

**CUDDINGTON AND DINTON CHURCH OF ENGLAND SCHOOL
POLICIES AND PROCEDURES**

Feedback and Marking Policy



Date Reviewed

January 2016

Date adopted by Governing Body

Date for next review by Governing Body

January 2018

Signed

Rationale

We believe that verbal feedback and constructive marking help raise standards. These strategies form the most useful and powerful ongoing diagnostic record of achievement. Feedback and marking makes tracking of learning objectives and outcomes for individual pupils on a day-to-day basis manageable and feeds onto the next cycle of planning for teaching. It is also an extremely effective medium for ensuring that the learners are aware of their own progress and how they can improve.

Aims

Within our school we believe a feedback and marking policy, which is shared with both adults and learners will:

- Create a dialogue between learner and teacher/support staff or other adults;
- Ensure continuity for the learner as s/he moves through the school;
- Signal areas of achievement/areas for development to adults and learners to inform future planning;
- Aim to raise the achievement and self esteem of learners by providing them with prompt, regular and diagnostic feedback about their work.

Purpose of Marking

- Provide a focus on learning objectives/success criteria;
- Provide both oral and written feedback as appropriate;
- Provide the teacher/support staff with an evaluation of the lesson;
- Confirm that the learner is on the right track and suggests areas for improvement. Suggestions for improvement will act as 'scaffolding';
- Provide learners with opportunities to assess their own and others' work and give feedback;
- Ensure that learners understand their achievements and know what they need to do next to make progress;
- Encourage learners to comment on their own work before handing it in;
- Provide alternative solutions if a learner continues to fail in a given task;
- Give learners time to act upon the feedback given by the teacher or another pupil;
- Help set the next piece of work with other information to adjust future teaching plans;
- Provide a record of a pupil's progress
- Help set curriculum targets
- Help parents understand strengths and areas for improvement in their child's work.

Types of Feedback

Oral Feedback

This is the most direct and instant feedback and is given verbally through the class teacher, teaching assistant or other pupil's whilst discussing a piece of work.

- A member of staff giving positive reinforcement to those children who are fulfilling the given objective or success criteria.
- Highlighting for a pupil, or asking, how an active piece of work could be improved or developed.
- Pupil's sharing work and providing peer feedback for each other following a teacher's model.

Any verbal feedback given to a pupil during, or following, a lesson should be noted on the piece of work discussed using the symbol 'V' followed by a brief note of what was specifically

addressed e.g. 'V – speech marks'. This should be written by the member of staff who instigated the dialogue.

Written Feedback

This can take many forms, varying from:

- A tick of confirmation by the learning outcome or on the challenge slip
- words of encouragement.
- bullet points highlighting specific achievements or opportunities for development within a piece of work.
- Green highlighter and associated annotations.

Quality marking, more detailed marking, should realistically be used to feedback on one piece of work each week in the core subjects, but this will vary in relation to, for example, the stage of the writing process in Literacy, or the nature of a task in Science or Numeracy.

Quality marking should include:

- At least one positive comments regarding the piece of work in question
- At least one area or point for development - a 'next step comment. These should not outnumber the positives.
- Comments on generic skills or understanding, applicable to other areas of the curriculum where possible.
- Time for the pupil's to read, respond and act upon given comments, becoming part of an editing process.
- Opportunities for a written dialogue to open between pupils and staff, particularly if a question was posed as part of given feedback.

In order to reflect the consistency and neatness we expect from the children in the presentation of their work, staff will mark using green ink pens. This will not only make any feedback or marking clear for pupils, but also echo the positive approach in which all marking and feedback is intended.

All adults, except the class teacher initial the piece of work they have marked. If there is no initial on the work then the assumption is it has been marked by the class teacher.

Involving Learners in feedback

We use a variety of strategies to ensure that learners are part of the assessment process such as:

- Verbal feedback – teacher and learner;
- Quality/focused written marking with time for follow-up;
- Self assessment;
- 'Critical friend' feedback – pupil and pupil;
- Planned opportunities for discussion either as a whole class or in groups.
- Suggesting alternative ways in which they can improve their work;
- Positive acknowledge of correct/good work;
- Encouraging comments on areas needed to develop.
- Children may mark, edit or engage in feedback in red, or yellow highlighter.

The phrases and symbols being used within this policy will be displayed and defined consistently in all classrooms.

Pupil's books will be moderated in order to maintain the consistency and quality of the marking and feedback being carried out.

Monitoring and Evaluation

The Assessment Co-ordinator and Subject Co-ordinators are responsible for the monitoring of the policy.

Work sampling and book scrutiny takes place in Senior Management Team (SLT) meetings or as part of staff meetings led by subject coordinators.

The Assessment Co-ordinator oversees the above process and produces an action plan prioritising any changes.

Marking and Feedback in Reception and Key Stage 1.

In Reception and Key Stage 1 most feedback will be given verbally through the class teacher or teaching assistant whilst discussing a piece of work.

Marking and Feedback in KS2

In Key Stage 2 we expect the children to take greater responsibility and a more active role in the marking, reviewing and improvement of their work. We appreciate the most valued feedback is of a formative nature enabling children to raise the level of their achievement. This process is supported through both oral and written feedback and works alongside our assessment systems to give pupils an active role in their learning. A greater emphasis will now be put on written comments, rather than a more visual/symbolic form in order to encourage pupils to read and interact with feedback given.

All marking and feedback is relevant to the lesson in which the work is produced and should be objective specific wherever possible, or informed by pre-arranged success criteria/challenges, including those of the pupil's making. Other features of a piece of work can be commented on when it is deemed appropriate; for example, presentation, spelling or grammar may not be the specific objective of a lesson, but may need to be addressed. All pieces of work deserve recognition and will be annotated or marked in some form.

Feedback should always aim to be positive, but when negative comments need to be made, they should be supported by positive ways in which to deal with the issue raised. Marking and feedback should always be appropriate to a pupil's ability and level of attainment.

All aspects of this policy will be discussed with pupils so that the marking process is clear and will be revisited regularly with groups or individuals as part of an ongoing feedback dialogue. For this to be fully effective, the editing process needs to become an integrated part of the school's working ethos.

Additional Strategies

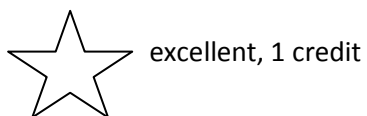
On occasions it may be necessary to implement additional strategies to develop specific aspects of learning over an agreed period and in coordination with subject coordinators.

Symbols and Annotations

The following symbols and annotations will be used as appropriate to the age of the children:



good



excellent, 1 credit

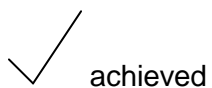


next steps

C with number denotes credits

V verbal feedback

sp. spelling annotation, follow up required



achieved

● incorrect answer