



Marking & Feedback Policy

Edenham C of E Primary School

Church schools serving their communities through excellence, exploration and encouragement within the love of God.

The diocese of Lincoln is called to faithful worship, confident discipleship and joyful service and our church schools bear witness to our belief that every child is made in the image of God and loved by Him. They were founded for the good of their local communities so that children can be educated through the values and stories of Christianity.

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Excellence Exploration Encouragement

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Introduction

This policy is a statement of the aims, principles and strategies for feedback at Edenham CE Primary School. It was written during the Autumn Term of 2018 through a process of consultation and will be reviewed and updated regularly so that we can take account of improvements in our practice.

Aims and Principles

The aim of this policy is to ensure a consistent approach throughout the school. We give feedback to children in order to show that we value their work and encourage them to value it too. We aim to boost the pupils' self-esteem and raise aspirations through regular use of praise and encouragement. Our feedback policy is part of the school's wider assessment processes which all aim to ensure that all pupils make at least good progress.

Our policy is underpinned by evidence of best practice from The Education Endowment Foundation research. It shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Strategies for Feedback

We use a range of strategies to give feedback: oral feedback, self and peer feedback, generalised marking and more detailed marking. We will use a balance of these strategies with the emphasis being on furthering children's learning. Children need to benefit from regular and pertinent verbal feedback from the class teacher, teaching assistant and their peers, as well as from detailed written marking. In children's books, there should be regular evidence of marking including detailed marking. A label showing the symbols that adults may use when giving feedback through marking is in every child's English book.

<u>Code</u>	<u>What it means</u>	<u>When to use it</u>
VF	Verbal Feedback	Indicated at the point in pupils' work where the feedback was given.
I	Independent	When pupils have completed something without adult support (they may still have used dictionaries/ word walls/ phonic girds etc)
T	Teacher support	When work has been completed with Teacher working alongside.
TA	Teaching Assistant support	When work has been completed with Teacher working alongside.
ST	Supply Teacher	When work has been marked by a Supply Teacher
Luvly	Underlined with a wobble	Check spelling
It was a lovely day we went to the park	To indicate that something needs to be added	Missing punctuation? Grammar? Something else needing attention?
√	Correct	When something is correct or to acknowledge that it has been looked at by an adult and no further comment required.
c	Correction required	When a pupil needs to go back and make a correction
.	Incorrect	When something is incorrect but nothing further needs to be done by the pupil

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Verbal Feedback

This will usually take place during the lesson or shortly afterwards. During the lesson, the teacher or teaching assistant will regularly gather feedback from teaching and may re-direct the focus of the teaching or group task. Verbal prompts may be given to pupils for immediate action. Pupils will also be given opportunity during a lesson to give feedback to a partner for them to act upon immediately. Sometimes oral feedback will be provided after the lesson to individuals, groups or the whole class either in order to aid their understanding of next steps or to address a misconception.

Self and Peer Feedback

Children should regularly assess and review their own and their peers' work. This can be done in talk partners, discussing something that has impressed them and something that could be improved.

Generalised Marking

Generalised marking may be done by the teacher, teaching assistant or children during a lesson. When a child marks work, this should be done using a coloured pencil crayon or gel pen. Generalised marking should include a tick for correct answers and a dot for any incorrect work. Use of smiley faces, stickers and stampers to indicate that the teacher is pleased with the effort put into a piece of work is encouraged, as is the acknowledgement of house points being given. Teachers may use printed labels for group and/or whole class feedback which should then be stuck into books. These may also include pictures or photographs as evidence of more practical activities.

Detailed Written Marking

Written comments should only be used where they are accessible to students according to age and ability and done in green pen. Detailed feedback as written marking will usually include commenting on at least one achievement, starting with 'Wow', relating to the success criteria and one area for improvement, starting with 'Now', again relating to the success criteria. If an area for improvement is not applicable then a next step extension target may be provided. Marking and feedback can be written as statements or questions. Children therefore need to be given the opportunity address the comment or answer the question, either verbally or in writing. Where a response is needed, children will do this under the comment/request or within the piece of work. They will then use their initials to indicate they have seen and completed this. Teachers will comment on spelling and grammar if it was part of the lesson focus, if it is a spelling that the pupil should know or if it is something related to the child's target.

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