



## Feedback and Marking Policy

### Our Vision

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for **all** our children to flourish and achieve their **full potential**; so that every child can learn and explore who they are created to be. With the **highest of expectations**, we individually and collectively, will **care for, nurture, and develop** each and **every child**.

A loving place where we all care, learn and grow together.



### Members of staff responsible:

Headteacher  
Assessment Leader

**Date of policy:** Spring 2023

### Policy Intent

We believe feedback is the process whereby children are informed of what they have achieved at a particular time and what they need to do to improve further. Feedback is a positive communication based on learning intentions and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, child to teacher or child to child. Written feedback may take the form of Acknowledgement Marking or Quality Marking. Quality marking is linked to the Learning Intention and Success Criteria. It provides positive comments on what has been completed and provides developmental points for improvement.

### Aims

- To encourage pupils to raise their achievement and to develop their self-esteem by giving feedback that is positive but developmental in nature
- To foster pupil independence and confidence within the learning process
- To make pupils aware of the next steps in their learning
- To ensure consistency of practice

## Policy Rationale

### **Marking and feedback should:**

- Be manageable for all teachers and teaching assistants
- Involve all staff working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Shows whether work completed was independent, group or adult supported
- Inform future planning and individual target setting
- Be accessible and inclusive
- Be seen by children as positive in improving their learning
- Relate to learning intentions and success criteria which have been shared with the children
- Give clear strategies for improvement
- Involve children in the marking process, both as self-markers and in peer marking.

## Introduction

At Christ the Sower Ecumenical Primary School, we want all children to make good or better progress and develop positive attitudes to their learning, high quality feedback, delivered in a timely and personalised approach, is central to children recognising and achieving their potential.

High Quality Feedback and marking is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

### **The key characteristics of this process are:**

1. Explicit Learning intentions.
2. Success Criteria.
3. Questioning.
4. Feedback.
5. Marking
6. Adjusting teaching to take account of results.

#### **1. Explicit Learning Intentions**

Effective learning takes place when learners understand what they are trying to achieve and why it is important – 'the bigger picture'. It is therefore important that pupils know the learning intention to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved this intention.

Teacher demonstration and modelling will closely relate to the learning intention as will the subsequent activities. Together these will support and guide children to achieve the lesson intention.

**The learning intention will focus on learning not activities.** Helpful learning intention stems include 'to know, to be able to'

#### **2. Success Criteria**

Developing success criteria to achieve the learning intention will help provide children with a framework against which they can focus their efforts, evaluate their progress, and discuss issues. Success criteria can be generated by the teacher, but it has been recognised that where children together generate their own success criteria to meet a learning intention they gain more ownership

over the learning with positive results. We recognise that on occasions there is no need for more than 1 or 2 success criteria and to be most effective, a limit of no more than 5.

### **3. Questioning**

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. Skillful questioning exposes the children's understanding and can reveal misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. **Wait or 'thinking' time is essential** to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of **'talk partners'** where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

### **4. Feedback**

Feedback will:

- ✓ clear up misconceptions,
- ✓ improve learning or output in a meaningful way,
- ✓ Provide additional challenge,
- ✓ achieve the next step in a process or skill

The aim, therefore is always that pupils make good or better progress as a result of the feedback intervention.

**There are a variety of ways that feedback can be delivered as follows:**

#### **Verbal**

- Most regular and interactive form of feedback.
- Focus on being constructive and informative to help pupils take the next steps in their learning
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
- Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis, and modelling

We recognise that verbal feedback is a vital tool in raising achievement. At CTS, verbal feedback is varied and tailored to the individual child or group of children. Verbal feedback is adapted based on an adult's understanding of each child as an individual. Verbal feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond. Verbal feedback is usually given while the child is working or at the end of a piece of work in any subject.

There is a consistent approach to all forms of verbal feedback from all staff in that it is specific and feedback focuses primarily on issues linked to the learning intentions and secondly, as a lower priority, about other issues or features of the work.

- **When a child receives Verbal Feedback the corrections or subsequent work should be completed in purple pen.**
- **Verbal feedback is not acknowledged by a teacher on a child's work but will be evident from the purple pen that is used and the corrections that have been made.**

## Self and Peer assessment

It is recognised that assessment of work is a skill which children need to be taught. It is modelled by teachers and teaching assistants using examples of work with the whole class.

Pupils are encouraged to be aware of how well they are doing in their work through a number of self and peer assessment techniques. Teachers and teaching assistants consider the age of the pupils when selecting the techniques to use. These may include:

- Traffic lights.
- 'I can .....' statements used as self-assessment for pieces of work in all curriculum areas, where appropriate. These statements are taken from the learning intention for the lesson. In Foundation Stage, Key Stage 1 and for less able children within Key Stage 2, these may be written by the teacher. Children then assess their own work using 'faces' -



- Children can mark their own work with I (Independent), P (Partner) or S (Support from another including their initials).
- tttttttttttttt at the end of whole class teaching sessions is either:
  - ✓ 'Thumbs'. Thumbs up = understood; thumbs horizontal = understood fairly well; thumbs down = need further teaching/support to understand this
  - ✓ 'Fingers to Five'. Five fingers = complete understanding, moving towards no fingers = need further teaching/support to understand this.
  - ✓ 'Faces'. If children are using whiteboards they may draw a face to indicate their level of understanding.

### Techniques for peer assessment:

This is best achieved through 'Book on Book' marking – where both children look at each book together, discuss the learning and each child corrects their own work in purple pen,

It is recognised that assessment of work is a skill that children need to be taught. It is modelled by teachers and teaching assistants using examples of work with the whole class.

Children should have opportunities to mark their own work against success criteria and should also be involved in shared marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways as follows:

- Find one word you are really proud of and underline it. Tell the person next to you.
- Decide with your 'talk partner' which of the success criteria you have been most successful with and which one needs help or could be taken further.
- You have 3 minutes to identify two places where you think you have done this well and read them to your partner.
- You have 5 minutes to note down one thing you could do to improve this piece of work next time

**All self and peer assessment should be completed in purple pen.**

## 5. **Written Feedback**

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Marking will encourage the learners to be equally aware of 'how' and 'what' they are learning.

### **Written Feedback in Literacy**

All written feedback in literacy should be done in green and can be either Acknowledgement Marking or Quality Feedback

#### **Acknowledgement Marking**

- Spelling errors are corrected as appropriate to the task. Sometimes it is the high frequency words that pupils should know but don't, that need drawing to their attention rather than phonically plausible attempts at complex words
- High frequency or simple spelling errors are underlined
- Punctuation errors are identified and circled. If there are a significant number of punctuation errors, a selection will be highlighted for the child to focus on
- Capital letters are written over lower case
- Each teacher ticks the work to show it has been seen. Other staff tick and initial.
- Time is given at the start of the next lesson for the children to reflect on the comment and respond.
- Marking codes can save time and make the feedback more accessible to the child. Appendix A shows the codes to be used. A copy of the codes is displayed in every classroom.

#### **Deeper Feedback – for end of unit pieces.**

Appropriate pieces of extended writing are quality marked per child. Quality marking is provided against the Learning Intention and Success Criteria. Next Step comments are used to show children how their work could be improved. These may take the form of for example:

- Reminder prompts what else could you say here?
- Scaffold prompts describe the expression on the man's face
- Example prompts eg choose one of these or use your own: the man's mouth fell open in surprise.

i.e. next time...steps

Staff record 1 positive aspect (indicated by a tick) and 1 developmental step (indicated by an arrow) for end of unit pieces at least.

After quality marking, children are given the appropriate time to respond and make the necessary improvements to their work. There is the expectation that children's work is responded to every session.

#### **Feedback in Reading**

- Parental comments in reading diaries are acknowledged with the adults initials and responded to if necessary or appropriate.
- Guided reading tasks are discussed with the children during the reading session.

## **Feedback in Mathematics**

### **Acknowledgement marking**

- This may take the form of self-marking, peer marking or teacher marking.
- If a teacher or teaching assistant marks class work, the first incorrect example of a method is modelled correctly next to the child's version.
- Teachers or teaching assistants acknowledge a child's self-assessment with initials or a tick or a team point.
- Surface features can be marked in a piece of work. These may include number reversal, missing calculation signs, numbers not in squares etc. These should be kept to a minimum and modelled.
- Presentation features are marked as for literacy (see Appendix A).
- Marking codes for mathematics can be found in Appendix B and a copy of these is displayed in every classroom.

### **Deeper feedback – Can be verbal**

- Quality feedback is against the learning Intention and success criteria and where appropriate
- Quality feedback reflects differentiation
- As far as possible, comments are developmental although it may not always be appropriate to comment on the next stage if this is meaningless to the child.
- Correct setting out will be given through an example
- Quality feedback may take the form of verbal feedback to a focus group or individual. This may or may not be followed up with a written comment on the work or just the work with the V symbol for 'verbal feedback given'.

There is the expectation that Maths books are marked every session.

### **Deeper Feedback in Science and other subjects.**

- Acknowledgement marking of a tick is used to mark work where subject specific knowledge has formed the basis of the lesson.
- Quality feedback is carried out on work that is investigative and is linked to the learning challenge and success criteria.
- As far as possible, quality feedback is developmental, and time is provided for children to return to their work and carry out suggested improvements.
- There may be an acknowledgement of completed work, using a tick or teacher initials.
- If appropriate, prompt questions may be written which relate to the learning challenge and success criteria.

There is the expectation that children's work is responded to every session.

### **6. Adjusting teaching to take account of results**

Pupil feedback and marking will be used to inform future planning.

### **7. Response to marking**

Where there has been a written comment, pupils must be given time to respond before the start of the next lessons.

## **Monitoring and Evaluation**

The implementation of this policy is monitored through staff work scrutiny termly. The success of this policy will be evaluated by considering feedback from pupils, teachers, teaching assistants.

### **Appendix A**

#### Codes to be used when marking writing

Green flash on the LI Means Learning Intention Achieved

WLI Means you are working Iowards Learning Intention

✓ Something you have done well

→ Next step to work on

O Punctuation missing

// New paragraph missing

\_\_\_ Spelling to check

? Your method of calculation is incorrect

#### Presentation codes to be used when marking

Date? Omitted date

LC / Title? Omitted title

### **Appendix B**

#### Codes to be used when marking maths

✓ Your answer is correct

? Your method of calculation is incorrect

X Your method is correct but your answer is incorrect – this number is wrong

#### Presentation codes to be used when marking

Date? Omitted date

LC /Title?

Omitted title