

*“A unique family working together to be the best”*

**Forest Lodge Community Primary School**



# **Feedback and Marking Policy**

# FEEDBACK AND MARKING POLICY

It is essential that marking and feedback is focused on learning and what children need to do to improve and this is at the forefront of this policy which was reviewed in May 2016

## **Our aims are:**

To provide all of our children with effective oral and written feedback that will enable them to:

- Know and understand- what they are intended to learn and the steps to success, what they have achieved successfully, which aspects of their work need to be improved, how to do it,
- Be well motivated, confident and develop high levels of self esteem
- Be fully involved in the marking and feedback process
- Put the guidance for improvement into practice and take increasing responsibility for evaluating and improving their work
- Develop the thinking and the language skills needed to reflect on their learning and to understand how to improve the effectiveness of their work

## **To achieve our aims we will:**

- Be sensitive to children's self esteem
- Create a culture and ethos that helps children to see feedback and improvement as something helpful and positive
- Focus on success, improvement and next steps
- Link oral and written feedback to learning objectives and success criteria that children fully understand
- Provide well structured feedback that is appropriate to children of all ages and abilities as soon as possible
- Ensure that guidance provides support and challenge according to needs
- Make feedback interactive through discussion, suggestions and questions
- Make sure that children contribute their thoughts and ideas about progress, learning needs and what to do next
- Provide time for feedback and response by pupils and integrate it into learning and teaching activities
- Ensure children are motivated to sustain and embed improvements in their work
- Inform and modify planning, learning and teaching in response to pupils emerging learning needs and progress

## **The purpose of marking is to:**

- Provide feedback about strengths and areas for improvement through dialogue between teachers and pupils
- Provide guidance about how to improve
- Indicate the next steps in learning

- Assess children's progress and achievement in relation to learning objectives, success criteria, key objectives in relation to end of year expectations.
- Identify children who need further support / and or challenging work and the learning and teaching strategies it requires
- Provide a record of progress over time and the difficulties encountered and overcome
- Inform curriculum planning and priorities for improvement

The use of self and peer evaluation is a valuable strategy and should be incorporated into all planning.

### **Guidelines on marking and feedback**

The following actions have been agreed in consultation with all staff:

- All work must be marked to the learning objective and measured by the extent that the success criteria have been met. The learning objective must be handwritten in books by all children from Yr 2 onwards. Any able year 1 children should also be asked to do this.
- Symbols and abbreviations must be used on daily marking following key given on the final page of this policy.
- A comment should be made on every third piece of work. Comments should be balanced showing positive achievements as well as next steps.
- Time for reflection on feedback and how they can improve their work must be given at least once a week in years 2 – 6. Children should initial their work or complete the actions given when they have read the comment.
- Self evaluation is encouraged in all areas of the curriculum.
- There should always be a balance of self, peer evaluation, abbreviated marking, written and verbal feedback.
- Teacher's handwriting should be clear and legible. It must be in pen and not felt tip but can be in any coloured ink. It is useful however to use a different colour ink than the children as it makes marking easy to identify.
- To improve spelling in school it has been decided that everybody in year 2 -6 should correct a maximum of 3 spellings in each 3<sup>rd</sup> piece of work. The correct spelling is written by the teacher at the end of the work and children are expected to copy and repeat these.

### **Other adults**

- Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines above and use the appropriate codes identified on the final page

- Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of their welcome pack on arrival in the school.

### **Assessment for learning (AfL) strategies**

**It has been agreed that the following AfL strategies should be incorporated into all teacher's daily practice (except in year groups where indicated).**

- Using photographic evidence and feedback (especially in FS and yr 1). In Yrs 2-6 this should be used for practical sessions when written evidence is not available.
- Marking with the child - immediate feedback
- Using practical strategies for feedback during the lesson e.g go to zones – got it/didn't get it/got some of it, thumbs up/down/straight etc
- Child generated success criteria – (from yr 2 upwards)
- Re-cap of previous lesson/knowledge
- Refer to working wall
- Editing/underlining
- Verbal feedback
- Peer assessment
- Mini plenary

**Other strategies which could be used at teacher's discretion include:**

- Post-it notes
- Trackers – snap shot
- Learning journals
- Photocopying work on white boards/IWB
- Traffic lights – R/Y/G
- Stamps/smiley faces
- Question -
- Focused self assessment against SC
- Be the teacher/hot seating
- Tell your partner something you have done well/something you need to improve
- Quiz/bingo
- And any others devised by the teacher



What does the marking mean?



LO = Learning Objective

I have met the Learning Objective

P = Presentation

My work is neat and correctly presented

I = Independent

I have worked on my own

OA = Other Adult

I have worked with another adult

T = Teacher

I have worked with my teacher

V = Verbal

I have talked about my work and the comment has been explained to me

S = Supply teacher



This means  
your work is  
great!



This means  
your work could be  
better.



This means  
your work is not  
great. Oh dear!