Townley School

Effective Feedback and Marking Policy

2019

Townley Primary School and Pre-School, Effective Feedback and Marking, ratified May 2019 Policy Number 18.

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Statement of intent:

We believe feedback and marking should provide constructive feedback to every child, focusing on success and steps for development against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance, to move their learning forward. It is intended that this policy is used to ensure everybody understands how to make it happen in their classrooms. It is expected that all staff give feedback to children.

Purpose:

> ➢ To acknowledge effort and attainment.
> ➢ To provide constructive feedback to ensure children make further progress.
> ➢ To give suggestions for improving learning.
> ➢ To correct mistakes and offer encouragement.
> ➢ To assess children's learning against stated learning objectives and success criteria.
> ➢ To promote independence of self-editing and self-correcting.

General guidance:

- Feedback for English and maths, whether verbal, peer or written, is given daily and as soon after the completion of a piece of work as is possible. Other subjects should be marked in time for the next session, although this may not be on a daily basis.
- Comments, whether verbal or written, relate to the learning objective, success criteria or the non-negotiables expected of the task and be related to moving learning on.
- Success criteria is made clear to the child before commencing and is stuck in books for all extended pieces of writing in English, maths and science (and may be used in other subjects in books too). Success criteria can be generated verbally, for non-core subjects, through the main teaching along with the children.
- Learning objectives should related to the learning, not the activity.
- Feedback can take different forms and there is no right or wrong method for a subject. It is important that adults giving written feedback do not write more than a child has written for the piece of work, as feedback must be appropriate for the age and ability of the child.
- Feedback includes a 'suite' of strategies: this may entail a 'well done' comment with no improvement needed; a moving on or closing the gap comment that they action immediately, the next day or in a Teacher/TA responsive teaching session.
- Spelling, punctuation and grammar are marked in line with the success criteria and any expected non negotiables.
- Where children have completed a piece of cross curricular writing in non-core subjects, the teacher should mark against the subject specific success criteria and if appropriate then a question posed for some pupils in the next lesson to promote oracy and deeper understanding. If issues are identified relating to the English aspect of the cross curricular write, then these should be addressed in English lessons.
- Feedback is written in green by all adults and the children respond or give peer feedback in blue; this allows us to clearly identify who has seen the children's work.
- When children are editing their own work as part of 'editing and redrafting' lessons children edit their work using a different coloured pencil for each success criteria.

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- Supply staff must annotate marking with 'supply teacher'.
- Children should be encouraged to evidence Success Criteria when editing and redrafting work in their book, for example: if using adjectives, they have to identify 3 used and highlight them in their chosen colour.
- It is fine for children to mark their own work when there is a clear correct answer or as a result of feedback. Children should mark in blue pen to indicate it is their own marking. Children can record VF on their own work if they have responded to feedback.

The following agreed symbols are used consistently across the school when feeding back:

(s) = work is supported by an adult. It is assumed all work is unsupported unless this is used.

(CI) = For use in EYFS to demonstrate work is child initiated.

(AL) = For use in EYFS to demonstrate work is adult led.

(e) = if required this symbol can be used to demonstrate equipment has been used in maths.

———► = after an answer, to be used where a child needs to reconsider their answer as it may be incorrect or unclear.

Editing Code:
Code to be placed in the margin.

(P) = children to identify and decide upon the correct/missing punctuation.

^ = missing word

Sp = spelling mistake, children are expected to correct the spelling and write it out three times.

~~~~ = (wiggly line under a word) Children have had a go at a spelling, feedback must be given.

// = start a new paragraph

———► VF to show verbal feedback was given mid-way through a piece of work to see immediate improvement/change

VF = at the end of work indicates verbal feedback has been given to the child.

———► followed immediately by a comment offers a further challenge or closing the gap task that the child can do independently at the start of the following session.

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△ = to indicate how far down the page a child is expected to write, this is not needed for every piece of work, nor every child, but is helpful when trying to develop writing stamina.

Monitoring

This policy is monitored through lesson observations, learning walks, drop ins, developmental work, pupil progress meetings, planning and book scrutinies, principally by the Headteacher and subject leaders, but also by the governors to ensure that the principles and processes of this policy are clearly evident in everyday practice.

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