**Tidbury Green School** Dickens
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Solihull
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## Policy Name

Feedback & Marking

## Date of Review

Autumn Term 2023

## Next Review Date

Autumn Term 2025

## Agreed by Governors

July 2023

## Date

July 2023

| | |
|---|---|
| **Policy:** | Marking & Feedback |
| **People Authorised to make changes to this policy:** | • Mrs. R Fitter<br>• Mr T Griffiths |
| **Committee responsible for approving policy:** | Policy, Curriculum, Scrutiny & Standards |

| **Questions for the reviewer of this policy:** | |
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| **Does this policy comply with statutory requirements and is relevant legislation and guidance referenced in the policy?** | Yes |
| **Does the policy reflect current evidence-based good practice?** | Yes |
| **Is the policy consistent with the vision and ethos of the school?** | Yes |
| **Does the policy reflect current practice in the school?** | Yes |

| **After policy review:** | |
|---|---|
| **Changes made:** | Minor amendments.<br>Update on writing targets. |
| **Expected impact of updated policy:** | Guidance for pupil marking and feedback |
| **Updated policy sent to governors:** | Summer 2023 |
| **Updated policy sent to staff:** | Summer 2023 |
| **Updated policy put on website:** | Autumn 2023 |

**Introduction**

Our whole school feedback and marking policy reflects the positive ethos of the school and the aims and objectives we learning to, in order to achieve in all curriculum areas. We create a happy, caring community in school in order to best address each pupil's needs for growth and development.

We are committed to the process involved in assessment for learning (A4L). Effective feedback is a part of that process. It is the basis for highlighting pupil's achievement and their next steps for learning.

To ensure that all pupil's reach their potential, all feedback should be positive and constructive, clear and appropriate in its purpose.

Feedback comes in two forms:

- Oral feedback/discussion/advice either to the whole class, group or individual
- Feedback through marking of an individual's learning

We ensure that assessment is embedded in the teaching and learning process (which includes feedback and marking) by:-

- making learning intentions explicit for pupils so that they know what is expected of them
- assessing the learning against these learning objectives and giving feedback to the learner with regards to how they are progressing and what they need to do next to improve

Feedback/marking demonstrates a respect for the learning produced, gives acknowledgement or advice to the pupil and helps the teacher shape future teaching and planning. Feedback/marking will also encourage the pupil to look at errors in a positive manner. This is in line with the school's positive approach to self-assessment.

**The purpose of verbal and written feedback through marking includes:**

- acknowledging pupil's efforts with a positive response
- aiding learning by determining the extent to which learning intentions have been understood
- Identifying the next steps for learning, planning and teaching.

**Why do we give feedback?**

- To provide a dialogue between pupil, group, class and/or teacher which offers appropriate feedback on accuracy, quality and what next needs to be done to progress.
- To monitor pupil's progress and identify the support or challenge needed by individuals.
- To encourage pupils and improve their confidence by recognising their achievement and giving value to their learning.
- To provide evidence of assessments made and to aid future planning.

**Basic Principles**

1. Feedback should value the learning of the pupils and should be both consistent and fair.

2. Wherever possible, feedback should somehow involve the pupil.

3. Feedback/marking should be manageable for the teacher, useful for the child and not unnecessarily time consuming.

4. All learning should be acknowledged by the teacher even if it is not to be marked directly. E.g. **D** inside a circle, standing for 'Discussed with the teacher'. This can be written by the pupil after a whole class, group or individual discussion with the pupil at a suitable time in the lesson.

5. Good learning that answers or surpasses the learning intention or is just a great example of what was expected from an individual pupil e.g. a complex sentence, a very descriptive word or phrase, will be neatly underlined/ highlighted in pastel green highlighter by the teacher as a way of showing this.

6. Feedback should be undertaken during or as soon after the learning is completed as possible. Time must be given for feedback to be read by the pupil or for verbal feedback to be given by the teacher to the class, group or to the individual.

7. Feedback must have positive benefits for teachers which will inform future planning (A4L).

8. The criteria for feedback and marking should be identified before the record of learning begins and, when appropriate, shared with pupils. Feedback will be focused on the learning intentions and also on the pupil's needs so not all mistakes will be identified.

9. Incorrect answers should not be removed after feedback/marking – mistakes are a positive step in children's learning.

10. Feedback should gauge the pupil's understanding, and identify any misconceptions.

11. Feedback should provide a basis both for summative and for formative assessment.

**Marking Methods**

- Use **purple** pens for positive comments, ticks, advice and examples of how to improve and dots for corrections in Maths. Use '**sp**' to identify incorrect spelling.

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- Rubber stamps, stickers, smiley faces, stars or house points indicate 'Be your best' linked to the School's Behaviour System. Use of a double tick ✓✓ will indicate learning that meets an individual learning goal or is notably impressive.

- Use comments and symbols economically so as not to smother or deface the learning.

- Use comments appropriate for the particular pupil – i.e. differentiated according to individual need.

- Where possible use the margin, bottom of the page or where a line separates writing, for comments. Staff model the writing they expect from pupils when giving written feedback by writing neatly and using the lines of an exercise book correctly.

- Spelling mistakes should be marked with an '**sp**'. The correct spelling should be written by the teacher at the bottom of the learning (maximum of 3) and the pupil needs to correct these 3 times. (Unless the learning is to be edited by the pupil.) Not all errors will be identified or require correction. The teacher will make the decision as to which to indicate. This will largely be spellings such as the common exception words, phonic patterns that have been taught, recently introduced vocabulary i.e. spellings which are relevant to the children.

- When a pupil has read their learning to an adult, the adult may write the correct spellings for some words so that they may be deciphered and remembered. These are not necessarily the words that need to be corrected by the pupil - those words will be signaled with an '**sp**'.

- Mark with the pupil alongside or share the marking outcomes with the child as much as possible.

- The pupils can also be responsible for marking their own learning in some lessons and this learning does then not need to be re-marked by the teacher.

- The pupils can mark (edit) their own learning in pairs and groups during the editing process and this learning will be discussed with the teacher and marked by the pupil with a **D** inside a circle.

- Highlight in pastel green good examples within the pupil's learning and use of the purple pen if they need to correct their learning.

- Marking may be undertaken orally and indicated with a **D** inside a circle by the teacher or the pupil (see key below).

- Individual pupil writing targets are written in the margin, ready for the next piece of learning. To ensure good progress, these are regularly given and checked by the teacher.

**Written learning to be edited and redrafted**

- At this stage they can use a dictionary, a thesaurus and word mats individually, in pairs or in groups.
- Pupils edit their learning in **green** pen.

**Final Piece of Writing**

- Underline in pastel green highlighter all success criteria elements that pupils have included in their learning.

**Early Years**

**Writing**

1. The Teacher/Teaching Assistant will share learning with the child encouraging them to 'read' their emergent writing.
2. The Teacher/Teaching Assistant scribes their ideas and puts a positive comment/visual feedback with stamps (pedagogs stamps) or key words where the child can read the feedback.
3. Visual stamps / prompt cards are used to remind the pupils in Reception and Year 1 to key writing devices such as finger spaces, full stops and capital letters.
4. A brief note is sometimes made of the discussion with the pupil to guide the adult when evaluating the pupil's progress against the next steps.

**Marking**

**Purple pen** used for ticks and teacher comments. Pastel green highlighter used to underline sentences, words or phrases show where learning is a good example of the learning intention.

## Symbols used in Marking

The teacher will make sure the pupils understand the correct symbols below.

Support staff may mark learning with the pupils and write comments in books, following the guidelines set out in this policy.

## Marking Key for Early Years and Year 1

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| **w/s** | with support |
| word | could not read word |
| ✓ | correct and independent learning |
| ✓✓ | Impressive learning or an individual goal achieved |

## Marking Key for KS1 and KS2 in Written Learning

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|---|---|
| **sp** | Spelling error (maximum of 3) - the incorrect spelling is identified with an 'sp' and the correct spelling is written. The child is then encouraged to write out the correct spelling 3 times at the end of their piece of learning. |
| **^** | An additional word, phrase or idea needs to be added. |
| **D** | Discussed with the child (not necessarily marked) either during the lesson or before the start of the next lesson. This can be written by the child or the teacher. |
| **WS** | With support |
| **_____?** | Confusing/does not make sense |

## Marking key against the title or learning intention

- Teacher Expectation not yet met

✓ Teacher Expectation met

✓✓ Teacher Expectation exceeded