

**ASPIRE – CHALLENGE – DISCOVER**

# **Stapleford Community Primary School**

## **Feedback and Marking Policy**



| <b>STAPLEFORD COMMUNITY PRIMARY SCHOOL<br/>Feedback and Marking POLICY</b> |                   |                              |                      |
|--|-------------------|------------------------------|----------------------|
| <b>Review frequency</b>  | every three years | <b>Date of next review</b>   | Autumn 2023          |
|  |                   | <b>Required by Law</b>       | No                   |
| <b>Governor approval</b>   | Aut 2020          | <b>Website (public area)</b> | Yes                  |
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# STAPLEFORD COMMUNITY PRIMARY SCHOOL FEEDBACK AND MARKING POLICY

Our aim at Stapleford Community Primary School is to ensure that all children receive feedback in such a way that it improves their learning, develops self-confidence, raises self-esteem and provides age or need related opportunities for self-assessment.

## Aims

- At Stapleford Community Primary School we aim to value each child as an individual so that they can develop their potential through an active role in their own learning.
- Use feedback as a tool for formative ongoing assessment (such as whether they have met the learning objective/ achieved the success criteria.)
- Improve standards by encouraging children to give their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue which will aid progression.
- Provide consistency and continuity in feedback and marking whether verbal or written, so that children have a clear understanding of teacher expectations.

## Principles

- To communicate regularly with children about their individual progress.
- To inform the next step in a child's learning.
- To assist children by setting clear targets to focus on aspects of their work which need further development.
- To motivate children to further effort by praising or celebrating current achievements and raising self-esteem.
- To provide teachers with feedback of how well the children have understood the current work.
- To enable teachers to plan the next step in teaching and learning.
- To help teachers to monitor children's progress and to diagnose what has not been understood to assist in forward planning.
- To enable the teacher to make judgements about pupils' attainments particularly relating to teacher assessments within the National Curriculum.
- To inform individual, class and whole school assessment and planning.
- To promote high quality work.
- To develop clarity of purpose.
- To evaluate quality of teaching and learning.
- To encourage reflection and self-improvement.
- To identify if work has errors which children need to correct or if there are misconceptions which need to be addressed by teachers.
- To provide opportunities for questioning which deepens children's learning.

## Verbal Feedback

Research shows that verbal feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning objectives and success criteria. It is interactive and developmental. It may give reassurance or a check on progress during a lesson or may be in the form of a learning review in a plenary session.

Where work has been verbally discussed, indicate this with VF (or verbal feedback stamp) - verbal feedback has been given. VF is where you give feedback while the child is working & makes an

instant difference or feedback at the end of the child's work i.e. to review their completed work and explain their next step.

### **Written Feedback**

- Written feedback will only be given when appropriate. Other methods (including whole class feedback and verbal feedback) will also be used.
- Positive aspects of work will be recognised and praised. Teachers may double tick to identify particularly good features in pupils' work.
- Next step comments will be given as appropriate. These are directly related to that specific piece of work to move learning on. Not every piece of work will have a next step. When it does, it may involve an action for the children to carry out during response time. Actions will be checked by an adult for accuracy.
- Is legible and clear in meaning
- Will indicate who is giving the feedback if the person is different to their normal teacher, for example supply staff. For example (S for Supply staff, TA for teaching assistants and PPA for PPA teachers)
- Will indicate if work has been supported. See key below
- Will be appropriate to the age and ability of the child and will vary across year groups and key stages.
- For final drafts, all spellings will be identified. At other times, 1-3 spellings will be identified for KS1 and 3-5 for KS2. Children will respond to their spellings using the method Look, Say, Cover, Write, Check. Staff will acknowledge that spellings have been checked.

### **Self-Assessment**

- Pupils should be encouraged to identify their mistakes by re-reading their work independently.
- Children should be given a reminder about the focus for checking, linking back to the Learning Objective and success criteria.
- At times, children will be encouraged to self mark.

### **Peer Feedback and Marking**

- Children can read and review a peers work, leaving written comments recorded neatly in a coloured sticky note on a ratio of 2 stars to one wish.
- Children feedback to a group following an oral or physical demonstration (eg. PE, music or drama), picking out the strengths and any areas for improvement

**Staff may opt to give individual verbal feedback, written feedback, whole class feedback/ group feedback. They may wish to use whole class template forms.**

*(see appendix for whole class template and marking codes for EYFS, KS1 and KS2)*



## **Marking Key- displayed in each class**

→ Next steps to move learning on

√√ - identifies excellence in work

**Word underlined** to indicate spelling error with the correct spelling given - spelling to be corrected  
x1 and checked

**P** - punctuation error circled where appropriate and / or p written in the margin. E.g. if a child needs to spot their own missing punctuation marks.

**I** -FS/KS1 or SEND child has worked independently

**AS** – adult support given

**VF** – verbal feedback given

**S** - Supply staff feedback

**TA** - teaching assistant marking/feedback

**PPA** - PPA cover staff