



Learn, Serve, Shine

Crockham Hill C E Primary School

Marking and Feedback Policy

Review Body:	Headteacher
Leadership Group Responsibility:	Headteacher
Type of Policy:	Non-Statutory
Review Period:	Three Year Cycle
Reviewed:	Summer 2015
Next Review:	Summer 2018

Aims

As a result of marking and feedback pupils:

1. **Understand** what they have done well.

2. **Are clear** about how to improve

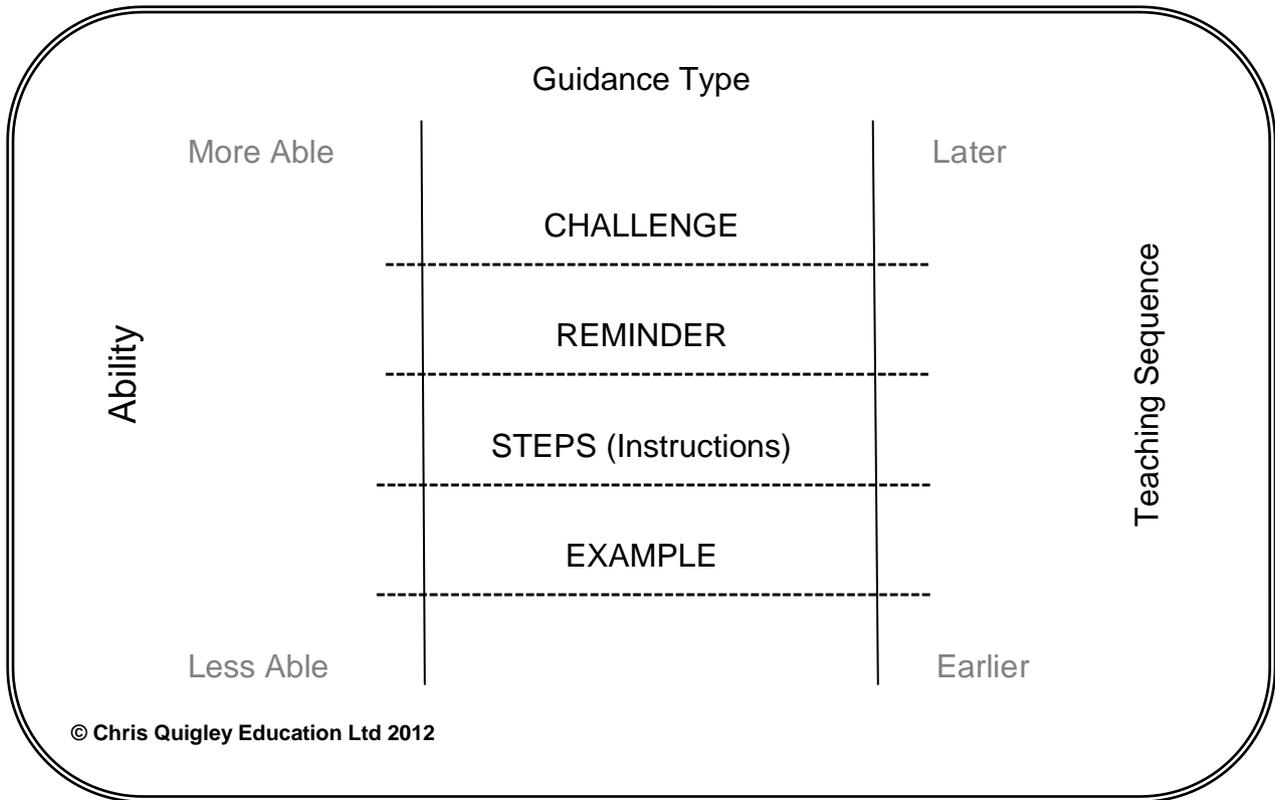
3. Make **visible** signs of improvement

How should learning be marked or feedback given?

- Marking and feedback should demonstrate a positive attitude or tone that helps to build the self-esteem of learners. This should be true of feedback given by both adults and pupils.
- Marking and feedback should work to achieve the three aims above. It includes both written and verbal feedback.
- Marking and feedback should have a clear focus, usually linked to a learning objective and/or individual pupil targets.
- It is not expected that all errors in spelling and grammar will to be corrected unless the learning objective is linked to a 'spelling' or a grammar based focus. Teachers should use their professional judgement to ensure that the feedback given focuses on the learning objective of the activity or task.
- Targeted groups or learning will be chosen for intensive marking or verbal feedback ensuring that all pupils receive such feedback over a period of time.
- All adults should adhere to the handwriting policy.
- Children will be encouraged to evaluate their own work and the work of their peers in line with the given learning objective and/or success criteria.

How may feedback be given?

The child should be able to understand easily all feedback. As a result, in written feedback, the language used, the type of feedback and marking used, and the points identified will need to be adjusted to the age, ability and reading skills of pupils. Please see the grid below.



Examples

Example:

Put this sentence into your story here * to improve the description of the setting.

Steps:

First go and check you included a sentence about the setting?

Then see if you can add a little more detail about what you can see.

Reminder:

What should you include in the setting of your story?

Can you think about this and add more?

Challenge:

Now can you tell me more about the atmosphere in the forest?

In Mathematics, marking should focus on *three Cs* – *Correction, Consolidation and Challenge*. Where a correction is required an orange box should be inserted to make it clear to pupils what is required. Where there are many corrections this shows a lack of understanding and additional support or new planned learning will be required.

Marking techniques to be used by all staff

The use of colour coded feedback should show whether the learning objective has been achieved.

Green: Highlights successful learning linked to the learning objective

Orange: Highlights an area for improvement or an orange box in maths requires a correction

Yellow: Highlights a 'golden' line, word, phrase or sentence or calculation where children have shown their best or excelled.

Teachers may supplement basic marking with their own codes and comments ensuring that pupils fully understand any symbols or codes used.

Ticks and dots, bullet points and underlining may be used, as can stickers and smiley faces to provide feedback to pupils on their learning.

Teachers should ensure that individual, group and/or class learning targets in English and Mathematics are referred to when giving pupils feedback on their learning in other subjects.

Verbal Feedback

Much learning and improvement takes place during a lesson or activity as a result of verbal feedback from adults. Where verbal feedback is given during a lesson this should be noted along with the focus of the feedback. Adults should record VF in the margin of any writing at the point where feedback was given and a short note of the focus. For example, 'VF- full stops' in the margin shows that a child was given input on the use of full stops at this point and any impact of this feedback can be seen from that point. If the child shows no impact from the feedback that it may indicate there is a deeper level of learning need for that focus.

Such marking shows the value and impact of adult intervention through feedback during learning.

Peer and Self-Assessment

The use of peer and self-assessment should be a regular feature of learning in each classroom.

When giving feedback pupils should be providing positive feedback to others and as they move through the school should be supported to learn the skill of providing positive criticism to their peers. For example, "I thought you used and ... well because..... I think it would have been even better if"

- Pupils may underline words or phrases to demonstrate the learning objective or to identify spellings that need to be reviewed by the pupil.
- The use of thumbs up, smiley faces or traffic lights may be used by pupils to demonstrate levels of success as a self-assessment or peer assessment strategy.
- When giving feedback, pupils may write a comment and sign their name on the work of other pupils

Time to respond to feedback and marking

Marking and feedback is only effective if pupils are supported to respond to it and move their learning forward.

Adults should ensure that time is given to allow pupils to respond and should also ensure that checks are made that any responses requested have been completed and, in turn, responded to.

Early morning entry time is a possible use of this time if books have been left for pupils and this becomes part of the class routine. Otherwise time needs to be built into lesson time, e.g. short review and improve time at beginning of lesson.