



Salterlee Primary School

Feedback and Marking Policy 2017/18

It is important to provide constructive feedback to children, as children learn best and make most progress when they know how they can improve. By focusing on successes and improvements, linked to specific learning intentions/objectives/targets, children learn to be reflective learners and begin to close the gap between what they can currently do and what they need to be able to do to progress. Feedback and marking should be aimed to improve children's learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment.

Feedback:

- Should identify and value the 'processes' in the learning, rather than just the outcome.
- Should always refer to a child's effort/behaviour and not an inherent ability or quality.
- Should reflect on how the efforts have led to success or achieving progress.
- Should be ongoing throughout the lesson (a forward looking approach using current information to guide and nudge learning in the right direction)
- Can be led by adults and pupils
- Should be clearly linked to the success criteria
- Should include the child's name to personalise the feedback
- Should be referred to not yet achieved 'Every Time Success Criteria'

We use feedback as part of a closing the gap approach towards learning, using verbal feedback within the lesson so that children utilize their learning opportunities and meet the learning intention.

We use the following strategies:

- Mini plenaries – checking on progress to success criteria throughout the lesson – also following a line of questioning in more depth
- Focus in on one part of the success criteria for peer marking and feedback before the end of the lesson
- Giving children a starting task, identify the learning intention and success criteria during the lesson
- Marking within the lesson linked to success criteria and Every Time Success Criteria (Black pen)
- Peer marking identifying success and suggested improvements linked to success criteria (Green pen by pupil)
- Giving time before the end or at the start of the lesson to act on feedback
- Using verbal feedback in a voice which can be heard across the room to help give others the choice of acting on it if they need to
- Getting children to sign off their learning partners work to say they have acted on the feedback.

Marking:

Marking is less effective as a strategy for giving feedback than using the above. However, it does have a place to play in helping children to reflect on their successes and can provide opportunities for children to close the gap. Marking has a two pronged approach; success and improvement and consistency in core learning skills.

Success and Improvement

Marking relates to the learning intention and success criteria. It highlights successes and aspects of improvement to ensure the child knows what they have achieved and how to close the gap. In addition, it provides a prompt for the child to act on to show that they have understood and had a chance to succeed again at the particular aspect of learning.

e.g.

LI: To write detailed opening paragraphs in fiction

The following is an excerpt from a Y6 child's piece of work at Cranborne.

*One early summer's day, a boy was wondering down the **empty** street when he noticed his grandfather with a large glimmering present **in his hand**. ~~He~~ Sam was excited because he thought the present must be for him. **As his grandfather got closer he said, "This present is for you!"** and a shiver ran through him as the present touched his hand.*

The writing highlighted in red is the improvement made by the child according to comments related to the success criteria.

Written feedback comment:

*Good description of setting

*Excellent use of description of emotions

Possible next steps linked to success criteria

- Give greater detail to your character by using their names and/or professions; or
- Give greater detail to your characters by using direct speech/thoughts; or
- Give detail to your opening paragraph by describing the setting/actions more specifically. E.g empty street, present 'in his hand'.

Below is another example illustrated from Shirley Clarke's Formative Assessment in Action.


Child's work	Comment	Feedback example provided by teacher	Improvement Prompt provided by the teacher.
'The man was looking at the children.'	Use subordinate clauses in your work	'The man, with a slight grin on his face, was looking at the children.'	Can you add a clause in to this part of your story? The children, ..., were very angry.

The child would then have to act on this feedback and complete the improvement prompt.

Appendix 1: Teachers' Symbols

The following symbols are to be used by staff when marking children's work. They should be displayed in classroom so that the children can refer to them if needed.

What do my Teacher's Symbols mean?

VF	Verbal Feedback Given
IA	Independent activity
TA	Teaching assistant helped
CT	Class Teacher helped me
PA	Peer Assessed Work (with Child's initials)
VPA	Verbal Peer Assessment (with Child's initials)
SA	Self-assessed work
MO	Moved On – to more challenging task
MB	Moved Back – to a less challenging task to consolidate learning
IT	Task completed during improvement time
*	Star – comment based on achieved success criterion
T 1/2/3	Next Steps Target – given on white board
	Class Credit
Sp	Spelling (with word underlined)
//	New Paragraph
○	Punctuation missing
®	Capital incorrect
^	Word missing
(?)	Doesn't make sense (section in question in brackets)

Appendix 2 – Quick Guide for Staff

English and Science Books (including Topic Work)

- **Black** pen for feedback given **during the lesson**
- **Blue** pen for feedback given **after lesson** when marking
- **Green** pens for **peer and self-assessment**, including improvement time
- **Comments** to be **positive** and relate to **learning objectives** and **success criteria**.
- Combination of **self, peer and teacher review** used
- Opportunities for **children to reflect on marking** given frequently (**at least once a week**)
- **'SP' spelling** symbol requires corrected spelling to be written **three times in margin** in **KS1** and written into **spelling books in KS2**
- **Two stars** used to highlight **success criteria met** and Next Steps used to direct improvement time relating to success criteria not yet met.
- **Deep marking** to be undertaken on **every piece of extended writing** (at least **once per Unit, per half term**)

Numeracy

- Ticks used for correct answers
- Underline (not crosses) for incorrect answers – to be corrected by child in improvement time
- T1/2/3 given for Next Step or Challenge task.

Topic

- We have the same expectations in all subjects