



Marking & Feedback Policy



The aims of this policy are:

- To promote independent learning for all children
- To be inclusive ensuring all children enjoy and achieve
- Increase opportunities for *constructive* feedback to be given during the lesson
- To maintain consistently high standards for all children

To provide children with the best possible opportunity to make progress, almost all feedback and marking takes place during the lesson. The role of the teacher is to address misconceptions and give advice to children which enables them to make improvements. Advice is immediate and given as part of the lesson. Children action advice given during the lesson immediately - this will be evidenced in their learning books.

However, there may still be a need for some marking to take place outside of the lesson. Teachers may need to provide recorded feedback, including corrections, positive praise, stickers and targets. Marking should still support assessment and inform planning adaptations.

Feedback should:

- Be regularly provided to pupils.
- Give children opportunities to reflect upon their learning needs and evaluate their own and their peers' learning
- Use feedback to assist teachers in assessment and planning of pupils' work.
- Allow children to know the next step in their own learning and motivate them to action this.

Feedback strategies

- Peer and self-assessment
- Immediate targets given in lesson
- Judge against criteria/age related expectations
- Scaffold feedback using the iPad as a visualiser









Feedback

Feedback should focus on the learning intention of the task. The emphasis of feedback should be to address and clarify misconceptions and enable children to make improvements which lead to progress in their learning. However, presentation should be referred to where appropriate and targets provided, e.g. for spelling and letter formation. Focused comments must help the child in 'closing the gap' between what they have achieved and what they could have achieved.



Feedback Codes



	<p>The child has met the LO (To be marked next to the LO)</p>
	<p>The child has partially met the LO (To be marked next to the LO)</p>
	<p>The child has not met the LO (To be marked next to the LO)</p>
	<p>Stamp to be used during the lesson for immediate feedback which addresses misconceptions/raises standards. Stamp to be placed in the body of the learning predominately for challenge but may be used for positive feedback. Where possible, children are to write their targets (in KS2 use the Purple Pen of Progress) Stamp can be used at the end of the lesson where additional feedback is required.</p>
<p>Children writing in purple pen (KS2)</p>	<p>Children annotate and improve their work using the Purple Pen of Progress.</p>
	<p>Correct (Teacher, Peer, Child)</p>
	<p>Incorrect (Teacher, Peer, Child)</p>
<p>Sp _____</p>	<p>Incorrect spelling KS1 - next to word KS2 - in margin on left</p>
	<p>Paragraph</p>
	<p>Stickers regularly provided by adults and added to children's books</p>
<p>Not achieved • (Red) Part achieved • (Yellow) Achieved • (Green)</p>	<p>To be used by the children at the end of every piece of work (Using coloured pencil)</p>

Appendix 1

Examples of improvements prompts given in the lesson for immediate response

(Be specific, use concise phrases and link directly to learning)

Use of consistent and accurate language related to terminology - see National Curriculum

Please do not create your own codes

- (STAMP - Mrs _____ says) Check full stops
- (STAMP - Mrs _____ says) Check place value
- (STAMP - Mrs _____ says) Use the correct operation
- (STAMP - Mrs _____ says) Remember the decimal point
- (STAMP - Mrs _____ says) Use a dictionary to check.....
- (STAMP - Mrs _____ says) Use ambitious vocabulary
- (STAMP - Mrs _____ says) Remember finger spaces
- (STAMP - Mrs _____ says) Show the calculation
- (STAMP - Mrs _____ says) Include a colon
- (STAMP - Mrs _____ says) Use an A,A sentence
- (STAMP - Mrs _____ says) Form the letter f correctly
- (STAMP - Mrs _____ says) Use a ruler
- (STAMP - Mrs _____ says) Fantastic use of exclamation sentences for effect
- (STAMP - Mrs _____ says) Amazing explanation of your method
- (STAMP - Mrs _____ says) Remember fair test
- (STAMP - Mrs _____ says) Don't forget to read it back
- (STAMP - Mrs _____ says) Start here
- (STAMP - Mrs _____ says) What will (character name) do next and why?
- (STAMP - Mrs _____ says) Which words did you like in this text and why?
- (STAMP - Mrs _____ says) Move onto the challenge
- (STAMP - Mrs _____ says) Make your lower case letters smaller

Appendix 2

Examples of children's reflective writing at the end of a unit of learning

(This list is by no means exhaustive and will be added to regularly)

This could link to the thinking hats.

Detail in the reflective writing will be age dependent

Writing - I am really pleased with my word choices during this topic such as curious as it builds suspense.
I would like to learn how to use inverted commas correctly in my next story.

Maths - I really enjoyed this unit because I now feel more confident dividing using formal methods. I learnt short division and am looking forward to applying this to arithmetic tests.

Science - I didn't know very much about how to build an electrical circuit. During the topic we used electrical components to create our own circuits and now it all makes sense!