



Marking and Feedback Policy

This policy was ratified: September 2020

And will be reviewed: September 2021

Signed by Headteacher: Samantha Welsby

Signed by Chair: Dave McWhirter

The purpose of feedback and assessment

As a school, we see the greatest impact when we agree, adopt and maintain a consistent approach, which is age and ability appropriate. Marking is a tool for formative ongoing assessment and ensures children are effectively challenged. At Newbold and Tredington C of E Primary School, we believe feedback provides a positive reinforcement of the teaching and learning process. We believe that pupils' self-esteem and resilience will develop through a range of quality feedback, including: verbal feedback, teacher assessment, self-assessment and peer assessment.

Principles:

- There is a consistent and manageable method of feedback, assessment and pupil response throughout the school.
- Work is assessed promptly and feedback given as close as possible to the time of the work being completed, including within the lesson.
- All adults working with the children are involved in giving feedback.
- Children are given opportunities to respond feedback and to make improvements to their work.
- Clear strategies for improvement are given.
- Feedback and assessment are used to inform future planning and target setting.

Work is assessed and feedback given in a variety of ways:

- Live feedback within a lesson
- Small-group and one-to-one conferencing after a lesson
- Distance written feedback after a lesson
- Whole class feedback
- Self- and peer-assessment

Live feedback within lesson

- Live marking allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.
- Live marking is time-efficient and reduces the need for distance marking at the end of the day. This in turn frees up time to plan for the next day.
- Live marking can be written or verbal
- If a child has needed help within the lesson, the adult giving the help will indicate this by initialling the work. This will support the teacher's summative assessment at the end of each term.

- Where verbal feedback has been given, this is recorded in children's books, either by the adult (V: finger spaces) or by the child (I spoke to my teacher and we agreed that I need to use more conjunctions). Pre-printed stickers (I spoke to my teacher and we agreed that...) can be used for this.

Small-group and one-to-one conferencing after a lesson

- A conversation with a child or group of children about their work can be more effective than written marking as both adults and children develop an unambiguous shared understanding of the next steps. Conferencing sessions are recorded in children's books in the same way as live verbal feedback (see above).

Distance written feedback

- When immediate feedback cannot be given, work is assessed later to inform future planning and provide feedback to children.
- Teachers exercise professional judgement about the level of written marking that is required. This varies according to age group, subject and task.
- Lengthy written marking is not a proxy for effective feedback.

Whole class feedback

- This works when similar feedback can be given to the whole class: a common misconception or shared next step.
- Whole class feedback is also helpful to model the feedback process and support self- and peer-assessment. Marking one piece of children's work as a group/class also teaches particular points at the same time. Another strategy is to show two pieces of work with the same title, and discuss their differences.
- After this, children then mark against a checklist (written or oral) of requirements such as features of a genre or a good descriptive sentence.

Self-marking

- Children edit their own work in red pen and have opportunities to correct as they go along.
- Children are given answer sheets or use Success Criteria to ensure accuracy of marking.
- When self-marking, children include a reflective comment on their work. Eg 'I remembered my capital letters and full stops. Next time I will try to use more adjectives', 'I can add fractions when they have the same denominator'.
- When work is self-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

Peer-marking in Upper Key Stage 2

- Children mark a friend's work using pencil, using answer sheets or Success Criteria.
- Children give feedback verbally. This is recorded by the child receiving the feedback. 'My friend said that I need to remember commas after fronted adverbials.', 'My friend said that I need to remember that taking away makes numbers smaller.'
- The child receiving the feedback also records who has marked their work.
- When work is peer-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

Written Marking: Maths

- Work is marked in green pen with comment – tick successes rather than highlight
- Errors indicated with a dot

EYFS Nursery

Children will communicate with teaching staff about their learning through asking and answering questions during conversations with adults and their peers.

Reception

Children will communicate with teaching staff about their learning through answering questions and during conversations with adults. During focus tasks, feedback for the children will be predominantly verbal. Focus work **will be annotated for assessment purposes using the colours, faces and codes indicated below:**

Every piece of work should be assessed by an adult during the focus group session.

Monitoring

Books will be monitored regularly by subject leaders and SLT through book trawls, drop-ins and child discussions. Relevant feedback will be given.

Marking Symbols

Purple

L.O. achieved at greater depth

Yellow

L.O. achieved

Green

L.O. needs further support

No highlighting indicated that the child isn't totally secure.

Highlighters to indicate areas in the text (as above)

CT - Class teacher

LSA - Learning Support Assistant

I - Independent

In the margin near where the adult worked with the child.

V - Specific verbal feedback

Sp to identify spelling correction



Great effort - 1 hp

Non-Negotiables

Ruby Non-negotiables

- Date underlined with a pencil and ruler
- Title underlined with a pencil and ruler
- Letters are on the line and the correct way round
- Checked CL . ? !
- Used phonics
- Numbers are the correct way round

0 1 2 3 4 5 6 7 8 9

Sapphire Non-negotiables

- Date underlined with a pencil and ruler
- Title underlined with a pencil and ruler
- Handwriting is neat and joined
- Used CL . ? ! , ' " " correctly
- Written enough for the task

Emerald Non-negotiables

- Date underlined with a pencil and ruler
- Title underlined with a pencil and ruler
- Handwriting is neat and joined
- Used CL . ? ! , after fronted adverbials ' " " correctly
- Written enough for the task and checked it matches the purpose

Amber Non-negotiables

- Date underlined with a pencil and ruler
- Title underlined with a pencil and ruler
- Handwriting is neat and joined
- Used CL . ? ! , after fronted adverbials ' " " () - : ; correctly
- Target check
- Written enough for the task and checked it matches the purpose