

# **Feedback & Marking Policy**



## **1. Introduction**

At Grangetown Primary School we recognise the vital importance of feedback (verbal, written) as part of the teaching and learning cycle. By using feedback wisely and skilfully, we support children in their next steps in order to ensure they make progress in their learning.

Feedback is a vital part of the learning process. It is how achievement and success is acknowledged, and it is also how a piece of work, or for example part of a dance movement or a science technique, can be honed and improved. Feedback in any learning situation can be 1:1, or can involve a group or class. Teachers provide feedback numerous times every day, in the classroom, in their dialogue with children. This policy sets out how we have changed our approach to feedback, so that it best supports pupil learning.

## **2. Aims**

In our feedback, we

- Value each child as an individual so that they can develop their own potential through an active role in their own learning
- Provide consistency and continuity throughout the school so that children can have a clear understanding of teacher expectations
- Develop children's self-esteem through praise and valuing their achievements
- Create a dialogue with the children which will aid their progression
- Improve standards by encouraging children to give their best and edit and improve on their work
- Through teacher feedback we aim to encourage children to take responsibility for their own checking / correcting / editing and re-drafting

We believe that the focus of feedback and marking should be to further develop children's learning. We also understand that all children will respond to feedback in different ways, therefore, teachers will use their judgment to decide which method of feedback is most beneficial for each individual child. At Grangetown we believe that feedback has maximum impact when given within the lesson or as soon as possible after. Teaching and interventions are geared to providing immediate feedback. All pupils' learning is reviewed by teachers at the earliest appropriate opportunity so that it can impact on future learning.

Our feedback and marking will enable teachers to:

- Plan the next steps in teaching and learning
- Monitor children's progress and to diagnose what has not been understood to inform future planning
- Make judgements about pupils' attainment, particularly relating to National Curriculum assessments
- Inform individual, class and whole school assessment and planning
- Identify if work has errors which children need to correct or if there are misconceptions which need to be addressed by teachers
- Provide opportunities for questioning which deepens children's learning.

### 3. Feedback and marking in practice







It is vital that teachers evaluate the work that children undertake in lessons and that this is an interactive and developmental process. However when feedback is provided, it is important that it is first and foremost for the benefit of the individual child. Feedback occurs in these ways:

1. Immediate feedback- at the point of teaching
2. Summary feedback- at the end of a task/ lesson
3. Review feedback- after the point of teaching

Type	What it looks like
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, questioning etc.</li> <li>• Takes place in lessons with individuals or small groups often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• Sometimes peer assessment provides opportunity for immediate improvement of work</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include arrow work for challenge, support or scaffolding</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a task, activity or lesson</li> <li>• Involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take the form of self or peer marking (including the use of traffic lights to self assess)</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place after teaching/ lesson</li> <li>• May include arrow work for challenge, support or scaffolding</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• May lead to changes in planning, future lessons and teaching sequences</li> <li>• Could result in children being identified for immediate interventions</li> <li>• Completion of whole class feedback sheet and marking codes recorded in child's book</li> <li>• EYFS &amp; KS1 to annotate phonics and spelling planning</li> <li>• Time built into lessons and activity sessions for children to reflect on and respond to feedback</li> </ul>

#### **4. Marking code**

During the review process we use marking codes to show the level of support given and to see whether children met the learning objective. The intention is that minimum teacher time should lead to maximum pupil outcomes. The codes are set out below.

<b>Annotation</b>	<b>Meaning</b>
	Work which demonstrates that a pupil has met the learning objective, demonstrated a particular skill or achieved the intended outcome.
	Work which demonstrates that a pupil has partially met the learning objective, demonstrated a particular skill or achieved the intended outcome or required some additional support. It may demonstrate that work displays an error or misconception.
	The child has not met learning objective and work requires further intervention.
CPA	*Only used in Maths* Concrete- using practical resources Pictorial- using pictures to represent concepts Abstract- using mental and formal written strategies The main method used will be circled
TS	Support given by a teacher
TAS	Support given by a teaching assistant
	Indicates further challenge or support

#### **5. Whole class feedback**

During the review stage class teachers will complete whole class feedback sheets for English and Maths. The purpose of this is to gather information about how well the class has met the learning objective, any misconceptions and to inform future learning and planning. Misconceptions are addressed with individuals, small groups or whole class. Where children have met the learning objective, next steps are identified to master the approach.

All work is read by the teacher and acknowledged by an annotation from the marking code. Because of the focus on feedback, children are expected to respond and make changes to their work. In KS2 children respond to verbal feedback using polishing pens on a regular basis. In KS1 children respond to verbal feedback using pencils, however following an extended piece of writing children will also use polishing pens with support.

***The feedback sheets are as follows:***

## **EYFS Feedback & Marking**

Date:

Area of Learning:

Objective/Activity:

<b>Work to praise and share</b>	<b>Needed support</b>
<b>Challenge</b>	<b>Immediate corrections</b>
<b>Misconceptions</b>	<b>Basic Skills</b>
<b>Other</b>	<b>Next Steps and interventions</b>

## **KS1 Feedback & Marking**

Date:

Subject:

Objective/Activity:

<b>Work to praise and share</b>	<b>Needed support</b>
<b>Challenge</b>	<b>Intervention</b>
<b>Misconceptions</b>	<b>Basic Skills</b>
<b>Other</b>	<b>Next Lesson Notes</b>

## **KS2 Feedback and Marking**

Date:

Subject: English

Objective/Activity:

<b>Work to praise and share</b>	<b>Immediate Intervention</b>
<b>Required Support Within Lesson</b>	<b>Basic Skills Errors</b>
<b>Misconceptions and Next Lesson Notes</b>	
<b>Other</b>	

**KS2 Feedback and Marking**

Date:

Subject: Maths

Objective/Activity:

<b>Work to praise and share</b>	<b>Immediate Intervention</b>
<b>Required Support Within Lesson</b>	<b>Level of Challenge</b>
<b>Misconception &amp; next lesson notes</b>	
<b>Other</b>	

<b>Monster Phonics Feedback</b> Date: Focus:	
<b>Recall</b>	<b>HF &amp; CEW</b>
<b>Application</b>	<b>Misconceptions</b>
<b>Intervention</b>	<b>Next Steps</b>

Policy drawn-up in discussion with staff, by L. Russell, L. Millican, S. Hunter, N. Stabler & V. Hanlon - SLT - July 2018

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