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| Policy: | Feedback and Marking policy |
| Policy Date: | AUTUMN 2024 |
| Review Cycle: | 2 years |
| Reviewer: | FGB |
| Next Review: | AUTUMN 2026 |

Feedback and Marking Policy

Introduction

All children are entitled to regular, comprehensive and helpful feedback on their learning. At Chawton CE Primary School we will take a professional approach to the tasks of marking learning activities and giving feedback on it, and therefore all teachers will mark written tasks, as applicable and give feedback as an essential part of the assessment process.

Aims

We mark children's learning tasks and offer feedback in order to:

- show that we value their learning, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and next steps;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- assessment for learning, and identify any misconceptions;
- provide a basis for both summative/formative assessment and verbal feedback;
- and provide the ongoing assessment that will inform our future lesson planning.

Principles of marking and feedback

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- The marking should always be in accordance with the lesson intention.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- A marking code has been devised by the school and should be used by all members of staff and children when giving feedback. This is displayed in every classroom and in children's books to support them in understanding their next steps. (See Appendix 1)
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on one or two key areas for improvement at any time, giving questions to complete or suggestions to try.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning intentions and the key expectations for the task right from the outset.

- Whenever possible, marking and feedback should involve the child directly.
- The marking system should be constructive and formative. Praise will be linked to learning, will be specific and will indicate what praise is being given for. 'Well done for persevering.' 'Well done for using xxx in your sentence.'
- Feedback may also be given by a Learning Support Assistant or through peer review.
- Feedback can be provided at any point during a lesson and can be used to re-shape a lesson immediately.

Variation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We believe that a Growth Mindset encourages all children to see the limitless possibilities in their achievements. So, we will vary learning to cater to the needs of all our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are ready to have their learning enriched.

To do this, we use a wide range of support and scaffold structures so that children can access learning throughout the curriculum; ICT resources, such as Clicker and a wide range of apps on the iPads; fluid groupings so that children can access the learning that is right for them at that stage in their learning journey and highly skilled support staff to effectively support and challenge pupils where necessary. Effective communication is vital and the SENCo and class teachers share support plans (which included the child's IEPs) at least termly to ensure that good progress is made.

Home Learning

- Home learning will support pupils to make the link between what they have learnt in school and the wider world. It is most effective when done in a supportive, secure environment, with focused time set aside.
- All home learning will be made available and expectations set out in the half termly Learning Quest Map which is sent home as a paper copy.
- Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Marking and Feedback

- Feedback will clearly explain to pupils what they are doing well and what they need to do next to continue to improve their work.
- It will be given as appropriate to the learning task completed by writing comments next to the evidence of the child's learning by either a member of staff or as a peer as well as verbally in the lesson. Please refer to the Feedback and Marking policy, as well as the marking code.

Assessment, recording and reporting

- We will track pupils' progress using a combination of formative and summative assessment through on-going formative assessment using a range of Assessment for Learning strategies, using regular low-stake testing techniques such as quizzes, summative assessments at the end of each academic year and statutory testing.
- We will provide regular targets for pupils, and provide termly verbal reports against these at parent's consultations. Pupils will receive a written report annually.

Monitoring and evaluation

- We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.
- The Headteacher, Assistant Headteacher and subject leaders, alongside representatives from HIAS and other learning partners will monitor and evaluate the impact of teaching on pupils' learning through our rigorous and robust monitoring schedule:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from different pupil voice groups and specific conferencing tasks
- Planning scrutinies
- Book scrutinies

Please refer to the Performance Management Policy, Career Stage Expectations Framework and Teachers' Standards.

Review







- This policy will be reviewed every two years by the Headteacher. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links with the following policies and procedures:

- Behaviour Policy
- Early Years Foundation (EYFS) Policy
- SEN/SEND policy and information report
- Feedback and Marking Policy
- Home Learning Policy
- Home-school agreement
- Code of Conduct for Staff
- Equality information and objectives
- Performance Management Policy

Marking Code

| symbol | check: |
|---|---|
|  | this is correct – Well done! |
| — | Have you made a mistake? |
| CL | capital letters |
| • | full stops |
|  | finger spaces |
|  | Have you used your sounds? |
| sp  | spelling |
| S | Support given (verbal) |
| I | Independent |
| VF | Verbal Feedback (at point of intervention) |
| G | Guided group with adult |
|  | Does it make sense? |
|  | Check your handwriting? Is it legible and are letters correctly formed? Is your handwriting joined? |

Guidelines

When marking, use **one or two ticks** to show that the intention has been met. If it is incorrect, or needs careful consideration use a **green dot** to show this needs to be thought about.

Use **pink pen (tickled pink)** to show learning which meets the learning intention.

Use **green pen (green for growth)** to show learning which needs to be developed. Give questions to complete or tell them to re-write a sentence using xxx

Learning intentions (along with 'Essentials for Writing' strip in Key Stage One) will be typed onto a sticker, and stuck in at the beginning of each piece of learning. Date can be included here.

Intentions will be highlighted in **pink** if achieved and **green** if they have **yet** to be achieved.

In Key Stage Two, children will also explain what they think their next steps are by adding notes in the margin/thought bubbles.

When drafting writing, children are to write on alternate lines to aid the proof-reading and editing process.

Children to use **purple polishing pens** to make changes in the correction or editing process. They will also use this to mark and make corrections in maths and other subjects.

Changes in the **moment of writing/jotting** should be completed in the usual colour pencil/pen. |

