

# Our Lady Queen of Peace RCVA Primary School

In our school we believe that each person is unique and created to flourish in God's image. We aspire to excellence through a nurturing environment in which every child takes Jesus Christ as their model and develops their individual gifts so that they live fully and serve others.



## Feedback Policy

Agreed:

Date: 5.12.17

Review Date: Autumn 2018

## Rationale

This policy reflects the school's values and philosophy in relation to giving children feedback about their written work. It has been produced as a result of action research undertaken by staff and is informed by *A marked improvement? A review of the evidence on written marking*, Education Endowment Foundation, April 2016. This policy is a working document which generates and informs good practice within our school. It is also a means to improve learning.

### The Characteristics of Assessment that Promote Learning

- It is embedded in a view of teaching and learning of which it is an essential part.
- It involves sharing learning goals with pupils
- It aims to help pupils to know and to recognise the standards they are aiming for
- It involves pupils in self-assessment
- It provides feedback which leads to pupils recognising their next steps and how to take them
- It is underpinned by confidence that every student can improve
- It involves both teachers and pupils reviewing and reflecting on assessment data.

Inside the Black Box  
Black and William 1999

## Audience

This policy is for all teaching staff, teaching support staff and supply teachers who are involved in marking and feedback. It is also to inform parents about assessment for learning practices, how children are involved in their own learning and how written work is marked.

## Aims of the Policy

- To enable pupils to raise the standard of their work
- To ensure that feedback is effective and leads to improved learning
- To assess a child's ability and to move them on to their next step in learning
- To actively involve children in their learning and give them the skills to evaluate their own work
- To raise pupil self-esteem and celebrate success
- To ensure consistency in feedback and marking across the school
- To ensure a manageable system
- To inform parents

## Marking and Feedback Principles

Feedback is given to highlight success and improvement needs against the learning intention and is usually verbal or sometimes written. Children are requested to make small improvements to ensure rich impact on their work and attitudes to improvement and learning. Focused comments enable children to close the gap between what they have demonstrated that they have learned and what they could achieve. Comments acknowledge success but also prompt children to understand how their work can be improved.

## Verbal Feedback and Acknowledgement Marking

Verbal feedback is given to provide ways to improve learning. The language of our classrooms creates an ethos where speaking about learning is good and has an enormous impact on the children. Presenting difficulties or misconceptions as fundamental and exciting opportunities for new learning leads ensures efficiency in teaching and leads to improved confidence in the pupils.

Teachers' verbal feedback is focused around the learning of the task or a child's own individual targets and is given during the course of a lesson in order to have immediate impact on the learning and to avoid misconceptions. It may be given to an individual, to a group or to the whole class and where it is given in response to a written task the work will be annotated "V.F." (Verbal Feedback.)

Acknowledgement marking takes the form of a tick or stamp. This acknowledgement informs others that the work has been dealt with orally in a group or whole-class setting.

## Distance Marking

Marking completed outwith of the lesson, away from the child, is positive, clear and reflects learning successes and next steps. The outcomes are used to plan future lessons and tasks.

Comments should always:

- Be succinct
- Be clearly written using the school handwriting code
- Be written in a language that is understood by the child
- Be read by the child during planned lesson times
- Be responded to by the child before moving on to the next step

## Self- and Peer-Marking

Children mark their own work or each other's work as part of the learning experience. Misconceptions and errors are shared and discussed in order to clarify concepts, knowledge or skills. Where a child edits or assesses their own work it is annotated, "S.M." Green pen is used for improvements and a coloured pencil is used by pupils to mark their own or each other's work.

Children may be asked to work with *Talk Partners* to discuss their findings, ideas, thoughts or ideas. This engages all children in the lesson, develops collaborative and active learning, clarifies thoughts and creates a positive ethos. Talk partners support each other and reflect on the work in order to make the work better. Peer responses are usually verbal but may also be written.

## Emotional-Based Marking

Children are sometimes asked to record how they feel about a piece of work, lesson or series of lessons. This indicates to staff a child's level of confidence and takes the form "😊 or 😐" in EYFS, KS1 and Lower KS2. In Upper KS2 pupils shade up to four circles to denote their confidence in completing a task. Although marking should be as positive as possible, there may be occasions when it is necessary for staff to make emotive comments also, for example, when a child has not made their best effort.

## Age-Appropriate Feedback

Feedback may take different forms according to the age and ability of the child and may include:

### Early Years Foundation Stage

- Verbal feedback
- Talk partners
- Limited written feedback linked to developmental stages
- 😊
- Reward stickers for effort and achievements
- "Proud cloud" and "rain cloud"

### Key Stage One

- Verbal feedback
- Written marking, sometimes distance marked
- Peer verbal feedback
- Emotional-based marking
- Self-evaluation

- Stamp

### **Key Stage 2**

- Verbal feedback
- Written marking, (sometimes distance marked)
- Acknowledgement marking
- Self- and peer-marking
- Emotional-based marking

## **Organisation and Practice**

We will:

- Ensure that children are provided with success criteria, linked to the learning intention
- Use a variety of marking and feedback strategies to develop self-evaluation and to inform the children about how they may progress
- Use timely verbal feedback as the primary source of feedback and as an integral part of daily teaching, in order to maximise the impact on progress.
- Continuously model good practice in feedback to help the children develop an ability to evaluate their own work and that of others
- When necessary, complete distance marking which is accessible to children and manageable for teachers
- Consistently use a basic system of codes as part of the marking process
- Ensure each child is given time to make focused improvements to their work based on teacher prompts and suggestions, linked to success criteria, so that the marking is formative and acted upon by the children
- Use a red pen
- Ensure books are reviewed before the next lesson in that subject

Equality statement

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.
- This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Autumn 2017

## Annexe A: Marking Code

Code	
—	Incorrect spelling. Incorrect part of word is underlined and “sp” is written in margin. Children check with dictionary, wall display, word mat or teacher prompt and correct it. Add to spelling log
○	Capital letter needed.
○	Lower case letter needed.
*	Word, phrase or space is identified for improvement. Improvements discussed with child, or commented on by teacher and child makes the improvement.
superb	Green highlighted word or phrase – Used to identify examples for assessment purposes.
^	Missing word, or letter, with word/letter written above if appropriate.
//	New paragraph
✓	Tick next to lesson target. Target met in lesson
✓✓	Target met confidently.
•	Target not met
VF	Verbal feedback –The teacher talked to the child about their work, either in the lesson or after marking the work.
SW	Supported work
SM	Self-marked
PM	Peer marked
VIP	Same-day or planned intervention