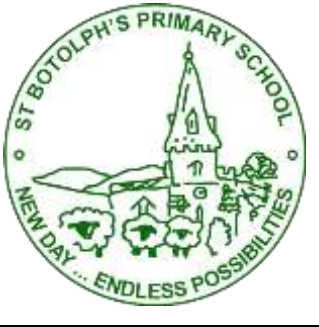


Policy:	Feedback and Marking Policy June 2017	
Status:	Non Statutory	
Review Date:	June 2019	

Aims and principles

A culture of success is promoted where every child is able to make achievements by building on their previous performance. This is based on working closely with individuals so they understand their strengths and areas for development. Good quality feedback means that children know what they need to do in order to make the next steps in their learning and understanding.

This policy aims to:

- Ensure there is consistency and continuity in feedback and marking throughout the school;
- Ensure the marking system is used as a tool for formative assessment to provide ongoing feedback;
- Further raise standards by encouraging children to aim high so they can meet challenging expectations and understand the next steps they need to take in their learning;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression;

The importance of good quality feedback

Evidence from a number of studies shows that high quality, prompt feedback between teachers and pupils has a powerful impact on improving progress.

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

'If feedback is directed at the right level, it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learned. To be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students' prior knowledge and to provide logical connections.' (John Hattie & Helen Timperley – The Power of Feedback 2007)

Effective feedback and marking should:

- Be positive, motivating and constructive for children's progress;
- Relate to the learning challenge of the work set or relevant targets;
- Be manageable for staff;
- Be at the child's level of comprehension;
- Be written in **handwriting that is legible** and a model for the child;
- Ensure that work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given;
- **Allow specific time for the children to read, reflect and respond to marking** as soon as possible after marking has been completed;
- Involve all adults working with children in the classroom, under the teacher's guidance;
- Where possible, give clear strategies for improvement;

- Involve children in the feedback and marking process;
- Provide formative information for the teacher (AfL);
- Be consistently applied by teachers and support staff across the school;
- Use the agreed Marking Code.

Feedback and Marking Strategies

1. Verbal feedback

This means discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. Following discussion, the code VF (verbal feedback) or a relevant comment such as “We discussed this work together” should be included on the work as a record of the feedback.

2. Written feedback

Written feedback must always be **age** and **stage-appropriate**, i.e. the child needs to be able to read the comments independently in most cases. If not, an adult should support the child to read and understand the comments. Staff mark in a purple pen.

NB – if an adult other than the child’s class teacher has marked the work (e.g. supply teacher, LSA) they should **write their initials** on the child’s work after completing the marking. Children peer marking should also write their name or initials.

Acknowledging achievement:

- **All work is to be acknowledged.** Where the child has met a learning challenge use a green highlighter pencil.
- Highlight in green any other positive aspects of a child’s work.

Identifying improvement/errors

- To identify errors or aspects of work that require further attention or improvement, use an orange highlighter pencil.
- To avoid highlighting too much of the work, focus primarily on aspects that relate to the learning challenge. However, common errors with punctuation or spelling that the child might reasonably expect to know should also be highlighted.

Developmental marking

Some marking will require a developmental point; this should make it clear to the child any of the following:

- what improvements they need to make to the piece of work;
- what they need to work on next / their next step in learning;
- Provide an additional challenge, e.g. “Now try this calculation”, “Try to add 3 adverbs in this paragraph”, “Can you explain how Jess was feeling at this point in the story?” etc....

If children are not given the opportunity to respond, or are not clear that they are expected to respond to the developmental comments, the comments will have no impact.

Marking code

We believe that we need to keep the number of symbols to a bare minimum to ensure maximum effectiveness and reduce unnecessary complexity and potential confusion for children.

Symbol/Code/Pen colour	Explanation
Green pencil	Highlights work done well.
Orange pencil	-Highlights areas to level up -Shows a next step -Underlines an incorrect spelling -Circles missing punctuation
Pink pencil	Highlights an area of concern that a child should check.
(I)	Work completed independently
(P)	Work completed in pairs
(G)	Guided work
(S)	Support
(VF)	Verbal feedback

Other marks such as smiley faces, ticks and crosses can be used at a teacher's discretion.

Making Corrections and Improvements

In written work, children should use a polishing pen to make any corrections or improvements to their work. This ensures that their responses are clear to see.

Where appropriate, self and peer assessment is used.

Self-assessment

- Children must be given clear guidance about self-assessment to ensure they are clear about what they are assessing and that they are honest about their perceptions.

Peer assessment

- This involves children assessing another child's work against the learning challenge and success criteria. To be successful, it requires careful organisation of children and clear guidance.

Supporting documents:

- Target cards for Reading, Writing and Maths
- Presentation policy