



Punnetts Town CP School Feedback, Marking and Responding to Children's Work Policy

September 2018
To be reviewed September 2019

Aims

This policy gives guidance to staff on the purpose, types and frequency of feedback and marking.

The aims and objectives of responding to children's work in our school are:

- To clarify for children what they know, understand and can do
- To promote children's motivation by recognising their achievements and effort thereby developing their self-esteem
- To minimise the 'feeling of failure' and use language of success, allowing children to feel proud of their achievements.
- To identify successes and achievements **as well as** areas for development.
- To allow teachers to plan work that accurately reflects the needs of each child
- To allow teachers to adapt future work by embedding Assessment for Learning.
- To provide regular information for parents that enables them to support their child's learning
- To provide the Headteacher and staff monitoring the curriculum with information that allows them to make judgements about the effectiveness of teaching and learning

Introduction

We believe that effective feedback and marking provides evidence to inform teaching and learning. We give our children regular feedback on their learning so that they understand what they have achieved whilst knowing steps for improvement and development. It provides an analysis of what can happen in the future. It also allows us to adapt future lessons based on knowledge of each pupil. We give parents regular opportunities to share in their child's progress and in the next steps in learning. This enables teachers, children and parents to work together to raise standards for all our children.

Purpose of feedback and marking

- To inform the staff of a child's progress and needs for future planning.
- To provide children feedback about their current work and what they can do to progress (feed 'forward').
- To demonstrate the value of a child's work.
- To allow for self-assessment where the child can recognise their difficulties and mistakes, and encourage them to accept help/guidance from others.

Types of marking

- Marking Codes may be agreed with each class and used by the teacher.
- Pupils may mark their own work when they edit and improve it, using a 'purple polishing pen'. They may also invite a peer to mark their work in order to feedback improvements which could be made.

Other Aspects

- Red or pink pen recommended as general marking colour although at teacher's discretion depending on type of work.
- Pupils should be aware of expectations or success criteria and the work should be marked accordingly. Success criteria will be available to the child, for example, on the board, in their book, on an individual white board, or created by the child.

Other Aspects (continued)

- Learning Objectives are expressed in the headings of work, or as TBAT (to be able to) statements.
- Class rewards, in the form of stickers in books, are in operation throughout the school, both within the classroom and as part of lunchtime and whole school strategy.
- Children may, where appropriate, **self mark** or edit work. This will usually be in purple pen and may be indicated by (SM). The teacher will review this marking.
- Marking may take the form of one-to-one verbal feedback during or after lesson time. This is shown in the child's book with (FB).
- Children may receive one-to-one or group support during a piece of work. This is indicated with (WS) (**with support**) and will be useful when reviewing a child's progress at a later date. Other work will be considered to be Independent (not necessarily marked with an I unless it is less frequent for a child to be working independently).
- Children may also participate in peer assessment where they offer feedback and constructive comment on a partner's work. This is indicated by (PM).
- Marking will be focused. For example, it may not be necessary to highlight/ indicate all corrections in a piece of work but rather only those which relate to the overall intention/ purpose of the work. Spelling, grammar and punctuation corrections may be indicated separately/in addition to this, but not in all pieces of work.
- Teachers' written feedback will be accessible to the individual child. However, this feedback can be read to the child if necessary.
- The feedback given will form a 'target' for the child to progress to the next stage of their learning. This 'small steps' approach ensures a short, measurable, achievable approach to children's progress in their learning, rather than a long term target. Teachers track each child's progress in detail towards the age related expectation. SEN pupils have an individual progress map which is used for target setting and tracking.

Constructive Critical marking

All marking and feedback should have a clear purpose, for either the child or the teacher depending on the learning intention. Comments should relate to the success criteria and learning intentions of the work.

Children should develop a responsibility towards independently correcting, editing and improving their own work and not relying upon teacher correction.

To assist children in self improvement, staff will plan in opportunities for children to be involved in the analysis of completed tasks, and have time to respond to the marking by improving existing or future work. This will take a variety of forms and will enable children to better understand the different ways in which work can be improved.

Frequency of feedback and marking

- Marking may take place during the lesson which allows for immediate feedback, and may be given orally.
- Some form of marking and/or feedback will have occurred before the next session of that subject. However, in the case of a long-term project it may not be marked until the completion of the project.

Monitoring and review

Subject leaders are responsible for monitoring the implementation of the feedback and marking policy, alongside the head of school, governors and Executive Headteacher.