

Leechpool Primary School



Feedback and Marking Policy 2016-2017

This policy is intended to ensure clarity and consistency across the school in terms of feedback practice.

Feedback should enhance learning through:

- Drawing children's attention to what they need to improve
- Signpost ways in which they can improve
- Feedback on what they have done well
- Develop the children's confidence in their own ability

Agreed procedure:

- Learning objectives and success criteria are shared with the children and are central to the feedback process and enable examples of success to be celebrated
- A variety of approaches are taken to feedback success including children sharing one another's work (peer feedback), self-assessment, one to one discussion.
- Time is identified within planning for children to read comments and make a response including corrections. This is referred to as RAP (reflect and progress) time and the task will be completed in blue pen.
- Comments should focus on key issues linked to learning objectives and individual targets
- Comments should, wherever possible, be formative and direct the children to the next stage in their learning
- Feedback criteria should be shared with children and checklists of things to look for provided, when they are peer 'marking' or self-assessing
- Next steps should include: questions, reminders, examples of what they need to do, phrases, words or processes they need to copy
- At least once a week, feedback and feed forward should be provided, in maths and literacy. **One star and one feed forward marking** system should be used to celebrate achievement and signpost improvement. This should be used for sustained and summative pieces of work. In other subjects, appropriate feedback should be provided.
- Adult feedback should be in green
- Sign posts to steps forward can be in the form of colour coded tasks to be shown on the white board. These match the colours of circles written in the children's books.
- Purple polishing pens are to be used by children when self or peer editing and improving work.
- **Is this working?**



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- Do book looks show that the feedback policy and scheme is being applied?
- How clear are the children about the symbols used, and their purpose?
- Have children taken on board corrections and attempted to correct their mistakes?
- Have comments made, led to evidence of progress in the children's work?
- This policy will be reviewed annually.
- Is there evidence that feedback has informed future planning?