| **TWEEDDALE PRIMARY SCHOOL** |
| **POLICY FOR** |
| **FEEDBACK AND MARKING** |

Review of the Policy

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the Local Governing Body on 13th March 2018.

The policy will be reviewed by the Head Teacher annually and by the governing body in **March 2021** or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Head Teacher, Senior Management and individual curriculum coordinators.

Signed…………………………………………. Date……………………
Headteacher

Signed………………………………………….. Date……………………
Chair of Governors

TWEEDDALE PRIMARY SCHOOL
FEEDBACK AND MARKING POLICY

It is the aim of Tweeddale Primary School to develop children who are able to understand and take the next steps they will need to improve their learning. As part of this process, we aim to give each child effective feedback that will reinforce learning, and enable them to progress.

It is important to distinguish between feedback and marking, as the two are often confused for the same thing. Feedback can take many forms in the classroom, be it written marking in children's books or verbal advice to improve. It may also come from a source other than the teacher or LSA, for instance through peer- or self-assessment. Marking refers to the written comments from a teacher in a pupil's book.

Every contribution a child makes to a lesson, be it the verbal response to a teacher's question or an extended written piece requires feedback from the class teacher. It is essential that all work produced by a pupil during a lesson is seen the same day by the class teacher.

We understand that the feedback that works best might differ across subjects and age groups. This is why we do not prescribe one specific type of feedback over another. What is absolutely essential is that feedback or marking is used to help pupils improve their work and make progress. This should be evident even where written feedback is not. In English, our drafting process makes this approach clear.

But feedback is a two-way street. The process of looking over a set of books provides opportunities for teacher as well as pupil feedback. Our staff partake in daily meetings with their year group colleagues to digest what the books are telling them: what went well, and what needs to be retaught. It is a better use of a teacher's time to tweak and refine tomorrow's lessons, as opposed to writing comments in every pupil's book.

Marking is sometimes useful. Most written marking is for making corrections (e.g. calculations, spellings, punctuation) or for addressing basic misconceptions where a conversation may not be necessary. We insist that all mistakes are addressed by the class teacher. Visible marking in books is not necessarily an indication of good teaching and should be not seen as so. The effectiveness of a teachers' feedback will be seen in the progress made by the children in his/her class.

Research tells us that the most effective feedback is that which happens at the point of learning. This is where we aim to ensure the majority of feedback takes place at Tweeddale. We give a mixture of individual, group and whole class feedback. Whole class feedback occurs where the teacher has noted either misconceptions or points for improvement that could benefit the whole class. This will normally be shared at the beginning of a new lesson, but not always. The teacher may plan to target feedback to specific groups of children, depending on how widespread a certain misconception is. Individual feedback happens through conversations with individual children. We do this in a systematic way so that all children receive personalised feedback throughout the course of the school week.

At all times, staff are encouraged to ask themselves the question, "Is the feedback I am giving going to have an impact on learning?"

We believe good feedback should be:

- For teachers as well as pupils;
- Designed to close the gap between current performance and end goal;
- Given at the point of learning, or at the earliest possible opportunity – the effectiveness of feedback given several days after the work is submitted is diminished and often counterproductive;
- Diverse, depending on the needs of the student and the class, as well as the curriculum area;
- Does not merely correct but leads the child to find the answer independently – meaning clues will be given to instruct the child why they have made a mistake, in order to improve their method and in turn, to produce a better product;
- Meaningful, manageable, and motivating

Feedback and Marking - All subjects

- Feedback can take the form of teacher or LSA marking; peer marking; self-marking; individual, group or whole class feedback. Teachers will check that peer and self-marking is correct.

Verbal Feedback
- Where learning was <u>discussed</u> in detail and children were provided with oral feedback, a 'VF' for verbal feedback is sufficient.

Peer and self-assessment
- Children should be taught how to respond effectively to their own, and others', work, learning to comment against the learning objective and success criteria and giving 'next steps', as the teacher would.
- Children should then be given regular opportunities to apply this to their own and others' work.
- Where this takes place learners or teachers will denote this in books with an 'SA' or 'PA'

Written marking
- Teachers and LSAs may use positive stickers, stamps or positive comments such as 'Great effort' or 'Well done' when marking, if they feel this is appropriate
- Spelling/punctuation errors appropriate to the child's age and ability should be corrected throughout the child's work, and common spelling mistakes should be addressed

Writing Checklists
- Some of the children's work should be subject to focussed marking. This will take the form of one 'big write' a fortnight.
- Where writing checklists are used, teachers should highlight the checklist itself when the specific features are observed (see Appendix A for samples of writing checklists).

- Children should use writing checklists to ensure they are including the correct features of their year group expectation.
- When marking, teachers should highlight seen features on the writing checklist. The teacher and/or the children can highlight the appropriate features on their own work according to the writing checklists. <u>Green</u> highlighters show the correct features used by the child, and <u>pink</u> shows areas for improvement.
- In Years 2 and 6, teachers should stop using the pink highlighters after spring half term to ensure writing is independent for moderation and assessment.
- The vast majority of children should use the checklist designed for their year group. Less able children may be more appropriately assessed using the checklist from a lower year group.
- More able children will be assessed using the greater depth checklist when they have reached the expected standard for their year group.
- As a result of this marking, children will receive a 'Target Card' listing specific points of feedback to work on over the next two weeks (in all subject writing tasks) in order to improve

<u>Spellings</u>
- Children are expected to attempt spellings rather than to avoid them, encouraged by adults use, for example, phonics approaches or a dictionary.
- Children's attempts at words that they cannot spell will be regarded positively.
- Incorrect spellings of (age-appropriate) words that children should know will be drawn to their attention and one or two main errors identified to be practised three times under the piece of work.

<u>Symbols</u>
Children should be introduced to the symbols as the level of their writing develops. They should be taught editing skills using these symbols. It is not necessary to indicate every error in a piece of work.
- Staff should indicate how much support a child has received with a piece of work by using the symbols:
  'S' for support (extended working/1-1/small group)
- To indicate how feedback has been given:
'VF' should be used for verbal feedback
SA should be used for self-assessment
PA should be used for peer-assessment
- In Foundation Stage:
'AI' is used to show adult-initiated activities
'CI' is used to show child-initiated activities

When marking children's work the following symbols will be used by staff throughout the school:

✓	correct or to acknowledge that a piece of work has been seen and accepted

●	incorrect
Sp <mark>_____</mark>	Underline or highlight in pink for spelling errors. e.g. **ba<mark>o</mark>t**
^	a word or phrase is missing
O or <mark>_____</mark>	mistakes e.g. punctuation, capital letter should be circled or highlighted
//	to show the start of a new line/new paragraph

<u>Handwriting</u>
Letter formation and handwriting may form part of feedback to children. The scheme used is Nelson Handwriting and is further addressed in the English Policy.