and it should include the name of the pupil giving the feedback.

#### **Self-Assessment**

- Teachers should share success criteria where appropriate for pupils to assess against.

- A range of strategies may be used as forms of assessment for learning to indicate a pupils understanding or success.
- Self assessment should be completed in green pen.

### English Feedback and Presentation

All pieces of work should include (during Year 1 or when appropriate for individual children):

- The 'long' date e.g. Wednesday 2<sup>nd</sup> September
- A title – this should not be the learning objective
- The above must both be underlined with a ruler in pencil
- Feedback should include a balance between detailed and maintenance marking.
- The success ladder may be used to provide feedback to learners - N.B. to encourage independence in writing in Year 6, success criteria will become less prescriptive as the year progresses or may be given as a marking criteria after they have written.
- Detailed marking should inform the child of the progress they are making, and where relevant, a next step target. Time must be given for the child to respond to this target if appropriate.
- Teacher's handwriting should mirror the school's handwriting policy.
- The marking codes for writing will be used consistently in Key Stage One and in Key Stage Two (see appendix.)
- Where a large proportion of the class have misunderstood a concept this should be planned into the teaching session of the next lesson and may not be individually identified in pupils' work.

### Mathematics Feedback and Presentation

All pieces of work should include (during Year 1 or when appropriate for individual children):

- A short numerical date e.g. 02.09.18
- A title
- Pupils should be encouraged to follow the 'one digit per square' rule

### **In Workbooks**

Teachers or pupils will simply tick their correct answers or put a dot next to incorrect answers. When necessary, errors will be followed up and pupils will use green pen to evidence this.

## **In Journals**

Children's work will be looked over and should only need a tick to show accuracy and a dot for errors and a positive comment may be made by the teacher. Where necessary, errors will be followed up and pupils will use green pen to evidence this.

- Within maths lessons, the majority of feedback will be immediate and given verbally due to the collaborative, explorative and reflective structure of the Singaporean style lessons.
- Where a large proportion of the class have misunderstood a concept this should be planned into the teaching session of the next lesson and may not be individually identified in pupils work.
- Marking and feedback in maths may also include the inclusion of photographs taken as children explore, post-its and annotations from the teacher/TA completed during the lesson.

## Across the Curriculum

- Written work across the curriculum must include a long date and a title.
- Where appropriate, time to respond to written feedback, self and peer assessment should be used across the curriculum.
- Where cross-curricular work in topic books has an English focus, work will be marked in line with the English Feedback and Marking section of this policy.
- Spelling, grammar and punctuation are not just important in English work but across all subjects and will need to be corrected in any written work following the marking code on the basis of what the child needs to learn next or has already learnt.
- From Year 2, incorrect spelling of subject specific, technical vocabulary, particularly in Maths and Science, should be identified and corrected on the basis of what the child needs to learn next or has already learnt.

## Other correction issues

- Not every mistake will be corrected.
- Spellings may be selected for correction on the basis of what the child needs to learn next or has already learnt. However, in Year 6, as the year progresses, children will be asked to identify and correct their own spellings. This is to help the children gain independence in the identification and correction of their spelling. The use of this will be left to the class teacher's own judgement and would not be used for children receiving spelling interventions and support.
- When an error is made in pen by a pupil, a single pen line will be drawn through the error.

## Success Criteria

We know our policy is working if:-

- Pupils make accelerated progress as a result of written and verbal feedback given.
- There is evidence that work is being marked regularly in accordance with the guidelines.
- Marking informs future planning.
- Pupils acknowledge “next steps for success” and work towards achieving them.

### Monitoring

We will ensure that these guidelines are being used consistently throughout the school by carrying out book scrutinies. This will be the responsibility of the S.L.T and subject leaders.

The Governing Body will monitor the implementation of the policy.

The policy will be reviewed each academic year.

### Appendix

#### **KS1 Marking Codes for Writing**

- ↳ - Next steps
- \_ - Missed full stop
- O - Missed capital letter
- \_ \_ - Missed punctuation
- - Spelling mistake
- Ⓛ - Independent work
- ⓐ - Guided work
- Ⓢ - Support given to complete task

#### **KS2 Marking Codes For Writing**

- NS - Next steps
- // - New paragraph
- ⊙ - Missed full stop
- O - Missed capital letter
- SP - Spelling mistake
- ⓐ - Punctuation missing or incorrect
- Ⓥ - Change the word
- Ⓛ - Independent work
- ⓐ - Guided work

Ⓢ - Support given to complete task

**KS1 and KS2 Codes for Mathematics**

✓ - Correct

● - Incorrect try again

Corrections will be completed by pupils underneath or nearby to work. Rubbers will not be used for corrections, unless directed by the teacher.