

# Forest Edge Learning Federation



## Feedback and Marking Policy

<b>Name of School:</b>	<b>Breamore CE Primary and Hale Primary</b>
<b>Name of Responsible Manager/Headteacher:</b>	<b>Emma Clark – Executive Headteacher</b>
<b>Date Policy approved and adopted:</b>	<b>May 2016</b>
<b>Date Due for review:</b>	<b>May 2018</b>

## **Philosophy:**

Schools within the Forest Edge Learning Federation believe that constructive marking and feedback helps raise standards. Marking and feedback are an integral part of assessment. Marking and feedback (written and verbal) makes tracking of learning intentions for pupils on a day to day basis manageable and feeds into the next cycle of planning for teaching. It is also an extremely effective medium for ensuring pupils are aware of their progress and how they can improve.

## **Aim:**

Through this policy we aim to ensure a consistency of approach across schools and key stages. We also aim to raise the achievement and self-esteem of children, by providing them with prompt, regular and diagnostic feedback about their work to enable them to make good progress.

## **Principles**

- ✓ Children have the right to have their work acknowledged to be given feedback on their achievements and to be given advice and guidance in their future learning
- ✓ Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
- ✓ Regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards

## **Practice**

Effective marking will:

- ✓ Give pupils opportunities to review their progress against clear success criteria (self-assessment)
- ✓ Allow for improvement time to show the impact of the marking upon learning (CaR)
- ✓ Help close the gap between current and desired performance by informing future planning and learning
- ✓ Focus on the learning intention of the task and its success criteria
- ✓ Show that effort is valued

## **Guidance for marking by teachers**

Teachers should use a variety of strategies to ensure that pupils are part of the assessment process such as:

- Verbal feedback-teacher and pupil
- Quality/focused written marking with time for follow up
- Peer assessment-pupil and pupil and self-assessment

- Clear success criteria should be the focus of self and peer assessment, and this process is most effective when modelled during plenaries and learning stops where the process and improvements can be modelled

Marking and feedback should take some of the following forms as appropriate to the learning:

- ✓ Related be directly to the learning intention and success criteria
- ✓ Should acknowledge effort as well as attainment
- ✓ Green highlighter used to annotate achieved
- ✓ Orange highlighter used to annotate areas still to be developed
- ✓ Verbal feedback to be acknowledged in books
- ✓ Time allocated for conferencing with pupils
- ✓ Provide constructive suggestions about ways in which the pupil will improve his/her work
- ✓ Include a range of scaffolding, reminder and question prompts (see Appendix 1 for examples)

**Note:**

Teachers' handwriting should be neat and legible and follow the correct handwriting policy thus acting as a model for the children.

A contrasting colour should be used to the child's work.

Not every incorrect spelling needs to be corrected by the teacher, but errors in high frequency words should be discussed with children as appropriate. Persistent errors should be commented on and incorporated into the planning resulting in obvious improvement.

**Differentiation:**

Teachers should employ differentiation of feedback in a manageable way and at the same time ensure that pupils know they can move forward. This can be achieved by modifying the comments made to suit the ability and age of the pupils, following the Shirley Clarke model. See marking strategies, appendix 1.

**Expectations:**

- ✓ All pieces of learning in books should be acknowledged in line with the approaches outlined above i.e. through teacher marking, peer assessment or self-assessment.
- ✓ For literacy and numeracy there should be a balance of teacher and child marking.
- ✓ Teachers should also make sure they check the quality of self/peer assessment. This will need careful modelling and practice.

- ✓ In every subject area every child should have at least one piece of work marked in detail once every week.
- ✓ Cover/supply teachers should mark and initial all learning.
- ✓ It is recognised that more oral feedback will be given in reception and Year 1 although they will be introduced as appropriate to elements of feedback. At this stage it should be as immediate as possible.

### **Guidance for peer/self assessment:**

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning. Children should be encouraged to evaluate their own learning before marking against the learning intention, success criteria or personal target.

Children need to be trained in how to peer and self-assess meaningfully, in order that time spent in lessons, on this, is beneficial to learning.

### **Check and respond time:**

Children should be encouraged to reflect after marking and have time to respond to comments, practise a skill or improve.

### **Monitoring:**

Senior management will monitor feedback and marking through regular book looks and lesson observations. Feedback will be given to teachers.

## **What marking looks like in The Forest Edge Learning Federation**

Learning intentions and success criteria in all subjects are highlighted:

- Green when there is evidence that it is achieved
- Orange if further learning is needed

The following codes are used:

- VF                      Verbal feedback given
- RU                      Resources used
- TA                      Supported by a teaching assistant
- I                         Independent work
- GW                      Guided writing

### **Literacy:**

- When appropriate, improvement prompts are written in literacy see appendix 1 for guidance
- Children are given time to respond (Check and respond time)

### **Maths:**

- A question or challenge is posed to further test understanding.
- Children are given time to respond or complete corrections (Check and respond time)