

SPEEN CHURCH OF ENGLAND SCHOOL



MARKING AND FEEDBACK POLICY

Issued: May 2024

Next Review: May 2026

THEN CHRIST WILL MAKE HIS HOME IN YOUR HEARTS
AS YOU TRUST IN HIM. YOUR ROOTS WILL GROW
DOWN INTO GOD'S LOVE AND KEEP YOU STRONG.

- EPHESIANS 3:17 (NLT)

Aim

- To raise the achievement of students by providing them with prompt and regular feedback about their work that enables them to make progress;
- To develop positive attitudes to learning and achievement;
- To provide consistency and continuity in marking and feedback throughout the school so that pupils have a clear understanding of teacher expectations and to support teacher workload
- To provide opportunities for self and peer assessment
- To enable children to recognise their strengths and how to improve their learning/performance
- For the teacher to monitor progress and standards individually and within the class
- To indicate when appropriate the level of independence of the completion of work by pupils

Key Principles

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

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The 'next step' is usually the next lesson.
- 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.

Type of Feedback

Verbal feedback

- This is the most frequent form of feedback;
- Research has shown this to be one of the most effective forms of feedback as it has immediacy and relevance as it leads to direct pupil action;
- Verbal feedback may be directed to individuals, groups of pupils or the whole class; these may or may not be formally planned;

Written feedback

- Marked work should give pupils the opportunity to extend their thinking or clarify ideas. Any teacher comments and written codes (as detailed below) should be in black pen unless otherwise specified.
- When marked by an adult, work that is highlighted in green indicates where the

children have applied learning or met the learning intention. Work highlighted in pink indicates a misconception, incorrect answer or objectives not met. A maximum of 2 green or pink highlights per piece of work.

- Corrections that children make due to feedback (verbal/written) will be written in blue pen.
- Teachers will use a feedback sheet to note any relevant information that will be useful to feedback in the next lesson (or next appropriate time).

Once each piece of work has been completed, one of the following symbols will be used next to the learning intention:

Two ticks – learning objective met and child showed greater depth

One tick – learning objective met

Circle – child has not yet met the learning objective

All work is marked, but when the member of staff works directly with a focused group of pupils, there will be numerous verbal dialogues which will be indicated by a 'V'. The Teacher or Teaching Assistant working with the group will indicate level of support on pieces of work.

V - Verbal feedback has been given with initials of feedback provider

I - Work is independent

S - Supported by an adult

↑ - Next Step

EYFS

Feedback is immediate and usually verbal. In the Foundation Stage, feedback is usually verbal and given immediately. Green and pink highlighter pens and the marking code may be used in conjunction with the verbal feedback, if appropriate. Verbal feedback may also be given to parents through the Tapestry online portal.

Record Keeping

- Teaching staff have a responsibility to keep an up to date whole class feedback folder.
- Teachers should also complete a log of pupils' ability to access each lesson (e.g. Ticks, circle, etc. - as detailed in 'Written feedback' section). This should match the code next to their L.I. and is recorded on the Feedback Log.
- Whole class feedback sheets are filed chronologically and by subject so that they are accessible for scrutiny at any time.

Monitoring and Evaluation

Through their regular monitoring, the headteacher may review marking journals/folders to ensure feedback is consistent with this policy and impactful for the pupils.

