


Policy:	Feedback and marking policy November 2022	
Status:	Non statutory	
Review Date:	November 2023	

This policy relates to the ethos of the school linking directly with curriculum planning and assessment and is an important part of the whole school policy for teaching and learning.

Our motto at Diseworth C of E Primary School is '**Spread your wings and fly**' and our vision is '**Let your light Shine**' **Matthew 5:16**.

At Diseworth C of E Primary School, our aim is to promote confident, compassionate, independent, lifelong learners. We want all children to become creative, active and reflective learners, enabling them to be able to respond positively to the opportunities and challenges of a rapidly changing world and promote a commitment to lifelong learning.

This policy aims to:

- Provide consistency and continuity in feedback and marking throughout the school
- Ensure the marking system is used as a tool for formative ongoing assessment
- Improve standards by encouraging pupils to give of their best and make sure they know the next steps in their learning
- Develop pupils' self-esteem through praise and valuing their judgements
- Create a dialogue to aid progression

The importance of good quality feedback

Evidence from a number of studies shows that good quality feedback between teachers and pupils has a powerful impact on improving progress. This effect is second only to ensuring good behaviour in the classroom.

How children's work is received and marked and the nature of feedback given to them has a direct impact on their attitude to their learning and future achievement. Therefore, marking and feedback needs to be:

- Consistent
- Manageable
- Clear and productive in its outcomes
- Informed by a pupil's individual learning needs and previous assessments

Taking into account that marking is undertaken for a variety of audiences and purposes it is essential to understand the reasons and purposes of marking. We consider them to be:

- To celebrate success - to recognise, encourage and reward children's efforts and achievement
- To provide a dialogue between the teacher and children giving clear appropriate feedback about strengths and weaknesses in their work
- To improve a child's confidence in reviewing their own work and setting future targets by indicating the 'next steps' in learning
- To indicate how a piece of work can be corrected or improved against success criteria
- To identify pupils who need additional support/more challenging work and to identify the nature of support/challenges required
- To aid and inform curriculum planning

Marking should be positive, clear and appropriate to its purpose- it needs to offer positive benefits to children and staff and the outcomes must inform future planning.

Principles of effective marking and feedback at Diseworth

Effective feedback and marking should:

- Be positive, constructive and motivating for pupils' progress
- Relate to the learning challenge/success criteria of the work set
- Be manageable for staff
- Be age appropriate at the pupil's level of comprehension
- Be written in legible handwriting that is a model for the pupil
- Be frequent and regular

- **Allow specific time for the pupil to read, reflect and respond to marking regularly**
- Involve all adults working with pupils in the classroom under the guidance of the teacher
- Give clear strategies for improvement
- Involve pupils in the feedback and marking process
- Provide formative information for the teacher (AfL)
- Be consistently applied by teacher and support staff across the school
- Use the agreed marking code to correct errors

Procedures (these apply to oral or written feedback)

- Look for *progress and success before areas for development*. Effective marking and feedback must be supportive and positive for pupils
- Link marking to the learning challenge and success criteria. Refer to these when giving feedback
- Link marking to targets, where applicable e.g. individual Special Educational Needs as appropriate
- Look for persistent errors and patterns of errors, rather than every error made; be selective and sensitive when marking e.g. only words that a pupil should be reasonably expected to know at that age/ability
- Ensure work is marked regularly and promptly after it is completed to allow effective and prompt feedback to be given
- Ensure that pupils respond to marking in their work as soon as possible after marking has been completed
- For older KS2 pupils give them time the next day to correct their own work independently after being given a verbal/written hint, before support is given.

Research shows that immediate feedback is the most effective and is therefore more likely to be oral than written.

Oral/verbal feedback

This is the most powerful form of feedback and has maximum impact when celebrating successes and highlighting improvements required. Written reflections sometimes reduce the quality of the articulation of the learning. Verbal feedback is usually interactive and developmental. It is in the form of a discussion of work and direct contact with the pupil. Verbal feedback is

particularly appropriate for younger or less able pupils who may not be able to read written comments. As part of a lesson, a 'whole class feedback sheet' can be verbally shared with the whole class to focus on specific areas of success, progress and development.

Written feedback

This should be legible and age and stage appropriate and clear in meaning. It should be developmental i.e. pupils find out their next learning step will be. It is a wasted effort if pupils can't read or understand the comments or make progress as a result of it. It is essential that pupils are given time to read written comments that are made on their work. Supply teachers or adults other than the class teacher should write their initials on the work after marking. Pupils who peer mark should write their name or initials after marking in the work.

Acknowledgement marking

Sometimes work is simply ticked to show that the teacher has seen the work. An encouraging comment such as 'well done' or 'an excellent piece of work' may be added as appropriate, but priority should be given to comments relating to the learning challenge or success criteria as such comments used on their own can be meaningless for a pupil.

Marking:

Highlight parts of work that demonstrate the learning challenge with areas for improvement in pink. **Green** for great (something done well-linked to objective, success criteria/target. **Pink** for think (an area for improvement). To avoid highlighting too much of the work, focus primarily on the learning challenge. However common errors with punctuation or spelling that the pupil might reasonably be expected to know should also be highlighted. If a large piece of work is to be highlighted avoid highlighting the whole piece of work and use a vertical line instead to show the section of work that requires checking.

Developmental marking

Some marking will require a developmental point; this should make clear to the pupil any of the following:

- What improvements they need to make to the piece of work
- What they need to do next/their next step in learning
- Provide an additional challenge e.g. "Now try this calculation", "Try to add 3 adjectives in this paragraph", "Can you explain how Sam was feeling at this point in the story?"

If pupils are not given the opportunity to respond, or it is not clear that they are expected to respond to the developmental comments, the comments will have no impact.

Celebrating success: other marks such as smiley faces, stickers, ticks, crosses can be used at a teacher's discretion.

Making improvements and corrections: pupils may use purple pencils in KS1 and purple pens in KS2 to make any corrections or improvements to their work. This ensures their responses are clear to see.

Self-assessment

This allows pupils to assess their own work against the learning challenge and success criteria. It can be achieved in a variety of ways:

- Pupils can use a simple system e.g. smiley faces, red-amber-green to indicate their own level of success. This can be at the end of a piece of work or part way through it
- Pupils can self-mark where there is a clear answer (correct/incorrect)
- Pupils should use a blue pencil/pens to self-mark.
- Pupils can self-assess their learning at any point in the lesson
- Self-assessment can be visual (e.g. thumbs up) or through discussion with an adult
- Pupils must be given clear guidance about self-assessment to ensure they are clear about what they are assessing and that they are honest about their perceptions

Peer assessment

This involves pupils assessing another pupil's work against the learning challenge or success criteria. In order to be successful peer assessment requires careful guidance and preparation of the pupils and bear these principles in mind:

- Pupils should be in pairs with someone who is of a similar ability
- Adult support may be necessary for less able pupils to take part in this
- The focus of assessment should be limited to one area of focus until pupils become more proficient
- Pupils can use green and pink pencils in a similar way to the teacher's use of highlighters
- Pupils can add comments and post it notes can be used as an alternative to pupils writing directly on another pupil's work
- Pupils should write their initials or name after they have assessed another pupil's work

Inclusion

We are an inclusive school. We aim to make all our pupils feel included in all of our activities. We try to make our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced and broad based curriculum. We have systems in place for early identification of barriers to learning for our vulnerable pupils to ensure that we plan for these so that our pupils can engage in school activities with their peers.

Equality statement

At Diseworth C of E Primary School, we actively seek to encourage equality by not discriminating against gender, race, creed or ethnicity.

Monitoring

The Head teacher is responsible for monitoring the implementation of this policy using methods such as book scrutiny, pupil interviews and observing the policy being implemented in the classroom through lesson observations and drop ins.

Marking code

These symbols and codes must be used in a way that is appropriate to the pupil's level of understanding or developmental stage.

Symbol/Code	Explanation
Highlighted work	Learning challenge met - green for great
Highlighted work	Area for development - pink for think
✓	Positive point something the pupil has done well
ch	Check this - write the symbol in the margin Can be used with a pink highlighter to help pupil find mistake
^	Omission of word or phrase
.C ?C P	Punctuation errors Write the symbol in the margin Basic level inside the circle put the punctuation the pupil has omitted e.g. full stop capital letter. Pink highlighter could pick this out where it has to go. This support can be reduced as pupil becomes more confident. Advanced level: use a more generic version of the symbol, which tells the pupil that some punctuation is missing but does not specify what punctuation should be there. Teachers can explain to the class and determine what symbol is appropriate.
-----sp. Dotted line underneath word	Spellings to check Adults can use this to identify which spellings they want the pupil to correct, look up or correct. Pupils can use this symbol for words they are trying to use but they cannot spell but they are trying to expand their vocabulary. Y1&2 --- is under the word Y3-5 there is a clue to which part of the word is incorrectly spelled.

	Up to 5 spellings can be corrected and written in the margin by an adult. Pupils given time to practise these spellings underneath their work.
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Marking code -child's version

Symbol/Code	Explanation
Highlighted work	Green for great! You have got it! This is something you have achieved or done well.
Highlighted work	Pink for think. This needs checking. It needs to be improved or corrected.
✓	This is something your teacher is pleased with.
ch	Check this!
∧	You've missed something out. Read through and see if you can find it.
.c ?c P	Some punctuation is missing. You need to correct your work.
----- sp. Dotted line underneath word	This spelling needs checking. Or you can use these dotted lines to show the teacher you want some more help to spell this word.

Symbols also used in marking to denote how the work was done/supported

I	Independent work
G	Group work
WC	Whole Class Feedback
MS	Moderate level of support given to complete work
HS	High level of support given to complete work
PI	Peer Improved
VF	Verbal feedback given
NS	Next Steps

Self-assessment

Pupils are encouraged to draw a face to indicate their level of understanding and confidence towards what they are learning.



means I have understood this learning and I have achieved the learning challenge



means that I have achieved part of the learning challenge but I am unsure about some parts of this learning



means that I don't feel confident about this learning and I need some more help