

Marking and Feedback Policy

Great Ponton CE Primary School



Approved by:

Date: 13/7/21

Last reviewed on:

July 2021

Next review due by:

July 2023

Aim

This policy is designed to ensure that children are making systematic and sustained progress in the short, medium and long term. The aim is to assess appropriately and effectively so that we can identify next steps in learning. We are then able to communicate these clearly to the children which supports planning of teaching to move learning forward. Feedback is essential in strengthening this process.

Rationale

At Great Ponton it has been identified that more systematic approaches to teaching and delivery of feedback will develop children's progress and learning. It is currently well researched that as reflective practitioners we can act on misunderstandings and in turn be more effective as teachers. This document will set out how we will assess children's strengths and weaknesses every day in every element of their learning along with how we will use that information to inform planning and maximise learning.

Frequency

Teachers are expected to read each child's work in all subjects, during or after every lesson. In turn a whole class feedback sheet will be produced. Based on professional judgement and skills to identify areas of strength and weakness in learning. When work is not written continuous observation and questioning will be used to assess.

Minimal written marking

This policy is underpinned by direct verbal feedback, well-planned and responsive teaching and learning. There is no expectation for writing detailed feedback in books. Professional judgement should be used and the occasional short comment will suffice. Reason being more time should be spent planning brilliant learning and effective feedback strategies. It will take time for children to adapt to this new approach. We want to give clear messages about what sort of feedback is most important. If teachers know that children are not capable of acting on verbal feedback then visual symbols should be used to help them. Example would be a symbol to indicate finger space required. This should only be used if this is an ongoing issue that has been identified in the feedback and requires additional work or intervention.

Feedback book

Throughout school the feedback book should be used and is broken down into the following areas:

- Next steps in learning
- Misconceptions/errors
- Support needed
- Good examples
- Presentation issues
- Spelling errors
- Incomplete

This document is vital in the feedback and systematic learning cycle. It consists of notes, jottings, changes to plans, children's initials to identify steps in learning. TA's can also make effective use of the grids and may add additional notes to support the teacher.

Verbal feedback delivery

While actively reading all the children's work from previous session, teachers will have made notes within the feedback book. The feedback book will provide structure to fix errors, build on successes and support children with 'keeping up' and stretch into greater depth of learning. Feedback sessions should last approx. 5mins KS1 and 10mins for KS2. In some cases, the entire lesson will be dedicated to a feedback session i.e. if the children are required to do a DIRT task (see below). Each lesson should celebrate good examples briefly. The children should identify what is 'good' and then if appropriate identify any errors to fix together.

Although these may not always be causing a problem for every single child, if a consistent number of pupils are making the same mistake then a whole class discussion will need to be addressed. Those who are not making these mistakes can have their good habits confirmed and reinforced with these give them the opportunity to discuss the teaching which in turn will develop higher-order thinking skills.

If the errors are a small group / individuals this is when the teacher would address this particular misconception before moving forward with teaching through the edit time. This is whilst others are set a 'have a go' task or intervention with TA.

- The teacher should have skilfully planned some activities which then will enable the children to:
 - Fix these misconceptions
 - Edit and improve as a result of the direct feedback
 - Practice or build on their successes from the previous lesson.

Activities to responding to the feedback will vary based on age and ability. If there is a bigger picture to the misconception or error, then next steps should be built into a continuous provision for the teacher or TA to action at other points during the day/term.

Live feedback

This is given immediately in class to the children. Feedback should be of high quality and given immediately to children on the spot to improvement their work. To achieve maximum efficiency, feedback will often be given to all the pupils who might benefit from it at the same time, but this also has to be balanced with the need for flow in a lesson. Children are expected to fix any errors including incorrect answers at this point within the lesson before moving on with support if needed.

Any support given should be marked with a 'CC' followed by what was discussed briefly.

Peer and self- assessment

We expect children to take ownership of their own learning and have many opportunities to reflect through peer and self-assessment.

Staff will share the concept and milestone at beginning of lesson.

Teacher will set a clear success criteria for pupils to self or peer assess against.

Children are encouraged to be their own first markers and find their own mistakes first.

Then improve their work with help of teacher or peer.

Teachers check this marking and plan feedback to take place.

Success Criteria (Writing)

Children should regularly self and peer assess their work against a success criteria. Children can be involved in co-creating the success criteria.

Example:

Me	Playscript	Teacher
	Script includes a cast list at the start	
	Narrator used	
	Speakers name is on the left followed by the colon Sarah:	
	No speech marks used	
	Start a new line for a new speaker	
	Stage directions are in brackets	
	Adverbs and powerful verbs are used	

KS1 criteria could be symbols for them to identify and improve their own work.

Pink box (DIRT task) (dedicated improvement and reflection time)

Pink box activity will be a full feedback lesson activity after a Big Write has occurred. The teacher will draw a pink box around the section they would like the child to improve. Class discussion will occur to set expectation of the section re-write. Small groups may be addresses for more specific needs.

This task will focus on addressing their own weaknesses.

i.e.

DIRT TASK

Step 1: Check if you have ALL elements of the success criteria in your writing

Step 2: Our skill lesson yesterday we recapped semi-colons. Have you included this in your writing?

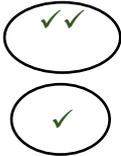
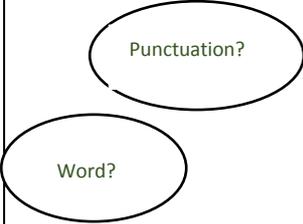
Step 3: Re-write the section of writing from inside the pink box that include the areas we looked at yesterday and missing parts of the SC

Following up on feedback.

We expect the impact of feedback to be evident on the children’s work. Persistent errors should be swiftly identified and dealt with. Initially with quality first teaching and then additional planned provision if required.

It is the class teacher’s responsibility to reflect on the impact of their own feedback, and regularly check feedback grids to identify any trends that may require additional provision. Subject leaders will monitor this as part of work scrutiny.

Marking symbols

 This will be next to the milestone	Milestone Achieved Milestone partially achieved and intervention will be given.		Correct answer
	Incorrect answer	HP	For good work a house point should be awarded
	Proof read/check again/check your working		This is used if there is a word or punctuation missing
FS	A reminder that you need to remember finger spaces	CC	Child conference- this is when you have worked with a child during a lesson to move their learning forward.
Spelling X3	If a child spells a word incorrectly, it should be noted in the margin for the child to copy 3 times. Maximum of 3 spellings per piece of work.	R	The children have used resources to support their learning
Lime green pen.	At the end of a piece of work you may be asked to self/peer assess your work or a partners. This should be completed in Lime green pen.	Purple pen.	You should respond to feedback, next steps, edit and make corrections using a purple pen.

Feedback sticker...

Edit	Have a go	Intervention

Feedback sticker...

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