

# Horsmonden Primary School

## *Feedback and Marking Policy*



Prepared by:

Approved on:

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Signed (*Chair of Governors*)

Date of next Review:

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At Horsmonden Primary School our focus is simple; it 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.

The critical purpose of feedback and marking is equally simple; it is about:

### **Moving learning forwards**

This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning

This rationale must be clearly understood and applied for feedback and marking to be truly effective. Feedback and marking is not about justifying oneself professionally, or the school, to parents, governors, County or Ofsted with copious and technical comments.

High quality feedback and marking will be self-evident in its purpose and in its outcomes.

### **PRINCIPLES**

At Horsmonden Primary School, we believe that the greatest motivational benefits and improvements will come from focusing feedback and marking on:

- the qualities of the children's own work, in relation to the learning objective and not on comparison with other children
- specific ways in which the child's work could be improved, and crucially, being given the opportunity to do so
- improvements that the child has made compared to his/her earlier work

We want our children to develop as independent learners, with an awareness of their own strengths as well as being skilled and able to tackle areas for development.

Therefore, it is essential that:

- feedback and marking forms an informative and accessible dialogue with clear teacher and pupil roles
- clear provision is made for opportunities to reflect and act upon improvement comments, thereby moving learning forwards
- improvement is cyclical, valued and clearly evidenced
- the children are made aware of learning objectives and of the criteria that their work will be assessed against, in age-related vocabulary

- the learning needs of individual children are understood and work is matched and marked appropriately
- where appropriate, feedback is linked directly to learning targets
- feedback is given sensitively and teachers are aware that self-esteem is the most significant factor in being a successful learner
- achievements are linked, so that each builds confidence in future goals

## **AIMS & 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 levels of the National Curriculum
- provide evidence of assessments made
- involve parents more directly in reviewing their child's progress and help in reporting to parents
- celebrate and reinforce expectations
- inform future planning

## **PRACTICE**

**Wherever possible, feedback and marking takes place with the child and is shared as immediately as possible.**

As a school, we value verbal and written feedback equally in moving learning forwards.

### **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.

Where possible, it is useful to record when verbal feedback has been given, using the agreed notation.

### **Written Feedback**

**All** work, including homework, will at least be **marked** 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 coded notation and the symbols or shorthand feedback are detailed under 'Agreed Marking Codes'. Stamps or stickers may also be used to indicate work has been checked.

It is imperative that such notations are used **consistently**.

When a supply teacher has covered a lesson this will be indicated by the initials 'ST'.

## **Quality Marking**

These written comments will be more detailed but must still be formative in nature and intended to move learning forwards. They will:

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

As a school, we agree to use the **Success & 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.

- A GREEN coloured highlighter pen is used to show 1 or 2 places where the child has successfully demonstrated an understanding of the learning objective
- A coding symbol may be used to indicate precisely where an improvement could be made
- A PINK highlighter pen is used to show an area for improvement. A suggestion is written to help the child know how to make the specific improvement
- 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

For Foundation Stage children, there may be one success and one improvement identified. The improvement suggestion might be delivered orally until Year 2. In Year 5&6, additional successes and improvements may be given as appropriate.

### Maths

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

The use of the above highlighting and symbols 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.

### 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. Marking, feedback and assessment expectations for individual subjects have been defined by subject leaders and can be found in the Staff Documents area on the Kent Learning Zone.

### **Other correction issues**

- 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 strongly 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

**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
- All responses to marking should be completed by children using a purple pen.

**Wherever possible, children are encouraged to self-evaluate their own learning. A range of strategies are used including traffic lights, smiley faces and success criteria checklists.**

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:

- 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**

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

The application and impact of the Feedback and Marking Policy will be reviewed termly within lesson observations and as part of explicit book scrutinies conducted by the school's Leadership Team.

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

## **REVIEW**

This policy will be reviewed annually by staff and governors.

## Agreed Marking codes

You have achieved your learning objective stamp	Objective achieved
You are working towards your learning objective stamp	Objective not achieved
<b>D</b> (in margin)	Discussed with pupil
<b>S</b>	Supported by an adult
	Spelling mistake
	Something missing here
	Missing or incorrect punctuation/capital letter
<b>?</b>	Something doesn't make sense
	Strengths/Success/Celebrations
	Something to check/Re-try
<b>Pink bubble</b>	Corrections and improvements should be completed in this space