

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness

Feedback & Marking for Learning Policy #5

The *Feedback & Marking Policy* was reviewed during the Spring Term 2019. The review included consultation between the School Council and staff.
This document is the result of that review.

DATE AGREED BY FULL GOVERNING BODY:	24/06/2019
REVIEW DATE:	June 2022
AUTHOR:	Mrs Kay Bridson, Mrs Justine Watkins & Miss Hannah Crook
HEADTEACHER:	Mrs Kay Bridson
CHAIR OF GOVERNORS:	Miss Angela Britten
SIGNED:	
TO BE READ IN CONJUNCTION WITH:	<i>This policy should be read in conjunction:</i> <ul style="list-style-type: none">• <i>Aims of the School</i>• <i>Assessment for Learning Policy</i>• <i>Curriculum Policy</i>• <i>Handwriting Policy</i>• <i>Home-Learning Policy</i>• <i>Teaching for Learning Policy</i>• <i>Planning for Learning Policy</i>• <i>Presentation Policy</i>

Stratford-sub-Castle Church of England VC Primary School

Feedback and Marking for Learning Policy #5

'Life in all its fullness' (John 10:10)

Purpose

- to fulfil the aims of the school through a consistent approach to feedback, including marking, for learning
- to provide pupils with information about the quality of their learning and provide pupils with the information they need in order to improve
- to maintain and sustain high levels of engagement and motivation amongst pupils
- to raise standards of attainment
- to increase rates of progress.

Statement of Aims

- to develop a culture of learning for understanding
- to help our pupils attain their potential and to become life-long learners
- to provide timely feedback and feed-forward to learners
- to provide the opportunity for review and reflection
- to promote positive self-image and high self-esteem
- to promote ownership of learning.

Implementation

The Headteacher has overall responsibility for the implementation, management and monitoring of the *Feedback and Marking for Learning Policy*. The day-to-day implementation of this policy is a shared responsibility.

Statement of Principles

We believe that effective feedback and marking for learning is:

- MEANINGFUL: provides feedback and feed-forward to learners
- PURPOSEFUL: relates to the planned learning outcomes of the lesson
- MOTIVATING: encourages and recognises effort and progress and is CHALLENGING when required
- DIFFERENTIATED: takes into account individual needs
- SENSITIVE: allows pupils to maintain ownership by not over-marking, over-commenting or defacing
- TARGET SETTING: determines the next steps for learning
- INVOLVING: promotes the active involvement of pupils in their own learning
- MODELLING: promotes a thoughtful approach to verbal and/or written feedback

We believe effective feedback and marking for learning involve all the points above as well as remaining MANAGEABLE and PROPORTIONATE for teachers.

Types of Feedback

Feedback can be verbal or written. We encourage teachers to *'live-mark'* where they mark a pupil's work with them in the lesson thus providing timely feedback and feed-forward to learners. Teachers use the information gained from *live-marks* and marking after the lesson in order to make *snapshot assessments* to inform and adapt future planning. As much as possible, teachers use whole class feedback to link previous learning, celebrate successes and address common misconceptions.

Verbal feedback – comments made to the pupil verbally. We encourage teachers to write down any notes/jottings at the time in the pupil's book. Where a teacher gives verbal feedback this may be recorded as 'VF'.

Written feedback (marking) – comments or symbols used in books.

Following formal assessments, pupils receive both written and/or verbal feedback.

Marking agreed signs and symbols

Teachers marking is completed in purple. Teaching Assistants mark in pencil. We do not to use crosses to indicate an error/miscue. The use of dots and wiggly lines on their own or in tandem are used.

A clear set of agreed signs and symbols (see Appendix 1 for marking key) is used throughout the school. An identical key is displayed in all classrooms. However, teachers and T.A.s make professional decisions on their use in order to fulfil our principles of effective marking for learning.

We recognise that effective marking varies according to the age, maturity and individual needs of a pupil.




We mark grammar, punctuation and spelling in writing across the curriculum.

The agreed symbols are used in a differentiated and sensitive way in order to:

- minimise threat and unnecessary stress
- maintain ownership of learning for our pupils
- promote positive self-image and high self-esteem
- engage positive emotions
- recognise that individual learners have legitimately different developmental and emotional needs.

Annotations Key (Extra information about learning)

Teachers use the following abbreviations (in a circle) next to the learning objective - WALT (We Are Learning To) along with their assessment of the objective (moon, sun, star):

Level of support		Assessment	
I	for work completed independently		Beginning to/ partially achieved
T	for work supported by teacher		Achieved
B	for work supported by a 'buddy'		Mastered

Pupils can also use these as part of self-assessment along with success criteria.

Feedback / Feed forward/ Following-up

Marking comments could:

- relate to the WALT (learning objective) or/and success criteria
- relate to progress, presentation or learning behaviours
- point to the 'next steps' for learning. We use a 'next step' stamp, the phrase 'NEXT STEP/ NEXT STEPS' or a drawn set of steps.

'Next steps' are provided when there is both a timely opportunity for pupils to put feedback into action and when it will help pupils to make progress. They should be achievable and actionable by the pupil.

Comments on pupils' work point towards how improvements/greater learning could take place in the future. *TIPs*- ("White Space") *To Improve/ Progress*: are made on post-it notes and moved from page to page as appropriate.

Examples of TIP comments:

- TIP '~~said~~' whispered / replied (for example)
- TIP 'with' (this is a word you should be able to spell)
- TIP 'double space'
- TIP '3x7=21'
- For younger children they may need to be visually represented i.e. picture of a finger! (to remind pupils about finger spaces!)

Teachers ensure any feedback is followed-up with pupils. This should happen in a timely fashion (i.e. within a week).

Book		EYFS & KS1	KS2
Learning Journeys		Teachers or TAs write observational notes and link to EYFS framework or Year 1 expectations.	<i>Not applicable</i>
English Books	Main Lesson Activities	<p>Written Comments: Teachers acknowledge they have checked the work with a moon/sun/star assessment, tick and/or brief comment if required (teacher notes on their own records).</p> <p>Next steps: These are linked to the objective or grammar/punctuation. Spelling corrections are words pupils should know.</p>	
	Spelling test	Teachers or TAs mark and correct (if appropriate). Teachers acknowledge they have checked the work/self-mark with a tick and moon/sun/star assessment. Corrections set by the TA or teacher.	<p>Pupils self-mark and correct (if appropriate). Y3-4 teachers write the words on the board and discuss the syllables and spelling patterns while the pupils mark. Y5-6 pupils use their own spelling books to check, mark and correct.</p> <p>Teachers acknowledge they have checked the work/self-mark with a tick. Corrections set by the teacher or TA (delegated).</p>
	Handwriting	Teachers acknowledge they have checked handwriting with a tick and moon/sun/star assessment. Corrections set by the teacher or TA (delegated). Live-mark/verbal feedback where possible	
Personal Reading Record Book		TAs check Reading Record Books weekly. TAs note the number of times the pupil has read at home in the pupil's individual Reading Record Book and on the class reading record sheet.	
Reading Journals		<i>Not applicable</i>	Pupils self-mark and correct (if appropriate). Teachers acknowledge they have checked the work/self-mark with a tick.
Reading Comprehension Workbooks		<i>Not applicable for EYFS & Y1</i> Teachers acknowledge they have checked the work with a tick and/or brief comment if required (teacher notes on their own records).	
Hot Write Books		Assess using end of year expectations. Positive written comment. No errors/mistakes highlighted on work (teacher notes on their own records).	
GPS Workbooks		<i>Not applicable for EYFS and Y1</i>	Pupils self-mark and correct. Teachers acknowledge they have checked the work/self-mark with a tick.
Maths Books	Main Lesson Activities	<p>Written Comments: Teachers acknowledge they have checked the work with a moon/sun/star assessment, tick and/or brief comment if required (teacher notes on their own records).</p> <p>Teachers mark grammar, punctuation and spelling in writing across the curriculum.</p> <p>Next steps: are provided to help pupils to make progress in that mathematical strand. In EYFS & KS1, number formation may form the main basis for next steps. In KS2, corrections may be linked to spelling of mathematical vocabulary or basic maths facts or correct any 'slip-ups' (rather than misconceptions).</p>	
	Arithmetic Tests	Pupils self-mark and correct (if appropriate). Teachers acknowledge they have checked the work/self-mark with a tick. Live-mark/verbal feedback where possible	
	Times Tables Tests	<i>not applicable</i>	Pupils self-mark and correct (if appropriate). Teachers acknowledge they have checked the work/self-mark with a tick.

Book	EYFS & KS1	KS2
Topic Books (foundation subjects)	<i>Not applicable for EYFS & Y1</i> Written Comments: Teachers acknowledge they have checked the work with a moon/sun/star, tick and/or brief comment if required (teacher notes on their own records). Teachers mark grammar, punctuation and spelling in writing across the curriculum. Next steps: are linked to the subject. Corrections may be linked to grammar, punctuation, spelling or basic maths facts.	
Sketch Books	<i>not applicable</i>	Teachers acknowledge they have checked the work with a tick. Brief comment at the end of a unit of work – use feedback sheet (see appendix 2).
Reflection Books (Personal Response Books)	<i>not applicable</i>	No marking
Termly Topic Books	Positive written comment. Teachers mark grammar, punctuation and spelling in writing across the curriculum (teacher notes on their own records).	
Y6 Home-Learning Workbooks	<i>not applicable</i>	Pupils self-mark and correct (if appropriate). Teachers acknowledge they have checked the work/self-mark with a tick (teacher notes on their own records).

Corrections

The fact that answers can be correct or incorrect (in Mathematics for example) is recognised as being an important concept for pupils to learn. However, the need to make mistakes and take risks in order to learn is regarded as more important than always getting answers correct or not making errors.

Marking guides pupils to reflect upon and correct their own work, helping them to become effective learners.

Where appropriate pupils are encouraged to complete corrections after their work:

- written work: maximum of 3 words, 5 times each
- spelling corrections should be written so they can be copied underneath (pupils need teaching how to copy).
- number /problems: corrections will vary according to task (a maximum of 3).

Pupil response to marking

Pupils are given the opportunity to review, reflect and correct their work according to their needs and age. 'Response to Marking Time' is provided at the beginning of every morning or the beginning of every session. Response to marking includes corrections, answering questions and taking ownership of the next steps in learning. Corrections may be formal (see below) or be in the form of editing / redrafting. Pupils are expected to respond to marking / redraft / edit in green pen.

Recognitions

Effort, attainment and progress are celebrated so that pupils can recognise and build-on their own learning successes as well as others. Feedback is motivating, encouraging and used to recognise success. It takes the form of:

- ☺
- Stickers
- Teacher praise pad certificate
- Happy Book
- Person of the Day
- Building Learning Power Award
- Certificates

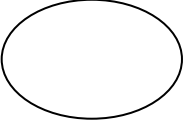



Home-Learning feedback includes the following recognitions:

Activity	Recognition
READING	Pupils are recognised for reading 5 times with a sticker. If pupils read 5 times a week for a term their efforts are recognised with a certificate.
SPELLING	Stickers will be given for 9 or 10 correct. Stickers will also be given to recognise the pupils who have practised their spellings regularly and have tried very hard.
PLANET BOOKLETS	Stickers will be given for every times table 'star' or maths fact target. Stickers will also be given to recognise the pupils who have practised their times tables and/or maths facts regularly and have tried very hard. Once pupils have completed each times tables in the order, mixed-up or recall column pupils are recognised for their achievement by signing their name in the Happy Book and receiving a Headteacher's Award.
TERMLY TOPIC	All pupils completing the task are recognised with a certificate. Prizes and extra certificate are presented to those pupils handing in a 'Top Termly Topic' showing creativity/originality.

Monitoring

The effective implementation of this policy is monitored every half-term by the Headteacher and/or subject Leader.

Marking Key

<u>Symbol</u>	<u>Meaning</u>
= (under error-letter)	Change the case.
●	Look at this carefully/ error alert!
	Look at this very carefully, you should know this!
	I like this!
	A word or phrase needs inserting here (omission).
	Punctuation is missing / incorrect punctuation used.
//	New paragraph required.
word	Delete word.
✓	Correct / this has been checked / assessed.
VF	Verbal feedback given.

Appendix 2: Examples of end of unit feedback sheets (Art/DT/Computing)

NAME:

Term 3 2018 – Art (drawing)

Lesson	WALT
1	Investigate the work of Leonardo Da Vinci
2	Investigate and explore different types of pencils
3	Improve shading skills to create movement and depth
4	Draw a body with accurate proportions
5	Demonstrate drawing and shading skills to draw a body in motion (final drawing)
6	Evaluate final drawing and skills acquired

NAME:

Term 4 2018 – DT (cam toys)

Lesson	WALT
1	Investigate different types of toys with mechanisms;
2	know how a cam mechanism works; explore the effects of different types of cams
3	Improve cutting and measuring skills for accuracy;
4	Design own cam toy
5	Apply skills and knowledge to make a cam toy with accuracy and precision
6	Evaluate product and skills acquired

NAME:

Term 5 2018 – Computing (animation)

Lesson	WALT
1	Use camera or Hudls to take photographs; use Movie Maker to create a simple animation with multiple slides and transitions
2 & 3	Create models (see Art); use camera or Hudls to take photographs; use <i>Movie Maker</i> to create a simple animation with multiple slides and transitions; add effects to an animation