



# Policy Document: Policy Statement on Feedback and Marking

## Policy Statement on Feedback and Marking

### *Learning Together, Learning For Life.*

#### Links to Visionary Statement

#### We aim to .....

- keep children's learning at the heart of our thoughts and actions
- provide the opportunity for all our children to achieve academic excellence within a broad and balanced curriculum
- create an ethos which nurtures creativity, self-belief, independence and a sense of respect for other
- ensure that our schools are happy, safe, supportive and secure places in which to learn
- create a stimulating learning environment
- develop strong and productive partnerships with parents and the wider school community
- have high expectations in all areas of school life
- prepare children for the future

***Agreed and Signed on behalf of the Full Governing Body.....***

***Date: October 2018***

***Next Review:.....***

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***Paulton Infants School***

Last Updated: October 2018

Next Update: Sept 2019



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### Rationale

At Paulton Infant School our focus is our children's learning.

We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children.

Our expectations of every child are high and we expect them to make the best possible progress whatever their background or circumstance.

We believe that the greatest motivational benefits and improvements will come from focusing feedback and marking.

This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Ensuring the child understands the next steps in learning

### Aims and Objectives

Effective feedback & marking should:

- recognise, encourage and reward children's effort and achievement and celebrate success over time
- provide an accessible dialogue between the teacher and children, and clear, appropriate feedback about the strengths of their work and areas for development
- improve children's self confidence in self-assessment and help them, with the teacher, to set future targets for the 'next steps' in their learning
- give children a clear picture of how well they have met learning objectives or targets
- identify children who need additional support/challenge
- help pupils to develop an awareness of the standards they need to reach in order to achieve particular Age Related Expectations(ARE)
- provide evidence of assessments made and help moderate the interpretation of Age Related Expectations(ARE)
- involve parents more directly in reviewing their child's progress and next steps
- celebrate and reinforce expectations
- inform future planning

### Practice

**We value verbal and written feedback in moving learning forwards. Wherever possible, feedback and marking takes place with the child and is shared as immediately as possible.** (Using the agreed notation in the attached Appendix 1.)

### **Verbal Feedback**

This means discussion about the learning with the child. It is the most valuable form of feedback for **all** children (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers. It may take place during focused group work, in a learning/reading conference or review, and be either spontaneous or planned for.



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### Written Feedback

In KS1 written comments, corrections or check marks should not be in RED.

In EYFS red will be used to help children correct tricky words as they are used to seeing as part of word bag work.

**All work, including homework, will at least be checked against the learning objective. This is important as it sends a message to the child and the wider community that we value every piece of learning undertaken by our children. The teacher will demonstrate the fact that they have acknowledged the work by using ticks (✓) or other symbols or shorthand feedback detailed in Appendix 1. Stamps or stickers may also be used to indicate work has been checked.**

*At Paulton Infant School we do recognise that teaching staff need to make strategic decisions on a weekly basis in order to manage their work load including the amount of marking. This may involve adjusting planning in order to consider the balance of recorded work in books versus collaborative activities or recording.*

### Quality Marking

Where written comments are used, they will be bullet pointed and accessible to the child (i.e language used and handwriting). They must still be formative in nature and intended to move learning forwards. They must:

- be positive and celebrate effort and achievement (✓)
- relate to learning objectives
- indicate next steps for improvement (ladder diagram)
- be supported with time and opportunities to reflect upon and engage with

As a school, we agree to use the **Success and Improvement** method, as detailed by subject below:

#### English

We need to show the children that their writing has a genuine audience and that we are interested in what they have to share and are not reading their work to merely find errors.

Children need to feel their writing is valued and we should respond to it as a reader who wants to share their experiences and ideas in order to support its improvement.

- Coding symbols (*Appendix 1*) may be used to indicate precisely where an improvement could be made
- Opportunities are given for these points to be shared, reflected upon and action taken
- Further written comment will follow up on the child's improvement

#### Maths

The purpose of marking in maths is primarily diagnostic. It communicates to a child whether they have been successful, being motivational, and serves to inform a teacher's planning in terms of any misconceptions.

The use of symbols (see appendix) may be useful, but written comments must be focused on moving learning forwards and encourage risk taking, perseverance and the often open-ended nature of maths.

It may be appropriate to provide 'Maths Surgeries' within lessons to tackle misconceptions and challenge progress, and promote children's independence and use of support strategies.

Maths work will be ticked if correct, either against individual answers or whole pieces of work. If work is incorrect a dot will be placed next to it to indicate to the child to have another attempt.



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### Other subjects

Marking should be specific to skills set out in the learning objective and written comments made allow children to extend and develop these skills further.

Correcting work:

- Not all work or every mistake will be corrected. To correct everything with a secretarial approach is usually counter-productive
- For redraft and display purposes, children's work may be redrafted, spell-checked and amended to produce a 'final' copy but there would normally be an earlier draft available
- A strong emphasis should be placed on appropriate presentation and correct or appropriate phonetic spelling in work which is used for display
- Spellings may be selected for correction (by the child, peer or the teacher) on the basis of what the child needs to learn next or has already learnt
- Rubbing out should be discouraged. The 'mistake' is important evidence of a child's learning process and should be valued. Where a child makes a 'mistake', the self-correction should be written next to the original error and the error crossed through using a single line. However, it is recognised that some children need, with teacher guidance, to sometimes use a rubber to allay anxieties.

**Wherever success and improvement comments are shared, either after or during the lesson, learning time must also be given for children to reflect, act or respond to them – this is crucial to actually moving learning forwards over time.**

- This may be spontaneous, but more likely will require careful and considered planning to fully integrate it within high quality class practice
- Mini-plenary or learning reviews may be used during the lesson
- Introductions to or plenaries of lessons may be planned to allow time for children to read, discuss or make improvement suggestions and act on them
- Question/answer sessions may be used to facilitate this

**Wherever possible, children are encouraged to evaluate their own learning**

In order to facilitate their independence as learners, children should have access to and, where appropriate, be involved in setting:

- Learning objectives
- Success criteria

The following may be used to enhance learning opportunities, often using a visualiser:

- assessed or modelled examples
- opportunities for peer and self-assessment
- opportunities to take the initiative to make improvements
- an awareness of pupils' personal learning styles

### Monitoring

The application and impact of the Feedback and Marking Policy will be reviewed half-termly within lesson observations and as part of explicit book scrutinies conducted by the school's Senior Leadership Team (SLT) – and supported within phase groups across the school.

Outcomes will be shared to enhance best practice and will also form part of judgements made for professional Performance Appraisal.

**This policy will be reviewed annually by staff and governors.**

Mrs. C Butcher April 2018

Next Review:

Signed .....  
Chair of Governors' Curriculum & Standards Sub-committee

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***Paulton Infants School***

Last Updated: October 2018

Next Update: Sept 2019




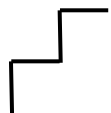




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### Appendix 1.1






#### Progression for agreed Feedback and Marking:

- This will begin in EYFS and build up throughout the school so that, where possible, by Term 4 in Y2 children are able to independently edit and amend their own work.
- If a child is not on track any scaffolds will be personalised to the child's needs.
- Learning ladders/Stickers of the ladder will be used throughout the school as appropriate to the age/phase for children to self- assess.

Adult	What this means	Child response
	<b>Identifies where specifics of outcomes met</b>	Verbal response or acts on advice as soon as possible
	Next steps to work on Either immediately or at the beginning of the next session	As appropriate: Child to write their name next to written feedback
 In EYFS a red wavy line will be used under the word.   In KS1 this will still be a wavy line  Y2 T4 onwards eyes at end of line/end of the piece of work  	<b>Tricky word to have a look at</b>	<b>Child will have a go at correcting it.</b>
<b>ABC</b> If a letter needs changing it will be circled  	<b>Capital letters used or needed</b>	<b>Child gives self 'three ticks' to represent each of these areas used (EYFS from T5)</b> <b>This could be incorporated</b>



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	Full stop used if needed	into stickers in books.
	Finger spaces used or needed	
<b>Codes to indicate how work carried out</b>		
<p><b>(Teacher stampers)</b>  <b>Independent work</b>  <b>Teacher Assisted</b>  <b>TA assisted</b>  <b>Objective achieved</b></p> <p><b>Written where stamper not used:</b></p> <div style="text-align: center;">     </div>	<p>How the work was/was not supported  e.g. Independent  Other Adult</p> <p>S= Supported  VF = Verbal Feedback</p>	
<b>In other subjects such as Maths</b>		
<ul style="list-style-type: none"> <li>Use of equipment will be indicated in the WALT for the session</li> </ul>		
	Dot – indicates to go back and have another try in maths	Child to write next attempt next to the dot