Balcombe C E (C) School

Feedback and Marking Policy

Adopted by Governors:	Feb 2010
Reviewed:	Feb 2013
	Feb 2015
Next Review:	Feb 2017

Aims and Objectives

- To encourage pupils to raise their achievement and to develop their self-esteem by giving feedback that is principally positive in nature.
- To make pupils aware of the next steps in their learning
- To celebrate success
- To ensure consistency of practice
- To assess and identify misconceptions and specific areas of learning where children need help which can then inform planning.
- To ensure there is a learning dialogue to further children's individual progress and development

What is meant by Feedback?

After a whole staff discussion, the following definition of feedback was agreed:

"Feedback is a dialogue which may be oral or written, celebrates success and identifies next steps for learning.

What types of "feedback" are there?

Verbal feedback
Written feedback
Peer feedback
Self-assessment

Feedback on the children's work is essential. It can be given during a piece of work or after completion; it can be given to individuals, groups of children or to a whole class and should be given as soon as possible. Where appropriate it must be linked to pupil learning intentions and targets specific to the particular task given.

Verbal Feedback

It is recognised that effective teaching and learning involves class, group and individual verbal feedback throughout each lesson and that this is vital. It is also most effective when it occurs during or as soon as possible after a piece of work is completed. Consequently verbal feedback is a vital and valuable tool.

Therefore verbal feedback on the children's work should:

- Be as immediate as possible
- Praise success
- Be motivating
- Be specific, differentiated, focussed and constructive
- Encourage self-analysis
- Be a two way process
- Be inclusive depending on children's needs and developmental stage
- Encourage children to build on their own learning

Written Feedback

We recognise that written feedback celebrates success and also reinforces and reminds pupils of areas for development and targets. It supports verbal feedback as well as allowing the teacher to make judgements on learning, which will then be reflected in short and medium term planning.

- The work should be marked with regard to the learning objective, which is reflected in thetitle of the work
- Comments should be focussed on specific achievements and areas for development leading to a learning dialogue when appropriate. Stars and a wish will be used where appropriate
- This type of focussed marking needs to be manageable and productive
- Comments could also reflect if a child is working towards their own personal target
- Comments may be included that recognise a wider audience than just the pupil, e.g.unaided, first draft.
- Time is built into lessons to ensure effective response or action to feedback
- A comment could reflect the child's self-assessment
- Teachers may use any colour pen for marking except green
- Stamps, stars and stickers may also be used for further specific encouragement

See Appendix for examples of possible marking comments.

We recognise that pupils need time to reflect on feedback that they have been given as well as opportunities to respond to that feedback. Therefore, appropriate time will be given to this.

- At KS1 children will initiala teacher comment with a green response pen to show that they have either readit or had it read to them and that they understand it. Upper KS1 children will begin to use green pen to respond to teacher marking
- At KS2 children will initial teacher comments with a green response pen to acknowledge that they have read them. They will also use green pen to respond to teacher marking

Marking of Written Work

Pupils' work will be marked following the marking codes appropriate to the age of the child.

☺   well done, good effort

_____   incorrect spelling, children write out three times

O   missing punctuation/grammatical error

//   new paragraph

^   missing word

T   use a better word

👁   look again

Pupils should be introduced to and familiar with the marking codes. When appropriate they should be encouraged to use them for peer marking and self-correcting their work.

Pink highlighter pen (tickled pink) will be used to highlight successful aspects of writing

Marking of Maths

Ideally, pupil's work should be marked daily to ensure both the pupil and teacher havea clear idea of the progress being made. Pupils' work will be marked using a variety of the following symbols appropriate to the age of the child:

✓   to indicate correct (this could be done either by teacher or pupil)

•   check again (use green response pen)

X   incorrect work. (strings of crosses are avoided and the pupil's misconceptions will be addressed as soon as possible)

?   marker doesn't understand

Other letters to support recognition of feedback for all marking:

V   verbal feedback given

I   independent work

S   supported

S.I   self-initiated

We will assume work is unaided if not marked with S or I.

Peer Feedback

Pupils will be encouraged to be aware of how well they are doing in their work through peer assessment tools and models. We recognise that assessment of work is a skill which pupils will need to be taught and this will need to be modelled by the teacher using examples of work with the whole class.

Peer feedback should:

- Be beneficial to all parties involved
- Be motivating
- Develop and extend the learning process
- Have a clear and specific focus
- Use appropriate vocabulary
- Be modelled so vocabulary and expectation links to learning
- Preserve self-esteem of all involved

An example that could be used is "Two stars and a wish". This is when a child evaluates another pupil's work through commenting on two things that are good and one suggestion about what could be improved. This model may vary according to the age of the pupils but the emphasis should be on the positive. E.g. I like…. Next time try….

Self Assessment

Pupils will also be encouraged to be aware of how well they are doing in their work through self assessment tools and models. The whole school uses:

- Traffic Light coding - Green = understood
  Orange = understood fairly well but would like more practice
  Red = need further work and/or support to understand this

- Thumbs Up - Thumbs up = understood
  Thumbs horizontal = understood fairly well but would like morepractice
  Thumbs down = need further work and/or support to understand this

- Faces - Smiley face = understood
  Straight face = understood fairly well but would like more practice
  Sad face = need further work and/or support to Understand this

We recognise that self-assessment:

- Improves self esteem
- Needs to be taught/modelled
- Needs time allowed for it
- Needs teacher acknowledgement

See appendix for possible pupil self-evaluation prompts

Pupils contribute to their end of year report by making comments about what they have enjoyed about their work, where they feel they have improved and their next steps.

Appendix

Examples of comments to extend learning and encourage dialogue between teacher and learner

How did you know...?

Why do you think...?

A great conclusion/opening/sentence! What do you think makes it so good?

Which is your favourite sentence? Why?

Highlight your most effective word or sentence.

Make up your own example...

Write a similar challenge...

Can you solve these...

Challenge question...

Examples of pupil self-evaluation prompts

I have learnt to...

I am proud of this work because...

I found out that...

I have got better at...because I can now...

My...is improving because...

I enjoyed this work because...

My work is good because....

I could make it even better by...

I found this hard because...

I found this work hard. It would help me if...

I needed to use...to help me