

# Jotmans Hall Primary School

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## Feedback and Marking Policy

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Approved by the Governors:	.....

## **Feedback and Marking Policy for Jotmans Hall Primary School**

### **Introduction**

We believe that it is important to provide constructive feedback to pupils in a variety of ways, focusing on success and improvement needs against learning objectives. This enables pupils to become reflective learners and helps them to move their learning on.

Feedback and marking complements and assists teaching and learning. Feedback and marking should be diagnostic and inform pupils of the next steps needed in their learning in order to improve their work. Feedback and marking will focus on the learning objective and success criteria for that lesson. The school policy will provide standardisation and consistency of practices throughout the school. The implementation of the policy is the responsibility of all staff.

### **Purpose of feedback and marking**

- To enable pupils to become reflective learners, involved in their own learning.
- To enable pupils to be aware of their own progress and next steps, and how to achieve these.
- To raise attainment and maximise progress for all pupils.
- To raise the quality of the teaching and learning for all pupils.

### **Principles**

Feedback and marking should:

- be manageable for all staff and accessible to pupils;
- be on display and understood by all pupils;
- be based on clear Learning Objectives and Success Criteria;
- involve all adults working with the pupils in the classroom;
- should be positive and constructive, enabling the child to take their learning forward;
- ensure pupils are aware of the 'next steps' progress in their learning and enable pupils to become increasingly involved in determining what these might be;
- encourage pupils to reflect on themselves and their peers as learners;
- give recognition and praise for achievement and clear strategies for improvement;
- focus on the progress of the individual rather than making a comparison with others;
- allow specific time for pupils to read, reflect and respond to marking;
- inform assessment and future planning;
- be consistent across the school, using agreed school marking codes;

## **Practices and Procedures**

(See Appendices for examples of the following)

### **Marking Scheme**

Throughout the school a consistent approach to marking is essential. All staff and pupils should be aware of the Marking Scheme. This will be reviewed regularly, to ensure it is still valid and used appropriately. Marking practices will be reviewed through work/book scrutinies by the Senior Leadership Team and subject leaders, in order to ensure this consistent approach. Regular learning conversations will be undertaken with pupils to ensure that the marking scheme is successful and effective.

‘Tickled Pink’ and ‘Green for Growth’ highlighting is used on written work. A pink highlighter is used to indicate parts of the work that have met the Learning Objective / Success Criteria or met a previous target. A green highlighter is used to show areas that could be improved. Teachers should aim for more pink than green. ‘Green for Growth’ could link to an individual target and should be one clear, focused step for development. Pupils should have time to reflect on and respond to this marking. Staff will acknowledge any response made by the children, to show that these are valued.

### **Verbal Feedback**

This means discussion of work and direct contact with the pupil. It is particularly appropriate with younger, less able or less confident pupils. Such an exchange should be accompanied by a written comment or a **D** (Discuss) to serve as a record that the pupil has received feedback.

As part of the verbal feedback process, staff will circulate throughout the lesson in order to support and encourage pupils to make improvements to their work. Mini-plenaries are used to celebrate pupils’ work, which is matched to the Learning Objective and Success Criteria. It may also provide ideas/support for other children.

In the Foundation Stage it is recognised that verbal feedback will be the principal method of feedback to ensure that pupils receive immediate response to their work/activity, as part of continuous assessment and observations.

### **Written Feedback**

Written or visual feedback will be added to pupils’ work. These should be positive and relate to the Learning Objectives and Success Criteria for the lesson. In addition, comments should

refer to previous targets and next steps needed to improve their work further. The standards set in Literacy and Maths should be consistent throughout all subjects.

Independent writers will draft and self-check their work for the teacher to mark. The use of checklists and success criteria are used to support pupils in identifying areas where improvements can be made. Any relevant mistakes not identified by pupils will be highlighted by the teacher, so that further corrections/improvements may be made.

Not every mistake needs to be corrected, as this may be counter-productive to pupils' motivation. Therefore, not every spelling, punctuation and grammar error will be marked in every piece of writing, but may be noted as a future teaching point.

For re-draft and display purposes, pupils' work may be spell checked, amended and copied out to produce a 'final presentation' copy. Marking and feedback would have been provided in an earlier writing session.

### **Presentation of written work**

Evidence that pupils take pride in their work is shown in the following ways:

- all pieces of work should be clearly dated, either written out in full or abbreviated
- clear letter and number formation of a consistent size
- correct spacing
- underlining with a ruler
- single line through the work if a mistake has been made
- rubbers used sparingly
- handwriting to be consistent with school policy
- using school-approved writing apparatus

### **Self-correction**

All pupils are encouraged and reminded to self-correct. Self-correction fosters independent learning, encourages pupils to evaluate their work and aids teacher assessment.

## **Peer Marking**

We encourage peer marking: in Key Stage 1 pupils are encouraged to read their work aloud to a talk partner in order to make improvements. In Key Stage 2 peer marking is more formal and marking partners agree to:

- respect and value their partner's work because they have done their best;
- try and see how their partner has tackled the Learning Objective and Success Criteria, and only try to improve things that are to do with them;
- tell their partner the good things identified in their work;
- listen to their partner's advice because they are trying to help them improve their work;
- look for a way to help their partner achieve the Learning Objective and Success Criteria;
- try to make their suggestions positive and constructive.

## **How will we measure our success?**

- Pupils will have a clear understanding of their next steps and how to achieve them.
- Pupils will have a ownership of their learning and be motivated during lessons.
- Pupils will value marking and it will be meaningful to them.
- Pupils will take risks and push themselves to achieve more.
- Pupil's will have a sense of well-being, because marking will help them to be more successful.
- Staff will be confident with assessment and future planning.

## **Inclusion Statement**

At Jotmans Hall Primary School, we are aware that some children have difficulty accessing the curriculum. Therefore, in line with the Disability and Discrimination Act of 2005 and Equality Act 2010, and the SEN and Disability Code of Practice 2014, resources and material will be adapted and reasonable adjustments made to make sure that this subject is accessible to all the children in our care.

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Signed on behalf of the Curriculum Committee

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Date

## Examples of visual marking key on display in classrooms

### Feedback and Marking Symbols

	=	Discussed
	=	Independent
	=	Paired Work
	=	Group Work
	=	What you have done well
	=	What you could improve

### What our feedback means

