



Feedback & Marking Policy

Policy Date: Spr 2017
Review Date: Aut 2018

Rationale

Research has shown that consistent and effective feedback has a significant impact on the attainment of children. Marking is a form of feedback and each is most effective when linked to learning intentions and focused specifically on success or areas for improvement.

Aims of this policy:

1. To support all staff in the use of feedback and marking as a constructive tool to reflect on success and support improvement in the learning of all pupils
2. To ensure consistency of approach throughout the school
3. To support new staff joining the school
4. To ensure that feedback and marking is manageable for teachers and is an accessible and positive tool for children's learning

Purpose of feedback and marking:

1. To celebrate successful learning
2. To show children that we value their learning
3. To encourage children to take ownership and responsibility and to assess their own learning
4. To encourage, motivate, support and promote positive attitudes
5. To clarify to children their next steps for learning and how their learning can be improved
6. To enable mistakes to be corrected and misconceptions addressed
7. To provide information for assessment and inform planning

Effective feedback and marking at Woodbridge Primary:

- Is -
 - regular, constructive, related to attainment and ability

- related to specific targets, learning objectives and success criteria
 - more than simply phrases such as well done/good
- May -
 - involve pupils in self-assessment and/ or peer assessment
 - form part of teacher – pupil dialogue

Expectations of staff

- Marking and feedback is most effective when it takes place at the earliest opportunity, especially during a lesson, or otherwise as soon as possible, i.e. the next day where feasible.
- Teachers should mark children’s learning in a contrasting colour
- Home Learning should be monitored with feedback given where appropriate.
- Teachers will use their professional judgement on the context of the lesson to determine the most appropriate point at which to reveal the Learning Objective/s.

Expectations of children

- Children are expected to complete a self-assessment against the learning objective. This might take the form of a written comment, traffic lights, thumbs up/thumbs down or smiley faces.
- The date should be written neatly on the majority of children’s learning.

Use of the marking code

- We believe that a common framework provides consistency of experience for our pupils.
- Teachers should follow the agreed marking code for their year group. Marking codes for each phase can be found on the school’s network in Teachers Resources – Feedback and Marking.
- Marking codes are clearly displayed in each classroom and are easily accessible to the children.
- Teachers are provided with a set of stamps which support the marking code.

Writing

- Teachers should write at least one positive comment, and then use the edits from the Marking Code for improvements and corrections. Other developmental feedback should be verbal (footprint to be put aside for the time being)
- All children should have targets in the back of their writing book which are assessed in every Big Write. When they have achieved the target 3 times it can be highlighted on their sheet.
- Once highlighted to show competence with the target, it becomes a 'must' for every piece of writing.
- Children should have two or three ongoing small-step specific targets. The way to gauge their appropriateness is to ask, 'Are they achievable within 3 weeks?' If not, smaller targets should be given.

Maths

- The level of support from adults or equipment, should be shown through the initials: I = independent P = peer T = teacher and TA = teaching assistant. Marking should reflect a range of differing levels of independence.
- Next steps are sometimes provided as immediate feedback, and sometimes incorporated into subsequent planning.

The Early Years Foundation Stage

- At this age, marking and feedback is mainly verbal. Our observations, which indicate the level of support received and possible next steps for learning are recorded for children in their individual learning journeys.

Monitoring

- This is achieved through scrutinising books, observing lessons and staff moderation.

Equal opportunities

- This policy conforms with the 2010 Equality Act to take account of all vulnerable groups referred to within the Act. We recognise our legal duty to make reasonable adjustments for disabled children or those with Special Educational Needs.

UNCRC

- We believe that every child has the right to an education, and should be given responsibility for listening to and acting on advice for improvement from teachers and others.