



Shepeau Stow and Gedney Hill CofE Primary Schools Federation

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Marking and Feedback Policy

Aims and objectives of the policy

- To make explicit to the whole school community our approach to providing feedback on pupils' work.
- To encourage pupils to raise their achievement and to develop their self-esteem by giving feedback that is positive but developmental in nature.
- To make pupils aware of the next steps in their learning.
- To ensure consistency of practice.

Rationale

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 objective and success criteria. It provides positive comments on what has been completed and provides developmental points for improvement.

Principles

Marking and feedback should:

- Be manageable for all teachers and teaching assistants
- Involve all adults working with children in the classroom where appropriate
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- 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.

Verbal feedback

It is recognised that verbal feedback is a vital tool in raising achievement. It must be given in an environment where the children feel secure. Verbal feedback will be based on an adult's understanding of the individual learner. Verbal feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond.

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

Peer feedback and self-assessment by pupils

Pupils will be 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 will consider the age of the pupils when selecting the techniques to use.

Techniques for self-assessment (including Learning Logs) may include:

'I can' statements used as titles for pieces of work in all curriculum areas, where appropriate. These statements will be taken from the learning objective 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.

Self- assessment at the end of whole class teaching sessions will be either:

- 'Thumbs'. Thumbs up = understood;
thumbs horizontal = understood fairly well;
thumbs down = need further teaching/support to understand this
- Traffic light colour codes or cards
- 'Faces'. If children are using whiteboards they may draw a face to indicate their level of understanding.

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

Written Feedback

All written feedback will be done in green ink following the agreed code – Appendix A. The code will be accessible in all classrooms

Supply teachers are responsible for marking all work delivered by them, following the school's policy (see appendix A).

Marking

- Up to 3 spelling errors will be identified and underlined with a wiggly line (see appendix A).
- Up to 3 punctuation errors will be identified according to the code (see appendix A).
- Each teacher will tick the work to show it has been seen.
- Where errors occur they can be marked by cross or a dot.
- Where there are multiple errors in a piece of work, one inclusive cross can be given with an appropriate comment.
- Time can be given for the children to respond.
- Irrelevant, unnecessary or repetitive work can have a line drawn through it.
- 'Closing the gap' comments may be used to show children how their work could be improved. These may take the form of
 - Reminder prompts e.g. what else could you say here?
 - Scaffold prompts e.g. describe the expression on the man's face
 - Example prompts e.g. choose one of these or use your own: the man's mouth fell open in surprise.

- After quality marking, children should be given the appropriate time to respond and make the necessary improvements to their work. All pupil responses to marking will be in purple ink.
- Pupil editing before marking will be in black.

Signature

Date

Appendix A

Codes to be used when marking writing



Your work has been seen by a teacher

Initials

Your corrections/additions have been seen by a teacher



Spelling error



Capital letter missing or overwriting the letter in KS1



Punctuation missing



New paragraph

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Omissions

Presentation codes to be used when marking

Date?

Omitted date

Title?

Omitted title

LO?

Omitted Learning Objective

Underline

Next to writing which should have been underlined

Additional Codes

TAA

TA assisted work

TPD

Teacher Pupil Discussion – Especially in FS/KS1

ST

Supply Teacher