

ST CHRISTOPHER'S CE PRIMARY SCHOOL



Marking and Feedback Policy

Updated March 2018

(reviewed November 2019)

'I have come in order that you might have life: life in all its fullness' (John 10:10)

Purpose of Feedback:

In constructing this policy, staff have considered the following factors:

- Why has work been marked?
- Who is it for?
- Can the child access the feedback given?
- How does it promote learning?
- Has it been effective?
- Have children responded appropriately?
- Is this marking necessary?

Key to Feedback:

When scrutinising feedback in school it has been apparent that teachers may mark because they feel it is expected by Ofsted, parents or Senior Leaders. This is not the case. We know from research and experience, that 'marking' can consume most of a teacher's time outside of lessons; therefore we have heavily considered workload when drafting this policy. When thinking about feedback and marking, if it is not useful for the pupils themselves, or for the teacher, then there is no reason to do it – we would question what the 'purpose' of it is.

Why is assessment so important?

- It gives meaningful feedback to the child
- When done correctly maximises learning potential
- Child is at the centre of learning
- Helps children learn how to be the best learner they can be
- Informs learning by highlighting areas for development, enabling the child to establish clear 'next steps'
- Is integral to the planning of future lessons and inform progress assessments
- Facilitates and improves communication between job-share teachers, teachers and TAs.

What should feedback look like at St Christopher's?

- Dialogue – everyone talking about their learning and next steps
- Learning continually being evaluated and adapted
- Ongoing observations of children
- Children clear about where they are now, where they need to get to (next steps) and most crucially, how to 'close the gap' between the two.
- Children as active learners
- Questioning between pupils and adults
- Regular learning conversations within lesson with individuals, groups and whole class
- Children developing an understanding of what quality learning looks like
- Ongoing modelling of and coaching in self/peer assessment

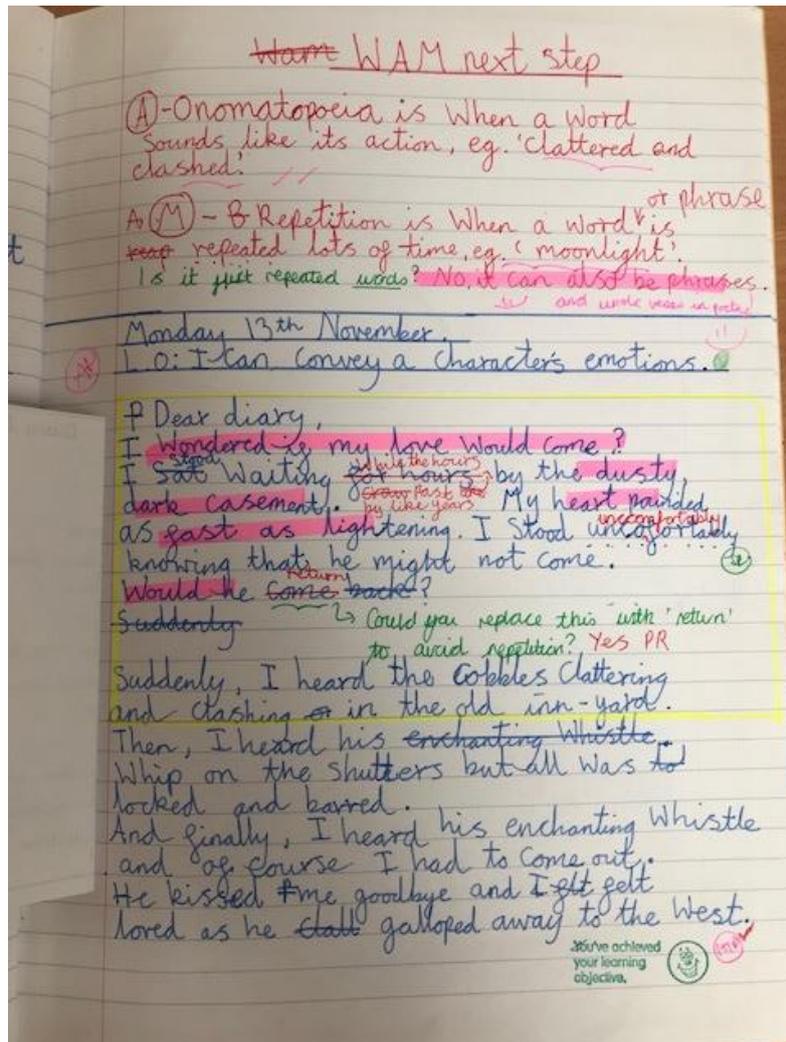
Methods of Feedback:

Verbal with Written

Through observations, class discussions and individual pupil interviews, it has been established that verbal feedback is the most effective form of feedback in helping the child to understand where they have succeeded and what they must do to continue to improve. Its impact is maximised when followed by a

Written Marking Notes

This should be used with caution. We have also discussed the use of praise within this and ensuring we only praise when effort and children's best has truly been put in. To praise a piece of learning, house points should be awarded. Where written feedback is used, it should be recorded in a manner suited to the ability of the child to ensure they have full comprehension of its meaning. 'Correct' work is marked in pink and areas for development are marked in green with a corresponding written prompt. Time must always be factored into a lesson for the child to read and respond to the comments – if comments are not read by the child, there is no purpose for them at all. Note: if followed by verbal feedback and explanation, its benefit can be enhanced.



Example of a 'WAM Next Step' and 'The Yellow Box Method'

Child Led Feedback

The following forms of child-led feedback are vital. However, in every class, these types of feedback must be explicitly taught, reviewed and become an integral part of the learning process.

Self-Marking

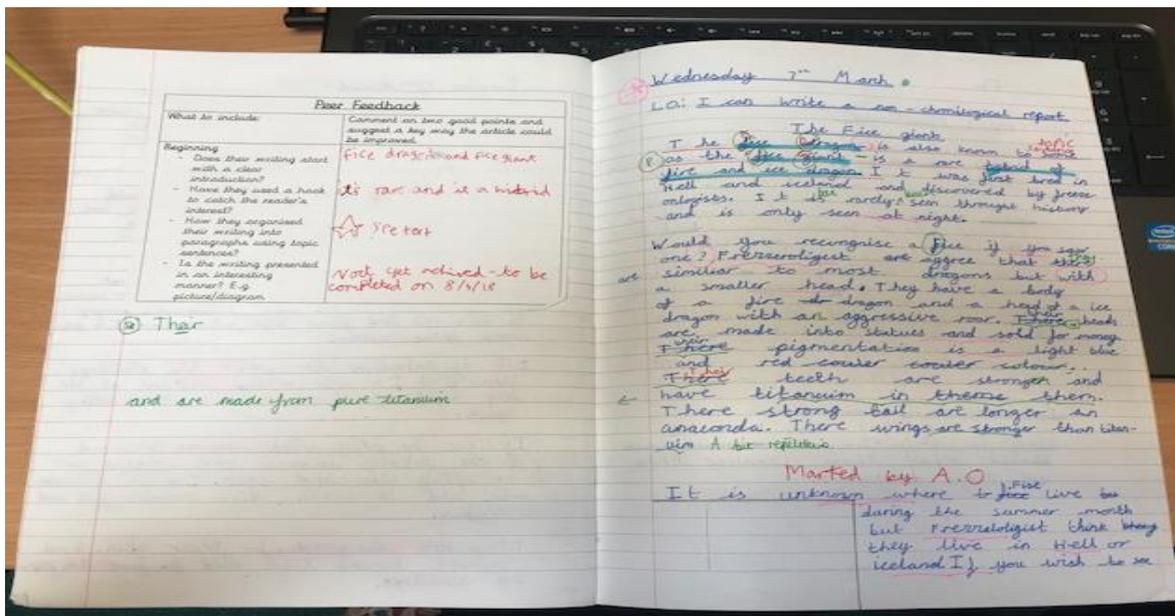
Completed within the lesson, self-marking provides children with immediate feedback enabling them to correct work, check methodology, seek advice or support and make improvements while the objective and process are most relevant. We encourage daily maths self-marking to take place, giving the teacher time to use this feedback to plan the following lesson effectively.

Self-Review, Assessment and Evaluation

Marking their own work allows time to reflect upon their own progress towards achieving personal targets helping them to take control of their own learning. For effective self-review to take place, they should review their work against set success criteria or previous next steps. This also gives an opportunity to the learners to reflect on their learning, thinking through the learning traits that were necessary and consider how effectively they and were used. More importantly is how they then use this information to improve their learning. In maths, reading and writing, children are encouraged to regularly refer to their toolkits and target cards. Teachers also mark maths and literacy work with W (working towards), A (working at) or M (mastered) where it I relevant as a tool to feed into formative assessment. Children are regularly encouraged to use Afl by using traffic light cups, fans and trays in order to reflect upon their own learning throughout lessons.

Peer Feedback

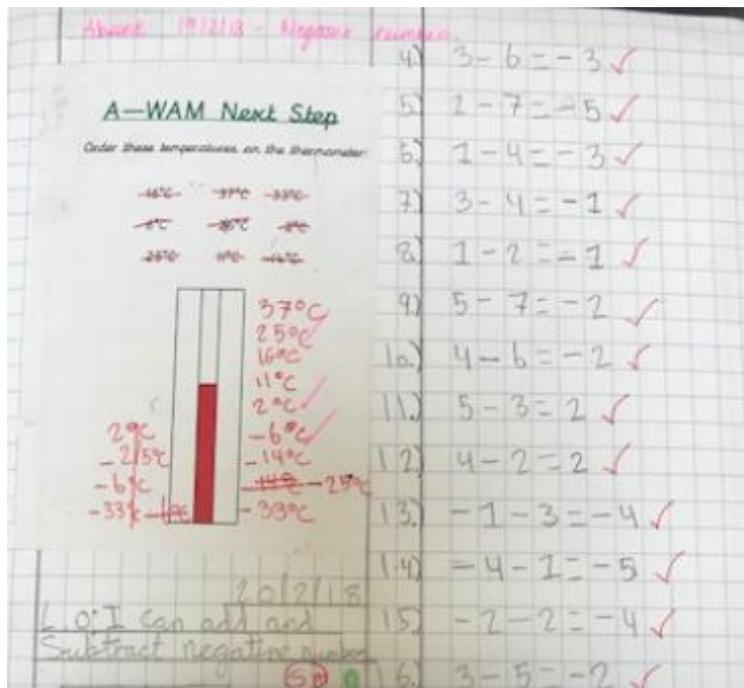
Provides opportunities for children to write for a different audience, consider their own targets in more detail, develop the 'language of learning' required to progress in their own targets, and to see the work of others, exposing them to exemplification of higher standards of work. Feedback may be verbal or written. Dialogue about learning is an important skill that we seek to develop throughout school. Where a child leaves feedback in another child's book, it is helpful if the child-reviewer initials any comments. As with the self-review, peer feedback should be given against a set of success criteria or previous next steps.



Example of peer feedback grids

Red Pens

Where ability allows and appropriate to the context, children respond to all types of feedback by improving their work, indicated by the use of 'Red Pens'. They are also encouraged to use a red pen to edit, self-mark and peer-mark work.



Example of self-marking using red pens and 'WAM Next Step'

Feedback in EYFS

In our Foundation Stage unit, we believe in giving feedback which is suited to the age and stage of each child. Within nursery, the majority of feedback given is verbal, using age appropriate language. Verbal feedback is given throughout the day during both adult led and independent learning activities.

In Reception, a mixture of verbal and written feedback is given. The written feedback consists of a marking grid in the children's literacy books with learning criteria, if child achieves these independently then an 'I' will be written in pink. If a child needs support achieving the criteria then a 'S' will be written in green. Age appropriate next steps, such as letter formation practice or a HFW spelling will be written in green underneath the grid.

Ongoing Research

We are continuing to experiment with different ways of improving the effectiveness of feedback. In particular, methods are being explored, analysed and developed to maximise opportunities for different types of verbal feedback within each lesson and to ensure that it is factored into weekly plans as an integral and effective part of teaching and learning.

Marking Key

Code	Explanation
T	Teacher led
TA	Teaching assistant led
I	Independent work
SP	Spelling mistake
P	Incorrect use of upper or lowercase letters/ punctuation
VF	Verbal feedback
↑	Missing word(s)
^	Capital letter
//	New paragraph needed
 (wiggly line)	Sentence does not make sense
	Finger spaces