

Springhead Primary School

Feedback and MARKING POLICY

November 2015 reviewed and adapted July 2018

RATIONALE

Springhead Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood.

Feedback should aim to be a process of creating a dialogue with the learner, through which understanding can be developed and questions asked; where the learner is actively involved in the process.

As a school we aim to develop a culture of risk taking as this enables the children to become independent, confident and deep learners. This needs to be acknowledged through the feedback that teachers provide. This may include praising effort, determination, and team working and learning from mistakes over and above correct answers.

Research shows that feedback is an important factor in pupils learning and effective feedback can shape the way children learn. .

AIMS

We aim to:

- Provide consistency and continuity in feedback throughout the school so that children have a clear understanding of teacher expectations
- Use the marking system as a tool for formative ongoing assessment
- Improve standards by encouraging children to give of their best and improve on their last piece of work
- Develop children's self-esteem through praise and valuing their achievements
- Create a dialogue which will aid progression

Principles of good feedback

Good marking or annotation of children's work should:

- Be positive, motivating and constructive
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent, regular and reviewed by the teacher.
- Provide information for the teacher on the success of the teaching
- Relate to the Learning Objective of the lesson set but also relate to basic skills such as handwriting and spelling
- Positively affect the child's progress
- Be based on comments from the teacher which are particularly focused and diagnostic revealing very good subject knowledge
- Relate to literacy targets in all written pieces particularly those linked to basic skills.
- Ensure children can actively demonstrate understanding of targets set

All teachers will adhere to the above principles and:

- Ensure that feedback is given in a timely manner
- Give regular written and oral feedback
- Provide time in lessons to review work from previous lessons
- Adjust planning in the light of marking
- Make learning objectives explicit

- Involve children in the process from an early stage
- Ensure children are clear about the teacher's expectations
- Provide an age appropriate response to ensure that these principles are achieved.

Types of feedback

At Springhead we use a variety of methods of feedback. Staff make a professional judgement as to which method will be the most effective to meet the needs of pupils.

These methods will include:

- Verbal feedback
- Written feedback
- Peer feedback
- Self-marking
- Formative feedback (usually verbal, written, peer or self-marking)
- Summative feedback (may be ticks / crosses, fix-its)

Appendix: - Specific feedback procedures and codes used at Springhead:

Marking codes:

FI	Fix it
T	Target
D	Discussed
Ch	Challenge, where an additional task is given to deepen learning (esp. maths)
SW IW	For SEND children to identify when their work is Supported Work or Independent Work
Intervention	To show when children have received extra support

Specific feedback/marketing procedures for subjects:

Maths –

Maths journals will have formative assessment strategies and will include verbal, written, child marking and peer marking.

Writing –

Marking in books is minimal as comments are collated on a class marking sheet which identifies common strengths and weaknesses and informs teaching in the next lesson. Where appropriate, teachers may identify lines where appropriate errors occur, grammar and punctuation mistakes, spellings etc and expect children to identify the mistake and correct it. Where appropriate targets are occasionally given, these should be followed-up by the teacher. Interventions are given where appropriate when the teacher feels that a child needs extra help with a concept which they have not understood. Fix-its may occasionally be given when a child needs to edit some aspect of their writing. Targets, interventions and fix-its will be given only when the teacher feels it would improve the child's writing more than direct teaching from marking on the class collation sheet. Support given to children in marking, eg, identification of mistakes and targets will lessen as the school year progresses and children become more independent.

In writing journey – a piece of work at least once a half term (minimum) and the assessment should be recorded on DoL, therefore marking is minimal.

Science –

Comments should be subject specific but also pick up on basic skills.

Non-core-

Feedback will be given regularly and focused on the objective.
Professional judgement will be used about when it is appropriate to mark the work (e.g. verbal feedback likely during art lessons).

Any colour of pen that is different to the child's can be used.