



## MARKING AND FEEDBACK POLICY

This Marking and Feedback Policy should be viewed within the wider context of pupil assessment. Appropriate, consistent and constructive marking and feedback plays a decisive role in enhancing pupil achievement. At Garlinge Primary School and Nursery, we believe that children should be made aware of their success through constructive feedback. Feedback will be sensitively, but critically, approached by both teacher and pupil in the knowledge that it is an essential aspect of teaching and learning.

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and provide logical connections.
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt.
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria).
- occur as the pupils are doing the learning.
- provide information on how and why the pupil has or has not met the criteria.
- provide strategies to help the pupil to improve.

### **Aims:**

- To promote high quality marking and feedback throughout the school.
- To standardise the school's approach to marking and feedback.
- To increase children's awareness of the significance of marking and feedback.
- To positively reinforce children's achievements.
- To guide children towards future learning goals.
- To provide an approach that is both manageable and effective for all.


### **We will offer feedback in order to:**

- Offer specific information on the extent to which they have met the Learning Intention and/or targets.
- Give a clear general picture of how far they have come in their learning and what their next steps are.

- Promote peer and self-assessment, in order for children to recognise their own difficulties and areas for development.
- Check for accuracy.
- Monitor progress (both summative and formative).
- Motivate children by celebrating success.

### **Implementation:**

At Garlinge Primary School and Nursery we strive to give the best possible feedback (both written and verbal) to pupils in order to help them work in the gap between what they **already** know, understand, or can do at the moment, and what they **will** want, or need to know, understand, or be able to do in the future.

- Feedback should be linked wherever possible to clear criteria, which the pupils are made fully aware of, **before** embarking upon a piece of work. This will usually be based around the Learning Intention, although it is important that other areas for development are not overlooked.
- Children should also be made aware of the Success Criteria for every piece of work, prior to them completing it. These criteria should be generated by the children where possible, written out and displayed to the children for reference during the session.
- Other than highlighters, all marking should be done using red pen, to ease clarity and ensure consistency.
- Written feedback should be undertaken as close to when the pupil has finished as reasonably possible.
- Written feedback should be legible, (demonstrating the school Handwriting Policy) and written using language that the pupils are able to understand.
- Teachers will use a range of strategies to reward outstanding work or effort, including stickers, verbal praise, merits (e.g. ) and celebration in Friday assembly.
- Children should be given opportunities to read comments and complete examples from the previous session at the start of the next lesson, where possible, in order to further understanding.

### **Verbal Feedback:**

At Garlinge Primary School and Nursery we believe that verbal feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed. Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self-scaffold their learning. Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is verbal and immediate. Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets. Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly. All staff will note errors that are made by many children and use them to inform future planning. Teachers and teaching assistants will make and distinguish between mistakes and errors. An error occurs when answering a question that a child has not mastered and understood and requires swift

intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child.

- Teachers will use a VF code when 1:1 verbal feedback has been provided. If a teaching assistant has given feedback, they use the code TA: VF.

### **Foundation Stage:**

- In Early Years Foundation Stage, Learning Intentions should be highlighted using a POG (pink, orange, green) rating system to identify the children's understanding.
- In addition, there should be an adult comment to elaborate on this and explain support that may have been required of whether the children completed the task independently. This comment is to inform future planning and assessments for the class teacher.
- Regular verbal feedback is also given in the moment to move children's knowledge and understanding forward.

### **English:**

- At Key Stage 1 and 2, Learning Intentions (the letters L.I.) will be highlighted using a POG (Pink, Orange, Green) rating system to illustrate the child's understanding.
- Teachers will assess each piece of extended writing that children complete. During these pieces, teachers will highlight **up to three points** where the child has met the **Learning Intention** using a **green** highlighter. For example, in a lesson with an L.I. 'To be able to use adjectives to describe a setting' you would highlight 3 effective adjectives used.
- Teachers will also highlight **one** area which needs to be **improved** upon, using a **pink** highlighter.
- A comment may also be added, explaining the reasons for the pink highlighting where necessary and given the next steps for learning, as well as commenting on 'non-negotiables' as necessary (e.g. spelling, handwriting, grammar, presentation).
- The pink highlighter can also be used to identify sentences that need correcting/improving by using [ ] at the start and end of the sentence requiring improvement.
- In all other pieces of written work, including the Foundation subjects, symbols common to the whole school will be used to illustrate mistakes in children's writing and where improvements can be made (See Appendix 1).
- Precision Marking symbols can also be used, where appropriate, to support children in understanding strengths and areas for development.

### **Maths:**

- At Key Stage 1 and 2, Learning Intentions (the letters L.I.) should be highlighted using a POG (Pink, Orange, Green) rating system to illustrate the child's level of understanding.
- Feedback should, where necessary, contain scaffolded examples or challenge questions to complete in order to develop understanding.
- Where possible, examples of the correct technique/presentation should be given to children where understanding has not been demonstrated.

- At Key Stage 1 and 2, correct answers should be ticked and corrections to be completed should be indicated using a pink highlighter. All other incorrect answers to be crossed.
- It should be recognised that comments for presentation and effort will not ordinarily raise standards in maths, but may still be relevant to a child's overall development/esteem although this is not a requirement in every book.

### **Foundation Subjects (e.g. History, Geography)**

- At Key Stage 1 and 2, Learning Intentions (the letters L.I.) should be highlighted using a POG (Pink, Orange, Green) rating system to illustrate the child's level of understanding.
- Feedback should, where necessary, contain scaffolded examples or challenge questions to complete in order to develop or clarify understanding.
- Comments such as 'great learning' or 'Learning Intention achieved' are not needed as they do not move learning forward.

### **Implementation:**

- Regular book scrutiny will be carried out by subject leaders, department leaders and members of the senior leadership team.
- Lesson observations will also include time set aside to audit pupil work and discuss with pupils the feedback that they are receiving.

### **Level of Support:**

- It is important, for assessment and moderation purposes, to indicate the level of support that has been given to a child while completing work. The codes below will be used to indicate the level of support:
  - **(1:1)** = one to one support given
  - **CT/TA (1:2)** = Group work with 1 adult and 2 pupils
  - **I** = Independent (this may be used to indicate the questions a child has tried independently after working as a group.)

It will be assumed that any work without a code has been completed independently.

### **Impact:**

We aim to ensure children:

- Enjoy the process and are motivated to make improvements.
- Are eager to look at the marked work.
- Are given time and opportunity to respond to feedback marking.
- Are linking their work to the learning intention.
- Enjoy raised self-esteem.
- Realise a clearer purpose to marking.



## APPENDIX 1

### Symbols used for marking written work

#### **Spelling Mistakes:**

At Key Stage 1 - Teacher to write ① , ② etc. (to a maximum of 3) at the bottom of the piece of work, with the correct spelling. Child to then copy out the word correctly.

At Key Stage 2 - Teacher to write ① , ② etc. (to a maximum of 3) at the bottom of a piece of work. Children to write out the word correctly three times, using a dictionary if necessary.

// - **New Paragraph Needed**

~ - **Check for Sense**

○ - **Punctuation/Grammar Error e.g. dont, ①london**

^ - **Letter/Word Missing**

→ - **Other Written Work:**

An **arrow** maybe inserted in the margin, to illustrate an area for improvement. The class teacher will then draw another arrow at the end of the piece of work, with an explanation of what is to be improved.