



Marking, Feedback and Target Setting Policy

'If children live with encouragement, they learn confidence. If children live with praise, they learn to appreciate. If children live with recognition, they learn it is good to have a goal'

Dorothy Law Nolte

At Nafferton Primary School, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking. We believe effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

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

- the sole focus of feedback and marking should be to further children's learning;
- written comments should only be used when they are appropriate and where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- Pupils' work should be acknowledged by the teacher or teaching assistant using the most appropriate method, so that it might impact on future learning.
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Feedback and Marking in Practice at NPS

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Refer to Marking Posters for each Key Stage.

Feedback occurs at one of three common stages in the learning process:

Immediate Feedback – at the point of teaching

- Takes place in lessons with individuals or small groups
- Often given verbally to pupils for immediate action
- Includes the teacher gathering immediate feedback from teaching, questioning, whiteboards, book work, live marking by the class teacher etc
- May involve the use of teaching assistant to provide support or further challenge
- Use of mini-plenaries to re-direct the focus of the teaching or the task
- May include annotating using our Marking And Feedback Code
- Use of Peer/Shared Marking during the lesson using purple or blue pens
- Use of Self-Marking during the lesson using purple or blue pens
- Set children challenges once a concept has been grasped.

2. **Summary Feedback** – at the end of a lesson/task

- Takes place at the end of a lesson or activity
- Often involves whole group or class discussion and questioning
- Provides an opportunity for evaluation of learning in the lesson
- May include annotating using our Marking And Feedback Code
- May take the form of Self or Peer/Shared Marking against agreed criteria in purple pen
- May involve using Face Symbols for children to assess their own work
- May involve one to one or small group discussion with pupils to clarify or extend learning further
- Set children challenges once a concept has been grasped
- Improve work using purple or blue pens.

3. **Review Feedback** – away from the point of teaching (including written comments)

- Takes place away from the point of teaching
- May involve the use of our Stamp System with related rewards
- May involve written comments/annotations for pupils to read/respond to
- May involve light marking when appropriate
- May involve one to one or small group discussion with pupils to clarify or extend learning further
- May lead to grouping for support or extension for future lessons/sessions
- Improve work using purple or blue pens.
- Set children challenges once a concept has been grasped.

Investors in Pupils

The children will have an linP targets each half term which they have set themselves.

Working Walls

In each classroom there will be Working Wall for English and Maths. These will have an end of unit targets for each unit of maths and writing. These targets, generally, will be differentiated and focus the children on what they will be able to achieve by the end of the unit of teaching and learning. A section of the board will highlight the success criteria for the unit.

Maths

Correct work will be marked with a tick. A dot will be placed next to a piece of work that is incorrect. If appropriate the teacher will extend the child's learning by setting a challenge. If a theme is found through incorrect work a comment will be made to help the child succeed. If a child is succeeding after 6 to 8 examples then they should be moved on to a higher level of work or embed their learning through problems solving.

English

Please refer to English Marking Poster.

EYFS

Please refer to the EYFS policy.

Review

This policy will be reviewed in Autumn 2020 or sooner if deemed necessary.

This policy was discussed and agreed by the Staff and Governors.

Signed Governor Date:

Signed Head teacher Date: