
NUNNEY FIRST SCHOOL



FEEDBACK AND MARKING POLICY

RATIONALE

This policy forms part of our whole school ethos of teaching and learning and is directly linked to curriculum planning and assessment. The way in which children's work is received and marked and the nature of the feedback they receive will have a direct bearing on learning attitudes and future achievements.

Through the consistent implementation of the Feedback and Marking Policy, feedback children receive will be positive, clear and appropriate in its purpose and will support them in achieving the next steps they need to take on their learning journey. It will offer positive benefits to staff and children as a result of informing teachers' planning and the setting of individual targets for pupils.

WHOLE SCHOOL APPROACH

In order to achieve a whole school approach, feedback and marking methods have been agreed by all teachers and are:

- consistent across year groups;
- developmental across the school's age range;
- consistently applied by all those working with children in school, including support staff and supply teachers.

PURPOSES OF FEEDBACK AND MARKING

- To recognise, encourage and reward children's effort and achievement, and celebrate success.
- To provide a dialogue between children and teachers, and generate appropriate feedback about strengths and development points in their work.
- To indicate how a piece of work could be corrected or improved against assessment criteria.
- To build children's confidence in reviewing their own work and setting future targets, through indicating the 'next steps' in learning.
- To help pupils develop an awareness of the standards they need to reach in order to make progress through the National Curriculum.
- To identify pupils who need additional support/extension activities and to identify the nature of the support /challenge needed.

- To provide evidence of teacher assessment and help moderate the interpretation of learning intentions and standards achieved.
- To involve parents/carers more directly in reviewing their child's progress and to help in reporting to parents/carers.
- To inform curriculum planning.

PRINCIPLES

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development (learning targets) it is essential that:

- They are made aware of the learning intention of lessons and of the criteria against which their work will be marked/assessed.
- The learning needs of individual children are understood and work and feedback is closely matched to these.
- Feedback is provided in a way that acknowledges achievements and highlights teaching points.
- Feedback and marking are linked to the learning intention so that children know where to focus their attention/effort.

Wherever possible, marking takes place with the children for example, when staff are working with focus groups. Feedback will offer guidance as to the extent to which learning intentions have been met and suggest the next steps children might take in their learning.

THE NATURE OF FEEDBACK

- Comments should refer to the learning intentions of the task.
- Comments may form the basis of discussion between the teacher and child, eg reviewing targets set.
- Comments may be oral or written, formal or informal.
- Comments may be given on a whole class, group or individual basis.
- Comments are most effective when given immediately. Therefore, they are more likely to be oral than written.

ORAL FEEDBACK

Oral feedback may be used to give reassurance, check on progress or provide challenge. Responses to the feedback will be seen in a child's ability to move onto the next learning step. At the point of inception, teachers and support staff may write single word or short phrase comments linked to the improvement prompt in the margin of a child's book. This allows progress in response to the prompt to be tracked.

Teachers at Nunney First School understand that immediate feedback is the most effective and therefore, the majority of feedback will be oral.

WRITTEN FEEDBACK

Written marking takes considerable time. This is time wasted if children are not informed by it and cannot progress as a result. Teachers are expected to ensure that time is allocated to allow children to read and act on written feedback and its recommendations.

Checklist For Marking At A Distance

Can the children read the comment/s?

Can they understand the comment/s?

Do the comments acknowledge what the child has done well AND tell them/model for them how an aspect of their work could be further improved?

Are children provided with time to read work that has been marked?

Are children expected to respond to marking and undertake improvements before moving onto the next activity?

WHOLE SCHOOL MARKING PRACTICES

- Each piece of work will be initialled by an adult to indicate acknowledgement.
- Each year group has an agreed set of '*every time we write*' criteria. These will be displayed on the wall in every classroom and referred to by teachers each time writing is undertaken, irrespective of the subject. The criteria include: spelling, handwriting, word choices and features that support well organised writing including punctuation.
- Agreed stamps are used across the school for '*every time we write*' criteria. Each class has its own set. These save time in writing the same message in several books and help children appreciate stamps as development points that require action. Teachers are asked not to use personal stamps in children's books.
- Two pieces of literacy / topic work per week will be marked in detail to include development points. Development points will be linked to:
 - '*every time we write*' criteria **or**
 - the learning intention for the lesson.
- Marking will be completed using pink and green pens:
 - a pink pen will be used to underline areas of strength in relation to '*every time we write*' criteria or the learning intention
 - green ink will be used to record development points.
- When written feedback is provided, time will be built into lessons for children to reflect on marking and respond to it.
- Sensitivity should be shown towards children's work and their feelings about it, with comments being positive wherever possible. Developmental comments should be followed by an improvement prompt (reminder, scaffold or example).
- Use of a child's name in a written comment personalises it and should be used as appropriate.

- Self-marking/evaluation against shared learning intentions and success criteria can empower children to recognise their own learning needs and to have control over their own targets. To support this, teachers will model the marking process and provide opportunities for pupils to mark and give feedback on their own work and that of their peers.
- Each class has a set of 'purple polishing pens', which children use to improve their own work and that of their peers. Teachers scaffold 'polishing tasks', identifying a focus that was part of the direct teaching or an individual/group target.
- Sharing work with the whole class or with a focus group is helpful in moving children's learning forward.

KEY FEATURES FOR CELEBRATING ACHIEVEMENT

1. Self-esteem is the most significant factor in being a successful learner.
Marking should focus on building children's self-esteem.
2. Children should see learning as a continuum which, given time, anyone can master.
Marking should focus on helping children identify the next steps in their learning.
3. Achievements should be recognised and celebrated.
Marking should focus on rewarding individual effort and achievement rather than the final product.

Date adopted by the Local Governing Body: 20th March 2017

Signed: *Hilary Allom* (Chair of Governors)

To be reviewed: March 2019