



Rownhams St Johns CE Primary School

Feedback and Marking Policy

January 2017

Aim

At Rownhams, we believe that feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions/success criteria; enabling children to become reflective learners with a growth mindset, helping them to close the gap between current and desired performance. We are also mindful of workload implications and realise that effective feedback comes in many forms.

Our policy is underpinned by the advice given by the DfES Independent Teacher Review Group (March, 2016), “Effective marking is an essential part of the educational process. At its heart, it 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.”

Key Principles:

Our policy on feedback has at its core a number of key principles:

- be meaningful, manageable and motivational;
- improve children’s learning and inform future planning and teaching;
- verbal feedback, which is delivered during lessons, is most effective;
- written comments should be accessible and suit each child’s age, ability and needs;
- relates to learning intentions/success criteria which have been established with the children;
- involves all adults who are working within the classroom;
- allows specific time for all children to be directly involved in reading, reflecting and responding to feedback/ marking.
- all pupils’ work is to be reviewed and acknowledged by teachers at the earliest appropriate opportunity so that it can have a direct impact on future learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.

The quality of feedback and marking triangulates with the quality of teaching and learning and performance data to create a picture of the quality of teaching and learning.

Who is involved?

Leadership Team, Phase leaders, subject leaders: *monitoring, evaluation and inset; modelling good practice*

Class Teachers: *giving a range of feedback in a variety of forms in line with the learning intentions.*

Pupils: *self and peer assessment*

Learning Support Staff: *giving a range of feedback in a variety of forms in line with the learning intentions.*

All adults within the school community, including supply staff and trainees, are required to follow the policy.



Feedback and Marking Guidance for Teachers

Teacher feedback and marking is most effective when:

- it drives pupil progress;
- informs future planning, teaching and learning;
- it is appropriate to pupils' individual needs, age and responsibility;
- the child has an opportunity to read, respond and act upon written or verbal comments;
- the child is present;
- growth mind-set language is used.

We acknowledge that feedback comes in many different forms and occurs at different stages of the learning process. Feedback closest to the point of teaching and learning is likely to be most effective at driving pupil progress. All work should be acknowledged by teachers using the correct marking codes. Teachers' handwriting needs to be legible and model the school's handwriting policy in KS1 and LKS2. In UKS2 the teacher should model legible handwriting.

Marking Approaches	
Oral Feedback	With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning intention/success criteria and secondly, on other features. Feedback should be given in a quiet and supportive tone and be indicated using the correct marking code.
Self-Assessment	Children should self-evaluate wherever possible against the success criteria. Therefore, teachers need to provide time for this throughout lessons. In KS2, children should be given the opportunity to write reflective comments against the success criteria.
Peer – Assessment	Throughout the lesson, children should be given opportunities for peer assessment. Children need to be trained to do this through modelling with the whole class, watching paired marking in action. Teachers should encourage dialogue between children and promote the use of positive growth mindset language.
Quality marking	Teachers need to decide whether work should be simply acknowledged or given detailed attention. The emphasis in marking should be on both successes against the learning intention and improvement needs against the learning intention. Focused comments should help the child 'in closing the gap' between what they have achieved and what they could have achieved (eg ' <i>What else could you say about the prince?</i> ', ' <i>Say something about the prince's personality</i> '. ' <i>Try one of these words: handsome, elegant, arrogant</i> ').



Love, Joy and Responsibility



Rownhams St John's C of E Primary School

Feedback and Marking Codes

Feedback and Marking need to be **Meaningful, Manageable and Motivational**.

“There is one rule for marking and feedback: if it's not making a difference to learning, don't do it.” (Mary Myatt, 2013)

Pink Pen = Strengths to learning

Green pen = Target/ Next steps

VF	Verbal Feedback
S	Supported Learning
I	Independent Learning (indicated where necessary)
✓	Correct point or calculation
●	Incorrect point or calculation
^	Omitted word
?	Confused Point
←	Target on Success Criteria
Sp	Spelling mistake (Only 2/3 per child taking into consideration the age and ability of each individual child)
T	New Target
TM	Target Met



Love, Joy and Responsibility



Monitoring:

Marking and feedback will be monitored by senior leadership, phase leaders and subject leaders, through taking in samples of books and through lesson observations.

This policy will be reviewed throughout 2015-16 as we develop our teaching and learning policy further