



# Essendon C of E (VC) Primary School

*Encouraging Everyone's Light to Shine*

## Feedback and Marking Policy

*Encouraging Everyone's Light To Shine*

*(Matthew 5:16)*

**Date Ratified: May 2022**

**Review Date: May 2025**

At Essendon, we have a positive approach to feedback so that children are encouraged and motivated rather than discouraged. We believe that feedback should be constructive, focusing on ensuring pupils understand what was successful and why as well how to improve further, enabling every child to become a reflective learner. Feedback is an essential part of the teaching learning cycle of planning and assessment and should, wherever possible to a two-way process whereby pupils are feeding back to their teacher as well as adults giving them feedback.

### **Aims**

The intention is for formative assessment to occur in everyday lessons. The way adults give feedback is central to the process. This feedback should always be meaningful to the child and manageable for the adult, taking into account the work-life balance of our staff.

### **Objectives**

- To ensure that learning is planned for and that planning is adapted according to the needs of and feedback from the child/class.
- To provide a positive learning ethos and environment in which children can enjoy learning, and reflect improve and grow in confidence.
- To provide effective verbal and written feedback to children.
- To develop peer and self-assessment.

### **Sharing Learning Objectives with the children**

- Learning objectives must be shared in child friendly language e.g. LO: to understand narrative order and identify and map out the main stages of a story?' becomes 'LO: to order main events in stories'
- The learning objectives will relate directly to the learning (or skill) and not to the task (or context) e.g. 'LO: Can I blend colours?' rather than 'LO: Can I paint a rainbow?'
- The learning objectives will be context free e.g. 'WALT: order three digit numbers with two decimal places' becomes 'WALT: order decimal numbers'

### **Sharing Success Criteria with the children**

- Success criteria must be shared in child friendly language and help them to know 'What good looks like'
- There will be a mixture of teacher generated success criteria and success criteria which is generated with or by children
- Children should refer back to the success criteria regularly in lessons

### **Effective feedback can:**

- Provide clear feedback to children about strengths and areas to develop their work.
- Recognise, encourage and reward children's efforts and progress.
- Focus teachers on those areas of learning where groups and individual children need specialist help.
- Provide a record of children's progress.
- Provide clear next steps.
- Help parents understand strengths and areas for improvements in their children's work.

### **Reasons for feedback**

- Recognition of work achieved
- Enabling children to be involved in assessment
- Informing the child of their next steps to progress

- Assessment and target setting
- Future planning
- Accountability
- Allowing parents, staff and outside agencies to be involved
- Demonstrating the amount and nature of support a pupil has had to achieve an objective

### **Guidelines**

- Every piece of work should be acknowledged.
- Adults should use the symbols in the attached Feedback Code (Appendix 1).
- Adults should use green pen for writing in pupils' books.
- Feedback should reflect the learning objective of the lesson.
- Feedback should be positive and find something to celebrate to encourage pupils and promote high self-esteem.
- Feedback should be comprehensible to children, parents and outside agencies.
- Feedback should be on the spot with the child present whenever possible and should be accessible to all children.
- PPA and cover teachers should give feedback following this policy.
- When giving feedback on a subject such as science or history, the scientific or historical content should be the primary focus of the feedback.
- Children should be encouraged to proof read and improve their work.
- When appropriate, children should be encouraged to mark their own work. This is particularly effective as it gives instant feedback of learning, encourages responsibility, honesty, independence and aids motivation. This includes marking against success criteria in English.
- Children should be encouraged to reflect on their work – successes and next steps.
- Collaborative sharing of work with a learning partner should be encouraged to help learners to reflect on their work - finding positive elements and an area for improvement.
- Feedback in Early Years is very often oral. Written feedback takes the form of annotation. This is used to inform planning and assessment, and next steps for the child as well as explaining learning to parents and external agencies.

### **Feedback**

At Essendon, we acknowledge that the most powerful feedback is given verbally during the lesson. We encourage on the spot feedback whenever possible to benefit our pupils and reduce workload for our staff.

Written feedback is sometimes used to suggest next steps, some useful “closing the gap” next step examples follow:

Reminder Prompt: Allows focus to elaborate or extend.

- *Say more about . . .*
- *‘Remember that you can add 19 by adding 20 and taking away 1’*

Scaffolded Prompt: Provides more structure to improve the work.

- *‘What was the dog’s tail doing?’, ‘The dog was angry so he...’, ‘Describe the expression on the dog’s face’*
- *‘Which of these two answers for question 12 is correct?’*

Example Prompt: More supportive, structures response.

- *e.g. Working through an example modelling a successful strategy*
- *Choose one of these or one of your own: He ran round in circles looking for the rabbit/ The dog couldn’t believe his eyes’*

Extension Prompt: Gives further challenge.

- ‘These are all correct. What do you need to understand to be able to do this?’
- ‘These are all correct. Can you tell me the rule?’

### **Shared feedback**

The class teacher may use a piece of work from a child (with their permission) to mark as a class. This strategy will be used to model the feedback process and teach particular points at the same time. It also helps pupils to be able to reflect on their own work.

### **Use of learning partners**

A collaborative review of a piece of work can be a powerful tool to help learners reflect on their own work. Reading sections aloud and explaining their thinking to a learning partner helps pupils to identify parts of their work they are particularly proud of as well as anything they could further improve. The comments and questions from their learning partner help in this process.

To be successful, the skill of collaborative feedback needs to be taught:

- Collaborative feedback will be introduced verbally from the Foundation Stage through Key Stage One and will continue in Key Stage Two
- Children will be trained to do this, through modelling with the whole class and watching the collaborative feedback in action
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) will be agreed
- Children will work collaboratively to reflect on one piece at a time
- Children will be asked to point out successes and then suggest ways to improve the piece, but only against the learning objective.

### **Secretarial features**

Correct spelling, punctuation, etc., should not be asked for in every piece of writing, because children cannot effectively focus on too many things in one space of time. When work is finished, children should be asked to check for things *they know are wrong in their work* when they read it through. They should not be told to correct all spellings.

High Frequency Words and topic-related words (e.g. friction, invaders), which the children are exposed to regularly should be corrected by both the teacher and child. This will obviously depend on the age of the child, their ability and the topics being studied.

### **Celebrating success**

We recognise that giving praise and celebrating success will raise children’s self-esteem and motivate them to work well. Adults use the following rewards:

- Positive symbols in Feedback Code
- Class stickers
- Team point
- Visit to the Headteacher
- Sharing work in Celebration Assembly
- Postcard home

### **Marking Symbols**

**See appendix 1**

The marking symbols used by the teachers and teaching assistants should be explained to all children. They should be made available for parents at parents’ evenings and displayed in classrooms.



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## Marking and Feedback Code



## Appendix 1



At Essendon, we believe that feedback should be informative and constructive. It is a shared process between a pupil and his or her teacher, helping them both to understand what the pupil has done well and how he or she can make their work even better or move their learning forward.

Research has demonstrated that feedback is more effective when it is immediate. Whenever possible, we incorporate feedback into the lesson itself, for example by giving verbal feedback to an individual while he or she is working; through a mid-lesson learning stop in which one or more pupils' work is shared; or by having an opportunity to work with a learning partner to improve his or her work.

The following codes indicate the type of feedback that has been used.

Pen Colours	
<i>Green pen</i>	Green for growth: All staff use green pen to write in pupils' books. They will <b>initial any comment made</b> so it is clear who has given feedback.
<i>Purple pen</i>	Purple polishing pen: Pupils use purple for editing or improving their own work.
Highlighted Learning Objective	
<p>LO Highlighted in green</p> <p>LO Highlighted in orange</p> <p>LO Highlighted in pink</p>	<p>All success criteria have been met.</p> <p>Some support or improvement to the work is needed.</p> <p>The pupil should be really proud of this work – it exceeds expectations.</p> <p>Teaching staff to feedback to children</p>
Highlighted section of work	
<p>Part of work highlighted in green</p> <p>Part of work highlighted in orange</p> <p>Part of work highlighted in pink</p>	<p>Indicates an example of the success criteria being met.</p> <p>Directs pupils to a part of their work which can be improved.</p> <p>Indicates a part of the work which exceeds expectations.</p> <p>Teaching staff to feedback to children</p>
Codes	
<i>VF</i>	Indicates that verbal feedback has been given to a pupil (when possible the feedback given will be noted).
<i>S</i>	Indicates that adult support was given (this could be for part or all of a task).
<i>I</i>	It will usually be assumed that a pupil has worked independently. However "I" may be used to make this clear (e.g. if adult support was needed for the first question but a pupil worked independently thereafter).
<i>LP</i>	Indicates that a pupil has worked with their Learning Partner – perhaps they have had support from him or her; or they may have cooperatively improved the pupil's work.
✓	Green ticks at the end of the task indicate areas that have been shown in a child's work that link to the success criteria or the child's next step Example: ✓ <i>Adverbs</i> indicates that a pupil has included adverbs in his or her work which was one of the success criteria for the task.
	A staircase ("next steps") symbol is used where a moving on task or challenge is set to be completed by a pupil.
	A smiley face may be used as an alternative to writing in pink to indicate to a pupil that they have exceeded expectations or have done something they should be very proud of (particularly useful for tasks which don't have written learning objectives).