



**THE PIGGOTT
SCHOOL
Charvil Piggott Primary
School**

'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

MARKING AND FEEDBACK PROCEDURES

THESE PROCEDURES WILL HELP THE SCHOOL TO FULFIL ITS AIMS BY:

1. maintaining high standards of work and raising achievement
2. having a positive impact on pupils' attitude, motivation and self- esteem
3. providing parents with information to allow them to support their child

THE OBJECTIVES OF THIS POLICY WILL BE TO ENSURE THAT:

1. pupils are motivated, through the recognition of their successes, effort and achievement
2. there is clear and objective feedback to support pupils' progression
3. pupils needing extension or support are identified and supported appropriately
4. pupils are involved in self-assessment and target-setting
5. processes are manageable and flexible for all staff
6. reliable and accurate information is readily available, in relation to prior attainment and national standards, to a variety of audiences, especially parents
7. evidence is available for staff to evaluate their teaching strategies and schemes of work

PRINCIPLES WHICH GUIDE THE SCHOOL'S APPROACH TO MARKING AND FEEDBACK

Marking and feedback should:

- be manageable for teachers and accessible to children;
- relate to the learning objective/success criteria;
- involve all adults working with the children in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to read, reflect and respond to marking;
- respond to individual learning needs;
- inform future planning and group target setting;
- any codes or abbreviations used should be consistent and be clearly understood across the school.

The school approach to marking and feedback

As a school, we recognise that high quality marking and feedback has been shown in research to be the most effective way to move pupil learning forwards. Equally, staff well-being is of high importance to us so we encourage teachers to use their own professional judgement as to how frequently work is marked in depth.

Teachers and teaching assistants will use a range of strategies to provide effective feedback for pupils; this could include a combination of any of the following forms of marking/feedback:

Oral Feedback

Group and individual feedback is an important way of providing feedback to the children on ways to improve their work or to address misconceptions. It is used continuously as part of first quality teaching and will include effective questioning and targeted support as identified by assessment for learning.

The majority of feedback given in Foundation Stage and Year 1 will be verbal feedback, given at the point of teaching. Written feedback will be introduced when appropriate. Where oral feedback has been given, the work should be marked by the teacher or TA with VF.

Written Marking and Feedback

All written work produced by the children needs to be acknowledged or marked in a regular and timely fashion. Written feedback will be introduced when appropriate and developed throughout the school.

In the case of closed tasks or exercises where the answer is either right or wrong, e.g. in numeracy, this will consist primarily of ticks/dots. Where appropriate, feedback on how a pupil could improve their work should also be included. Where an individual pupil or a group of children have not achieved the learning objective, then future lesson plans needs to be adapted to take account of and address this.

The school uses the following colours in marking and feedback:

Blue highlighter is used to show when a pupil is working at the age expected standard and shows depth in learning in that objective.

Green highlighter is used to show when a pupil is working at the age expected standard in that objective.

Orange highlighter is used to show where an improvement is needed in order to reach the age expected standard for that objective. The teacher will provide a focussed comment which will help the child to reach the expected standard in that objective.

Learning ladders are stuck in the front of all Maths and English books and should be highlighted and dated as each objective is taught.

Spellings and number formation

Most studies make a distinction between a 'mistake' – something a student can do, and does normally do correctly, but has not on this occasion – and an 'error', which occurs when answering a question about something that a student has not mastered or has misunderstood. Mistakes involving number formation and spellings should be marked NF or SP and opportunities for the pupil to correct these should be given. Errors should be addressed with written or verbal feedback where appropriate which further necessary intervention identified and implemented. Where spelling mistakes have been made, the word should not be highlighted. The pupils should be given an indication that a mistake has been made and then given the opportunity to find and correct the mistake. In KS1, SP should be written on the same line as the mistake, but not next to the word. In KS2, SP should be written at the end of the paragraph.

In order for quality marking to be effective it is essential that children are given time to read and act upon the information given. Therefore, when feedback has been given, time needs to be planned in a future lesson for children to read and respond to the teacher's comments. It is recommended that this happens as soon possible after the work has been marked, so that it is fresh in the children's mind.

Teachers are expected to model this process at the beginning of the year so that children are clear what the different coloured markings on their books mean and what is expected of them when they respond.

Codes

V	Verbal feedback given
ST	Work completed was supported by the teacher
STA	Work completed was supported by a Teaching Assistant
SP	Spelling mistake to be corrected
NF	Number formation error to be corrected
→	Next steps

Self-evaluation of learning

In addition to teacher marking and feedback, children are expected to evaluate their own learning. A range of age appropriate strategies are used to help children evaluate their own learning, e.g.:

- marking against learning objective with smiley face, straight face
- self marking;
- peer marking;
- collective marking – teacher models marking process by marking a piece of writing written by a child either in that class or another class.

Best practice includes this model in DIRT sessions.

Monitoring and Evaluation

Children's books will be monitored by the SLT and subject leaders with feedback on the implementation of the policy given to individual members of staff.

Subject leaders will monitor marking in specific subjects as part of their monitoring role.

These procedures will be monitored through further consultation of staff and through planned annual reviews.