



Feedback and Marking Policy

Approved by the Governing Body: Jan 2018

Review Date: Jan 2021

The feedback and marking policy is a working document which generates and informs good practice within our school. Throughout the school practice is consistent and is also a means of promoting learning. At Twyford C of E School we believe that feedback and marking should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning objectives; enabling children to become reflective learners.

The Principles That Guide the School's Approach to Marking and Feedback

Marking and feedback should:

- Be manageable for the staff and accessible to the children.
- Relate to the learning objectives.
- Involve the staff working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face regularly.
- Inform future planning.
- Ensure all adults working with the children are consistent with their approach.
- Use consistent codes within Key Stages.
- Ultimately be seen by children as a positive approach to improving their learning.

Strategies

We recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning. At Twyford C of E School we have decided to use a combination of the following strategies to enhance our teaching and essentially help children to strive to achieve highly:

- **Summative marking:** This a snapshot judgment on the standard of a piece work. This method is often used at the end of a unit of work or through a test. It is only valuable if the information is used diagnostically. Information should be used to inform the whole school tracking process.
- **Formative feedback/marking:** This can be either oral or written, but should always be focused firstly upon the learning objective and secondly on other features. For this to be successful children need to understand both the learning objective and the success criteria. This enables the child to know what the teacher will be looking for in the finished piece of work.
- **Oral Feedback:** Oral feedback is potentially the most effective form of feedback. The language of the classroom has an enormous impact on the children, and should create an ethos where speaking freely about learning is good. Oral feedback can be feedback from the teacher, to the teacher, and from and to peers. Oral feedback needs to be focused around the learning objective. Feedback can be given at an individual, group or whole class level.
- **Quality Marking:** It is important to recognise that marking can take place on many different levels; completion of work can be acknowledged or can be given detailed attention. This will depend upon the nature of the activity completed. Not all pieces of work can be Quality Marked and it is the responsibility of the teacher to ensure that their marking structure within their classroom is



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focused and is able to move children on. The emphasis of the marking should be on both success and improvement needs against the learning objective.

- **Distance Marking:** This is used on a daily basis and through teacher marking sheets ensures gaps in learning and improvements are identified quickly and followed up subsequently. This is marked against the learning objective using the relevant codes (See appendix A).

Organisation and Practice

At Twyford C of E School we have agreed to:

- Children are always provided with a clear learning objective, which defines the skill being taught and given a context where appropriate.
- Ensure that children are provided with success criteria, which are generated together with the children and are related to the learning objective.
- Use a variety of marking and feedback strategies to develop self-evaluation.
- Continuously model good practice in identifying areas for improvement to children as part of our daily teaching to help them to develop an ability to evaluate their own work and that of others.
- Provide oral feedback wherever class discussion takes place.
- Provide effective feedback to children about their work, recognising that this will take many forms, depending on the nature of the task and the time available.
- Use the system of codes which are used as part of the marking process and which is consistent throughout the school.
- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that in order for marking to be formative the information must be used and acted upon by the children as soon as possible to be effective.

When marking, teachers will:

- Use pink (success) and green (improvement) pens to identify successes and areas for improvement.
- Ensure that Literacy and Mathematics are marked on a daily basis.
- Ensure that the teacher sheet is used effectively daily in Mathematics and Literacy
- Ensure that Science is marked on a weekly basis.
- Ensure that feedback in foundation subjects is given regularly.
- Ensure that oral feedback is an integral part of daily teaching.
- Ensure that children have ample opportunities to respond to feedback.
- Opportunities for peer and self-assessment are developed.

Monitoring

It is important that the marking policy is applied consistently throughout the school and in all subject areas. An oversight of marking will be gained through work scrutiny and book sampling by Headteacher and subject leaders. Outcomes of marking should be evidenced in next step lesson planning.



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MARKING SCHEME

Reception

Key to Marking



Superstar



You have done well



Not there yet



You need to work faster



Independent work



Verbal feedback given

TT

Help has been given by Teacher

TA

Help has been given by a Teaching Assistant



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MARKING SCHEME

Key Stage 1 - Year 1 and 2

Key to MARKING



Superstar



Objective achieved



Not there yet



Independent work



Verbal feedback



Incorrect spelling



You need to work faster

TT

Teacher time

TT

Teaching Assistant time



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MARKING SCHEME

Key Stage 2 - Year 3, 4, 5 and 6

Key to MARKING



Objective exceeded



Objective achieved



Objective not achieved

?

Something doesn't make sense. You need to read your work carefully and check it for mistakes.

Sp

Incorrect spelling, please try again.

C

Capital letter missing.

V

My teacher spoke to me about my work.

P

Punctuation

✓c

Correction marked correct

//

New Paragraph

u

Underline

TT

Teacher time

TT

Teaching assistant time



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Distance Marking (Appendix 1)

Minor Corrections

The teacher uses a **green** pen to indicate minor corrections such as:

An error that is otherwise used correctly by that pupil throughout the work or in previous work e.g. **missing punctuation**.

A transcription error e.g. **A capital letter in the wrong place, reversed number or a "t" not crossed etc.**

An incorrect answer amongst a range of correct ones when the adult believes that the pupil has the understanding despite the minor error e.g. **A calculation error**

An odd spelling mistake that should be within the pupil's expected range of spelling capability.

A child should see a minor correction and be able to correct it instantly as they know it rather than they don't understand.

Pupils who have met the learning objective and the outcomes have met the teacher's expectations

Objective achieved no need for further comment. Just stamp their work with a **pink stamp** and move on.



Pupils who have exceeded your expectations and you want to give them feedback.

Make a note on your *Teacher sheet* and give it a **gold stamp** and extend with a short challenge e.g. **Why? Explain? How?**



Pupils have not met your expectations and have not met the LO.

Make a note on your *Teacher sheet* and stamp **green** to show that support/follow up is needed.





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Highlighting/signalling good elements of pupils' work

Adults can use pink to highlight specific elements of pupils' work that are particularly impressive e.g. *a particular calculation, Idea, word or phrase.*

The adult may award house points and or stickers for work they believe to be excellent.

Guided groups – Working with a teacher TT

A pink **TT** is placed at the top of a piece of work indicating that the pupil is working with a teacher in a guided group.

During the session, the teacher may annotate pupils' books to reflect their intervention where appropriate.

Annotations will reflect intervention at the point of learning and may take the form of modelling, prompting, correcting etc. Annotations should not be extensive or contrived, but succinct, clear and relevant, thus having impact of that pupil's performance.

Teachers should always write these annotations in **green ink** and write their initials to show where the session finished.



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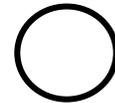
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Working independently

An I in a circle is placed at the top of a piece of work by the teacher or pupil, indicating that the pupil is working independently of an adult. The pupil could be working alone, with a partner or as part of a group (but not with an adult)

All pupils working independently will have their books checked after the lesson.



If a child is 'peer marking' or 'peer assessing' another child's work, he or she should use a **purple pen**.

Guided groups – Working with a teaching assistant **TT**

A blue **TT** is placed at the top of a piece of work indicating that the pupil is working with a teaching assistant in a guided group.

During the session, the teaching assistant may annotate pupils' books to reflect their intervention where appropriate.

Annotations will reflect intervention at the point of learning and may take the form of modelling, prompting, correcting etc. Annotations should not be extensive or contrived, but succinct, clear and relevant, thus having impact of that pupil's performance.

Teachers should always write these annotations in **green ink** and write their initials to show where the session finished.