



## Effective Feedback and Marking Policy

### INTRODUCTION

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This policy is intended to ensure consistency across the school in terms of marking and feedback practice and to ensure that marking is effective and has impact upon driving improvements in progress.

### AIMS

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Marking and feedback should:

- be meaningful and constructive and relate to the learning intention/objective or targets
- give recognition and praise for achievement and clear strategies for improvement;
- ensure pupils are encouraged to reflect on themselves and their peers as learners.
- be selective, focused and constructive, indicating where success has been achieved (attainment) and how progress might be made (improvement).
- focus on the progress of the individual rather than comparison with others.
- be seen as an essential and valued part of the learning process, encouraging and enabling pupils to strive for progress.
- be readily accessible and meaningful to the pupil.
- make pupils aware of the 'next steps' for progress in their learning and increasingly involved in determining what these might be.
- be manageable for teachers and accessible to children;
- involve all adults working with the children in the classroom
- allow specific time for children to read, reflect and respond to marking;
- use consistent codes across the school;
- ultimately be seen by children as a positive approach to improving their learning.

# 1 STRATEGIES FOR IMPLEMENTATION

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- Where appropriate learning objectives will be separated from the context and will be shared with pupils at the outset of each activity in one of the following ways:
  - by being expressed in pupil friendly language (child speak: I can/will be able to / To...) and by being written on the board or similar display area;
  - upper KS2 pupils will write them at the top of their work in all subjects where writing is expected; in KS1 the teacher will record the LO on a sticky label and place them at the top of the page in the pupils literacy and maths books.
  - verbally, with repeated reference to, and reminders of, throughout the session;
  - by involving pupils in discussion as to what the desirable outcomes of a described activity might be
  - by reinforcement through teacher intervention, for example "think again about what you are trying to learn/achieve" or "can you remember why we said we were doing this activity?" and "What do you need to do first?" and so on.
  - By reference to resources such as individual word cards or word banks, magpie walls, working walls or displayed vocabulary.
- Children's work needs to be marked in blue pen.
- **Class teachers** will also use **highlighters** to indicate areas which have been successful (**Tickled Pink**) or areas where improvements are required (**Green for 'Growth'**) which would also be reflected in the written comments.
- Success criteria will be used where appropriate and whenever possible be generated by the pupils themselves. These will be presented in the form of 'tools' or a 'toolkit'.

## 2 ORAL FEEDBACK

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We recognise the importance of children receiving regular oral feedback. The adult will initially talk to the child about how they have met the learning objective and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. Children of all ages need oral feedback but this is particularly important in the early years and KS1 where children may be unable to read a written comment. A mark in a pupil's book 'VF' will indicate verbal feedback has been given.

### 3 WRITTEN MARKING AND FEEDBACK

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Teachers decide whether work will simply be acknowledged or given detailed attention. Pupils will be made aware of where the stated objectives were successfully met, by:

- selective marking which focuses on the shared objectives rather than all aspects of the work;
- where appropriate, ticks for correct responses;
- Teachers will deep mark on longer pieces of work (approx' weekly) providing written comments at the bottom of the work which highlight positive aspects of their work - '2 stars and a wish' for literacy based work and next steps in maths. These comments should give a manageable number of areas in which improvement/progress could be made in their work, and the strategies for achieving this, by written comments to indicate next steps ("next time...", "try...", "go back to...and...", "think about...") or models/examples of how sections or aspects could be improved.
- time will be given and pupils are encouraged to respond to comments and enter into a reflective dialogue; speech bubble stickers can be used to evidence this.
- teacher, self or peer editing using agreed and displayed symbols for annotating work;
- by redrafting in small blocks over one or several sessions according to the level of attainment.
- time should then be given to allow the children to go back and improve their work by redrafting / correcting. This gives children time to conceptualise, transfer and apply their knowledge and understanding to the next piece of work.
- Common repeated errors will be corrected, i.e. HFW, SPAG or pupil's personal targets.
- The letter T will be used by the teacher to indicate if a pupil's personal target has been achieved.

When marking pupil outcomes:

- pupils' attention is drawn to corrections which are to be made or when improvement is to be aimed for in subsequent work;
- pupils can read and understand the marks teachers make on their work, or are made aware of them verbally. This may occur when the work is marked with the pupil and may only consist of a brief indicator to remind the pupil of the focus of the discussion;
- teacher comments may end with a question, an example or suggestion which invites a response;
- pupils are encouraged to respond to comments and enter into a reflective dialogue; **pupils will respond to comments using a polishing pen.**
- stamps and stickers may also be used to support marking where necessary.

Pupils will be encouraged to reflect on their learning, development and achievement in relation to the shared objectives/criteria in the following ways:

- through effective questioning and interaction with groups and/or individuals.
- by maximising opportunities for reflective whole class and group plenary sessions across the curriculum;
- by modelling, and encouraging pupils to use questions which enable/require the learner to think about what it is they have learned;

- by returning pupils to the written or discussed objectives from the start of the lesson and asking them to evaluate and redraft their work;
- by seeing themselves as 'first markers' of their own work, and using AfL techniques.

#### Examples of pupil's self-assessment

- the **pupil's** use of a green or pink dot on the Learning Objective.
- Pupils will use **green** and **pink** coloured **pencil** to indicate positive aspects of work (pink) and where improvements are needed (green). The way in which these are be used is at the discretion of the teacher, depending on the type of work or level of the pupils.

## 4 AGREED SYMBOLS FOR ANNOTATING EACH OTHER'S WORK

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sp = spelling error; this will include wobbly or dotted line below the word (Pie Corbett technique)

○ = incorrect use of capital letter or other punctuation which the pupil should correct.

// = start a new paragraph

^ = omission

? = unclear or 'what does this mean?'

VF = verbal feedback given  
(a short comment will be recorded)

T = evidence of target met

Stamps will be used indicating if work was supported by a teacher or teaching assistant or independent work.

## Agreed Standard of Presentation

### Writing:

- Lead in/out lines to be introduced according to handwriting policy with joined handwriting in KS 1
- KS1 to use pencil
- Y3 begin progressing towards using pen when legible style is consistently used
- Y5 & 6 continual use of black pen
- Same colour of ink throughout book (black)
- Long date for literacy work
- KS1 underlined title linked to learning objective
- KS1 stickers in books will highlight learning objective & success criteria
- KS2 underlined learning objective as title for every piece of work
- Work for redrafting from end KS1: double page spread for each piece – draft on the left, improve on the right

### Maths:

- One digit per box
- Short numerical date
- KS1 underlined title linked to learning objective
- KS1 stickers detailing LO
- KS2 underlined learning objective as title
- Use pencil at all times for calculations and graphs