

LODDON PRIMARY SCHOOL
Policy for Marking and Feedback

'Timely, constructive and appropriate feedback is crucial in helping pupils to think about their learning and make progress in a self-evaluative, constructive way.'

1. Rationale

This policy statement is to be read in conjunction with all other school policies, in particular the Policies for Assessment and Recording and the Behaviour Policy. Feedback is an essential part of planning, assessment, teaching and learning and is provided for the direct benefit and improvement of the children's learning. Feedback is therefore undertaken by the teacher to inform the child of the progress they are making and targets they need to work towards. Responding to pupils' work through constructive oral (feedback) and written (marking) comments acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Teachers need to follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress. To be effective, feedback should comprise 3 elements: *exactly* what the learner has done well, what they have been less successful in doing and a brief indication of how improvement can be made. Evidence strongly suggests that effective feedback leads to increased motivation and engagement and is worth the time and effort involved.

2. Aims

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

- assist learning and move pupils' learning forward
- show that we value their work, and encourage them to do the same
- show that they have a genuine audience for their writing
- encourage, motivate, support and promote positive attitudes and raise levels of self esteem
- give a clear general picture of how far they have come in their learning, and what the next steps are
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them
- provide a basis both for summative and for formative assessment and inform individual tracking of progress
- promote higher standards
- gauge their understanding and clear up misunderstandings and misconceptions
- recognise achievement, presentation and effort
- provide the ongoing assessment that should inform future lesson-planning
- develop self assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others
- promote peer assessment
- allow pupils to reflect on their past performances and to set new targets together with the teacher
- encourage dialogue
- share expectations

3. Planning

The outcomes of written and verbal feedback must be used by teachers to plan the next steps of learning and pitch work appropriately for each pupil or group of pupils. Observation in classes together with the use of questioning and reflective marking should help teachers to review progress made by learners and feed into planning for the next lesson or unit of work. Teachers need to have a clear view of

medium and long term curriculum plans so that they can describe the next steps coherently, placing their feedback in an overall context for progress in the subject.

4. Assessment and Recording

All children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

Pupils will be trained to assess the work of peers and also self-assess their own work against clear criteria and expectations; pupil involvement in assessment is one of the most important components of AFL.

5. Monitoring and review

Monitoring the standards of the marking of children's work and of the quality of feedback about individuals' learning is the responsibility of the Head Teacher, other senior leaders and Team Leaders. This may be done in various ways such as classroom observations with a focus on verbal feedback to pupils or work-sampling to ensure consistent use of the agreed policy. They should provide a strategic lead, by example where possible, and also support colleagues in the use of effective marking and feedback to ensure that children know how to improve their work and how to identify the next steps in their learning.

Guidelines for Marking and Feedback

- Some pieces of work will not be formally marked, as feedback is only effective if the child is given opportunities to respond to the comments. Not all pieces of work can be quality marked, nor do they need to be if pupils have been provided with verbal feedback during the lesson.
- The process of marking and offering feedback should be a positive one, with recognition of the efforts made by the child.
- It should also ensure that children know how well they are doing and what they need to do to improve to make further progress.
- The marking should always be in accordance with the intended learning outcome and the child's own personal learning targets.
- It should be constructive and formative giving clear strategies for improvement.
- The child must be able to understand 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.
- Comments should be appropriate to individual learning needs.
- Comments will focus on only one or two key areas for improvement at any one time.
- 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 intended learning outcomes and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. Notes can be put on the work to record what the teacher discussed with the child.
- Written comments should be neat, legible and written in green.
- Marking should be in the format agreed to be consistent throughout the school, making it accessible to all stakeholders.
- Feedback may also be given by a teaching assistant, through peer review (response partner), through plenaries and in group sessions.
- Errors that were made by many children should not be the subject of individual comments, but should be noted and form the next step in planning.
- Children must be allowed time to read, reflect and respond to marking.
- If a 'gap task' has been set to enable the child to reflect on their work, or edit it or practise a basic skill, then time must be allocated for this and appropriate support provided.

Ideas for quality marking and feedback

- Quality mark a group a day for Literacy and Numeracy.
- Traffic light pupil self-assessment - Quality mark the ambers, check the greens for the accuracy of their self-assessment, re-teach the reds! Coloured trays or carpet squares can be useful for this purpose.
- Quality mark foundation subjects too, particularly part way through a blocked unit, that way you can identify any issues that arise/alter planning accordingly.
- Teachers may plan to mark groups of work, so that they can focus on developing particular objectives with targeted groups.
- Sometimes you may tell children you are marking for spelling/punctuation/ today as well as the learning intention/success criteria/targets.
- 2 or 3 stars and a wish
- Highlighting the successes in one colour and areas for development in another. (see feedback key)
- Use 'closing the gap' comments (direct reminders of the next step).
- Use reminder prompts e.g. What else could you say here? (Arrow to the here).
- Use a scaffolded prompt e.g. Describe the expression on the man's face.
- Use an example prompt e.g. Choose one of these or make up your own...

Loddon Primary Feedback Key

Adults and pupils will both use the following symbols when providing feedback to someone else.

Feedback Symbols

Achieved the Success Criteria	
Something to improve	
(P) Talk partner work	✓ Correct answers
(G) Guided work	○ Something is missing
(I) Independent work	★ Something that went well
(T) Individual Target met	(U) Understood the concept / Learning Objective (LO)
(D) Discussed work	(R) Remember...
(E) Experienced the concept / LO	😊 Made a good effort
TA Work done with a TA	