



St Peter's Methodist Primary School

Feedback and Marking Policy

Written: March 2019

Agreed at Pupil and Curriculum Committee:

Review Date: March 2022

Rationale

At St Peter's Methodist Primary School, 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. High quality feedback and marking will be self-evident in its purpose and in its outcomes.

Principles

At St Peter's Methodist 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 success 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 and Objectives

Effective feedback and 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
- provide evidence of assessments made and help moderate assessments against the 2014 National Curriculum key performance indicators
- 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. Whenever verbal feedback is given, this is recorded in books.

Teachers and Teaching Assistants in the Early Years Foundation Stage provide ongoing verbal feedback to the pupils, related to the activity they are carrying out at that time. Where activities have a written outcome, staff annotate to show level of adult support that was provided and the extent to which the learning objective was met. We use the Tapestry software to collect photographs and notes from staff, parents and carers, which are shared within a secure, password protected website or app. This evidence is then used to help build a picture of what pupils can do in relation to the Development Matters document which is then used to plan for next steps in learning.

Written Feedback

All written comments, corrections or check marks should be in the appropriate colour, outlined in appendix 1.

All work, including homework, will at least be checked 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.

In Key Stage 1, picture codes are used for both marking and also as visual success criteria in some lessons. These codes are explained in appendices 3 and 4. Success criteria are also displayed on working walls in the classroom environment in both Key Stage 1 and 2.

Developmental 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
- all written comments will be in the schools agreed cursive style (see appendix 1)

The pupils learning will be developmentally marked if they have **not** worked with an adult during that learning time. Those pupils working with an adult will receive verbal feedback.

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 PINK highlighter pen is used to show an area for improvement. A question 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 if necessary
- If a teacher/ teaching assistant has provided verbal feedback this must be indicated next to the learning objective.

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. Children across Key Stages 1 and 2 will often be part of a "Keep Up Catch Up" session in order to address misconceptions prior to the next day's learning.

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 to explore opportunities to explain their thinking and reasoning through thought bubbles.

It may be appropriate to provide additional support within lessons to tackle misconceptions and challenge progress, and promote children's independence and use of support strategies.

When pupils' are completing chilli challenge activities, they are to annotate their learning with the appropriate code.

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.

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 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 ruled 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

Wherever possible, children are encouraged to self-evaluate their own and their peers learning, either individually or as a whole class (especially in KS1). See appendix 2 for guidelines on how this is set out in KS1.

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 as part of the school monitoring process and as part of explicit book scrutinies conducted by the school's Senior Leadership Team (SLT) – and supported within key stage groups across the school.

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

Agreed marking codes

	'Green to be seen' – Strengths/Celebrations
	'Pink to think' – Something to check/Re-try
Green Pen	Strengths / celebrations relating to the Learning Objective
Pink Pen	Development points / Improvements relating to the Learning Objective
Orange Pen	Pupil response to marking
Purple Pen	Peer assessment
A.N	Teachers initials (when class taught by another teacher)
VF	Verbal feedback given
Chilli Challenge	
M	Mild
Spicy	Spicy
Hot	Hot
J	Jalapeño

Agreed cursive script

*The quick brown fox jumps
 over the lazy dog. Baa baa
 black sheep, have you any
 wool? Yes sir, yes sir, three
 bags full.*

Recording of Learning Objectives

Key Stage 1

English and Maths:

Date: Wednesday 7 th January 2016 LO: To be able to write a letter and use adjectives.		Date: 7.4.16 LO: To be able to solve addition problems.	
Independent	CT Focus	Mild 	Spicy 
TA Focus	Verbal Feedback	Hot 	Jalapeño 
<i>Steps to success...</i>		<i>Steps to success...</i>	
	<i>picture code</i>	<i>or written</i>	

Topic, Science and RE:

LO: To be able to	Date: Tuesday 9 th September 2018
Independent CT support TA support	

(Year 2 to write the date)

Peer and Self Assessment:

What I have done well... <div style="display: flex; justify-content: space-around; height: 40px;"> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px;"></div> </div>	What I could do better... <div style="display: flex; justify-content: space-around; height: 40px;"> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px;"></div> </div>
What my friend has done well... <div style="display: flex; justify-content: space-around; height: 40px;"> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px;"></div> </div>	What my friend could do better... <div style="display: flex; justify-content: space-around; height: 40px;"> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px;"></div> </div>

Children to record the picture symbols in orange or purple pencil.

Key Stage 2

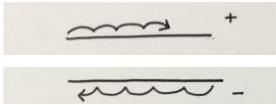
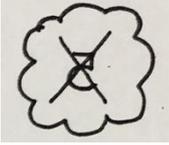
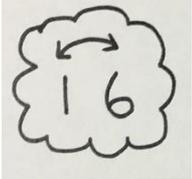
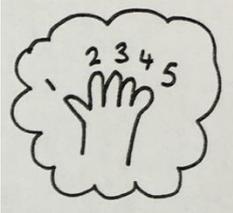
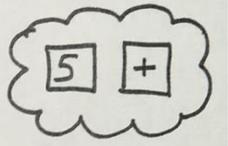
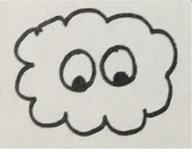
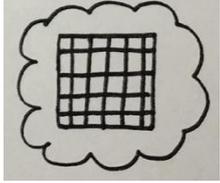
English, Topic, Science and RE – Children to write their own LO.

Maths:

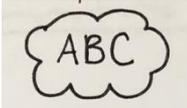
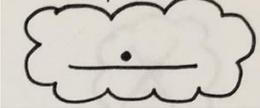
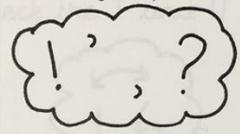
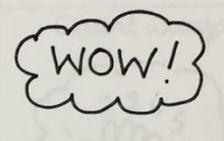
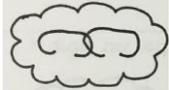
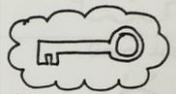
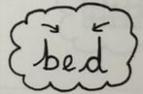
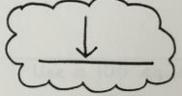
LO: To be able to

CT support	TA support	Independent	Verbal Feedback
Mild	Spicy	Hot	Jalapeño

Key Stage 1 Maths marking codes

	Green to be seen - strengths/celebrations		Use a number line.
	Pink to think - something to check/re-try		Write your digits the right way round.
Green Pen	Strengths and celebrations relating to the LO		Check the T and U columns.
Pink Pen	Development points, improvements relating to the LO, reasoning or challenge		Count carefully.
Orange pencil	Self assessment and marking		1 digit per square.
Purple Pencil	Peer assessment and marking		Great ideas!
I/CT/TA/VF	Independent/ Class teacher/ Teaching assistant/ Verbal feedback		Read and check your work.
	Lay out your work neatly.		Use a 100 square.

Key Stage 1 English marking codes

	Green to be seen - strengths/celebrations		Use capital letters in the right place.
	Pink to think - something to check/re-try		Use full stops in the right place.
Green Pen	Strengths and celebrations relating to the LO		Use other punctuation in the right place.
Pink Pen	Development points, improvements relating to the LO, reasoning or challenge		Use adjectives and adverbs.
Orange pencil	Self assessment and marking		Use conjunctions.
Purple Pencil	Peer assessment and marking		Use different sentence openers.
I/CT/TA/VF	Independent/ Class teacher/ Teaching assistant/ Verbal feedback		Great ideas!
	Letters the right way round.		Use joined up writing.
	Read and check your work.		Write on the line.
			Use finger spaces.