



HAMPRESTON CE (VA) FIRST SCHOOL

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To love God and to love one another

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Effective Feedback and Marking Policy



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Overview

This policy has been formulated by all members of staff in order to maximise learning opportunities for children. We believe that marking and feedback should be effective in improving children's learning, efficient and manageable.

At Hampreston, we expect every child to do their best work and to show improvement in the quality of their work throughout the year. We expect our children to be involved in the learning process by knowing what they have achieved in lessons and being aware of their next steps. We value both written and verbal feedback in moving learning forwards. We aim to give children feedback on their work as soon as possible.

Aims and Objectives

- To recognise and reward children's effort and achievements in class, including when they've met the learning objective.
- To build children's self-esteem and pride in their work. (pink)
- To enable children to know their targets and next steps in learning. (green)
- To provide opportunities to edit and improve their own work (purple)
- To build additional dialogue between the pupil and the teacher about work in class, where appropriate.
- To provide evidence for assessment against the objectives of the National Curriculum.
- To ensure consistency across the school.
- To ensure marking is manageable and effective in moving learning forward.
- Assessment occurs in lessons on a daily basis

Hampreston's Guide to Good Feedback

Marking and feedback will:

- indicate the level of support/independence: Independent (I) and Supported (S)
- be meaningful and motivational
- help children to see what they have done well
- give clear and specific guidance on how the work can be improved
- relate to learning objective
- help the child in "closing the gap"
- Identify errors in specific elements of a child's spelling, grammar and punctuation in accordance with age related expectations for their year group and if developmentally appropriate.
- inform future planning and individual target setting

Feedback and Marking

At its heart, feedback is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. **This can often be achieved without extensive written dialogue or comments.**

The quality of the feedback, *however given*, will be seen in how a pupil is able to tackle subsequent work and demonstrate improvements. The quantity of feedback should not be confused with the quality.

There is no requirement for teachers to provide extensive written comments on every piece of work when there is very little evidence that this improves pupil outcomes in the long term.

All marking should be meaningful, manageable and motivating and must be proportionate.

The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'. This is not a requirement for pupils to provide a written response to feedback: it could simply be that pupils should act on the feedback in subsequent work.

Teachers should be clear about what they are trying to achieve and the best way of achieving it.

Verbal Feedback

- Verbal feedback will be given to children in lessons by teachers, TAs, or volunteer staff. Verbal feedback ensures children are given an instant response and therefore challenged or supported, where necessary.
- Verbal feedback will be used most frequently with children who are unable to read the comments in their books, particularly in EYFS and KS1. This will ensure that all pupils receive praise and know their next steps.
- Verbal feedback will be indicated with the initials 'VF' and annotation of what the verbal feedback was, for example, VF- capital letters, *when appropriate*.

Written Marking

Marking is defined as **"providing written feedback on pupils' work"**.

Written marking in books should reflect and reinforce the standards expected of children.

In EYFS and KS1, children will have their learning objective(s) stuck into their books in the form of 'Learning Labels'.

In KS2, the children will write their learning objective(s) as their title. (Where this is too long, an additional Learning Label will be used.)

The learning objective(s) will be marked in the following way to show successful completion of the task/objective:

- = Learning objective not met
- ✓ = Working Towards learning objective (WTS)
- ✓✓ = Evidence of working at Age Related Expectation for learning objective (ARE)
- ✓✓✓ = Demonstrating work at a higher level / exceeding the learning objective (GD)

With all written feedback in books, the learning objective will be marked to show the extent to which it has been met in the lessons. One tick indicates a child working towards meeting the learning objectives, two ticks indicates a child has achieved the learning objective and three ticks indicates the child has met the learning objective at greater depth.

Ticks may be used throughout children's work to indicate praise. This **may** include praise for objectives achieved outside of the main learning intention.

Children will regularly be given a next step to indicate an area where an improvement can be made, or where additional challenge will further the child's learning. This will be indicated symbolically using:










Written comments, feedback and praise about the work will be written in **pink** and next steps will be written in **green**. Children will self-edit and respond to marking in **purple**.

Written marking will fall under two categories:

1. Light Marking – this is every day marking and any comments will be used for a purpose.
2. Deeper Marking – less frequent - at least weekly – teachers will mark according to specific foci

Marking codes:

The following codes are used to simplify marking:

Finger Space 	Full Stop 
Capital Letter 	Handwriting 
Supported 	Independent 
Verbal Feedback Given VF	Next Steps 
Spelling ϕ	Extension Activity EXT

EYFS

In the Early Years Foundation Stage, the majority of evidence is observation based. This is stored on the Tapestry App on the teacher iPads.

Observations are clearly annotated as:

- I Independent
- S Supported by Teacher or TA
- AD Adult Directed

Where applicable, observations will be accompanied with a photograph. These observations are then cross referenced to the relevant EYFS Development Matters Framework Statements.

All children have a Learning Journey book and file, which is used to record paper based evidence from children's child initiated and independent learning. This evidence is recorded using Tapestry, or where Tapestry isn't available then observation stickers are used. Observations are annotated along with an accompanying comment.

Exercise books are used for Teacher and TA Focus Groups in English and Maths where learning is recorded by the child. Evidence in these books is marked using Tickled Pink and Green for Growth. We endeavour to mark the work in these books alongside the child, as verbal feedback is the most effective kind for children in EYFS.

Spellings

A limit of five (5) incorrect spellings will be highlighted in a child's work. At first, teachers will underline spellings, this will progress to 'sp' written in the margin where the misspelling has occurred. Children should be given opportunity to practise these.

Children are expected to read their comments at the beginning of each lesson and respond, when appropriate. Children should read their comments to inform their own target setting. If questions or further challenges have been written, it is expected that children respond. In KS2, children are encouraged to initial comments to show they have read them.

House points may be rewarded for particularly excellent work. This will be indicated with 'HP'.

Maths Specific Marking

Incorrect answers in maths will be marked with a dot to give children a chance to attempt the question again.

Marking in maths may help children to understand where they have made a mistake. For example, if a mistake had been made multiplying 200×3 , the children may benefit from a comment such as 'What is 2×3 ? 20×3 ?'. Errors and misconceptions will be noticed and addressed as soon as possible, and most frequently within the lesson.

English Specific Marking

Children are encouraged to edit their work, particularly in KS2. Children **may** be alerted to an error in a line with an arrow. This will allow children to know there is a grammatical, punctuation or spelling mistake. Children will take the responsibility to identify the mistake and correct it.

Marking will also include comments on the effect that their writing had on the reader. This will include comments, such as, 'I liked the part when...']

Independence / Supported Work

Work is deemed to be independent unless an 'S' or the words 'With Support' indicate otherwise.

For children who receive regular support e.g. SEN children, an 'I' or the words 'Independent Work' would be used where appropriate.

Additional Guidance

All learning, both class based and home learning, should be marked formatively.

Maths Journals and Learning journals should show a range of marking and assessment tools, such as deeper marking, light-touch marking and self and peer assessment.

Other working books (including worksheets), such as Early Bird, Guided Reading and SPAG books can be marked with a light-touch or self and peer assessment as the work in these books is less formal and there is less time for the children to respond to their feedback.

The stage of development of each child is taken into account when work is marked. All children and those with special educational needs benefit from oral feedback during and after a task.

Supply Teachers and Teaching Assistants

- TAs can be directed to pink and green specific, simple, right and wrong answers or indicate obvious errors in the process, for the groups of the children they are supporting in class and for their interventions
- TAs can provide feedback for the teacher on a post-it
- There is no expectation that Senior TAs and/or HLTAs do any more detailed marking than defined above. This is a teacher's responsibility.
- Supply teachers are required to mark work in accordance with this policy