



MARKING & FEEDBACK POLICY

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A Policy for Feedback and Marking

At Rothwell C of E Academy, we ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from staff to enable them to understand their progress and achievement and which identifies next steps in learning. Our marking is age appropriate and consistent throughout the school.

Non Negotiable Expectations:

- Work is marked regularly, marking is up to date and involves pupils where ever possible
- All pupils receive quality feedback which enables them to take their learning forward
- Marking is meaningful for all pupils
- Marking is consistent across the school
- Pupils are given time to respond to feedback and marking (DIRT Time)

Principles

How children's work is received and marked and the nature of feedback given to them has a direct bearing on learning attitudes and future achievements. Effective feedback has been proven to be an effective strategy to raise standards.

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development it is essential that:

- **Feedback is specific** learning intentions and layered targets (Bronze, Silver, Gold) are shared with pupils and these are the focus of feedback which can be both oral or written. Oral feedback is used whenever possible and is given as the learner is engaged with the learning process rather than later.
- **Feedback is clear and constructive** - Feedback and marking will celebrate and reward success and tell pupils what they need to do next to improve.
- **Feedback is followed through** - children are given quality time to respond to oral and written feedback and work on improvement suggestions given by the teacher or their peers. The use of purple pens to respond to marking and feedback, including up-leveilling work (purple polishing pen) is developed throughout the academy. Directed Improvement and Reflection Time (DIRT) is planned and developed through guided sessions.
- **Children are involved**- by understanding what is expected, what progress they are making. They develop responsibility for checking and improving their own and each others work against agreed success criteria or layered targets.
- **Outcomes from feedback** and marking are fed back into teacher's planning. Feedback and marking will result in clear targets being agreed for improvement. Whenever possible feedback and challenge is at the point of need (same lesson/day intervention) and may be noted in books.

Oral Feedback - Oral feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning intentions. It is interactive and developmental. It may give reassurance or a check on progress during a lesson or may be in the form of a learning review in a plenary session.

Written Feedback - Written feedback can take a number of different forms depending on the nature of the task. Written feedback from adults will be given in blue ink throughout the academy. Where feedback is given orally, a **V** will be used to indicate this.

Strategies

Closed Tasks

Acknowledgement marking against the learning objective: Pink for improvement and green for positive affirmation.

Unless correct spelling is a focus of the lesson, teachers will correct no more than *five mistakes* in any piece of work.

As with the correction of spelling mistakes, it is not necessary for teachers to correct every punctuation mistake unless this is a specific objective or a child's individual target.

Where a maths question is incorrect, then the teacher will put a dot and give the child the opportunity to self correct. If there is evidence of misunderstanding/repeating the same mistake then this will be addressed in future teaching.

All processes and symbols will be used consistently and will be age appropriate. A chart showing the agreed symbols is displayed in all classrooms.

Open Tasks

In open ended tasks – e.g. writing a final draft of a story or report, – pupils should receive quality feedback about their work and prompts as to how it can be improved. The emphasis in marking should be on both success against the learning intention and improvement needs against the learning intention and targets.

When teachers are using focused marking to make summative assessments and provide feedback to pupils the following principles have been agreed:

- Highlighting in green where the child has written best aspects against the learning intention
- Highlighting may also be used in other areas to indicate success for example if a learning intention involved the use of specific scientific vocabulary

- Indicating – by highlighting in pink, an appropriate number of areas where improvements can be made
- When appropriate, at the bottom of the page, writing a prompt to help the child make a small improvement

The type of prompt should reflect the ability of the child. The following are examples:

A reminder prompt

Most suitable for more able children as this simply reminds the child of what could be improved, e.g. 'say more about how you feel about this person'.

A scaffold prompt

Most suitable for children who need more structure than a simple reminder, this prompt provides some support

e.g. 'Can you describe how this person is a good friend? Describe something that happened which showed you were a good friend'.

An example prompt

Extremely successful with all children but especially with average or below average children, this prompt gives a choice of words or phrases eg 'Choose one of these statements to describe the friend in your story; *She had really long blonde hair with a lovely smile. She was always kind and smiled at everybody she met.*

Next step prompts-NS

The aim of this prompt is to indicate the next steps in children's learning – to move the child towards the next stage of their learning.

Responding to Feedback

Children are given regular time (DIRT) to respond to feedback and to improve their work. Where possible this will be completed in purple pen.

Communication with Parents

It is acknowledged that parents often look for 'traditional' marking when they look at their child's books. For this reason we will communicate the main points about our marking policy to parents.

Monitoring and Evaluation

We share best practice in feedback and marking and ensure that its main function is to support learning

Implementation of this policy will be monitored and evaluated through work scrutiny and pupil interviews.