



**Radipole Primary School**

## **Feedback and Marking Policy**

**Reviewed:** January 2017

## **Rational**

Feedback is an essential part of assessment which is vital for effective teaching and learning. Giving constructive feedback to pupils through feedback promotes a positive attitude and behaviour and leads to an improvement in standards.

We believe the best form of feedback is conducted through one-to-one discussions. Teachers are encouraged to mark in class and to discuss work with individuals while they are marking. Teachers should respond to pupils' work in a way which allows for clear and constructive feedback for other staff, pupils and parents enabling individual progress to be clearly tracked and monitored.

Evidence of our feedback to pupils' about their work can be found recorded in books. Much of Key Stage 1 work is practical which therefore lends itself to a verbal response. A great deal of verbal praise is given. All data relating to the levels pupils are working at can be found on the school tracking system 'Pupil Tracker'.

We believe that marking should be purposeful. There are times when we will not expect pupils to go back and improve work and therefore, we do not expect teachers to mark it. All work should be looked at; however, we see verbal praise from peers or staff as being appropriate for some pieces of work.

## **Aims**

**Through effective feedback we aim to:**

- assist learning
- inform planning
- conduct quality formative assessment (monitoring pupils' progress)
- promote and reinforce higher standards
- address errors and misconceptions
- recognise achievement and effort
- provide constructive feedback which allows pupils to build up a picture of their strengths and weaknesses
- foster a culture where it is alright to make mistakes, but then good to learn from them
- show pupils that we value their work
- allow pupils to reflect on their past performances and to set new challenging and attainable targets together with the teacher

## **Practice**

**At Radipole Primary School feedback:**

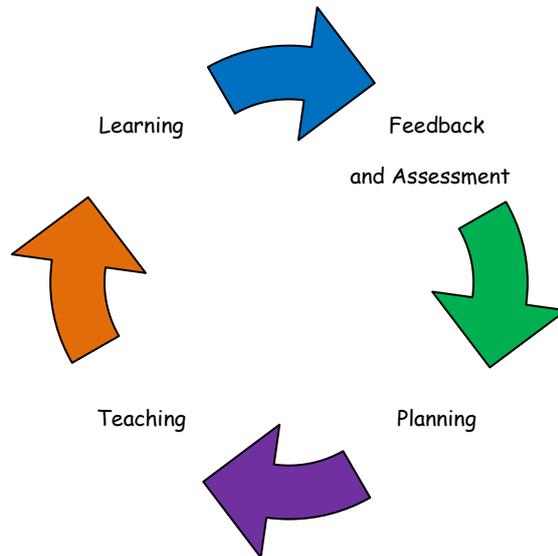
- is related to needs attainment and ability
- is related to learning objectives (WALT) which are shared and made clear to the pupils at the beginning of the lesson
- ensures that pupils know how well they are doing and what they need to do to improve
- provides pupils with opportunities to self and peer assess
- gives praise and acknowledges effort and achievement
- sets challenging and attainable targets for individual pupils

**Good feedback occurs when:**

- it praises children and gives them clear next steps for learning
- comments clearly relate to the learning objectives (WALT)
- it is manageable and meaningful for the teacher
- pupils have time to read though and discuss feedback
- the pupil is involved in the feedback process

### **Good learning occurs when:**

- pupils work is marked frequently
- pupils are given clear ways in which to improve their work and respond to the feedback
- pupils know when they have been successful
- high expectations are set
- children show resilience and are willing to learn from their mistakes
- feedback and assessment go hand in hand with planning, teaching and learning



### **Feedback and Feedback**

This policy reflects and reinforces the aims that feedback will assist learning by motivating, praising and target setting. Thus, reinforcing what the pupils have learnt and identifying the next steps. We believe that different feedback works for different teachers; we respect the judgements teachers, as professionals, will make in order to engage the pupils and take their learning forward. While each teacher is free to mark in a style and manner that suits them we do have a broad set of guidelines for each year.

### **Broad Feedback and Feedback Guidelines for Radipole Primary School**

- Work will not always be marked, but it will be looked at by staff or peers.
- Teachers and T.As are expected to annotate and feedback to pupils while they work.
- Work is marked as quickly as possible.
- Time will be set aside for pupils to respond to feedback.
- Self and peer assessment will be used.
- The date and learning objective (WALT) will be displayed on English and maths work

### **Target Setting**

Pupils are set targets in maths and writing that are both attainable and challenging. Pupils take part in setting their own targets with the guidance of the teacher or teaching assistant. The targets that are set for pupils (particularly for writing) are referred to and reinforces in the feedback of their work.

### **The Role of The Assessment Co-ordinator**

- To monitor the implementation of the feedback policy.
- To use assessment data to monitor progress.
- To support staff with new ideas, resources and materials relevant to the policy.
- To monitor standards and to lead work sampling sessions where staff moderate feedback across the school.
- To make recommendations for further improvement.

## Feedback Guidelines in the Early Years Foundation Stage:

Verbal praise and next steps given.

Stickers and stamps

Written annotations, short and narrative observations (written) including Characteristics of Learning.

Annotation of work and photographs by staff. Learning objectives are highlighted using pink (met) and green (not met).

Oral dialogue with children about their play or work

Success criteria, taken from EYFS curriculum to set challenging targets.

WOW moments to be recorded by staff and parents and included in 'Learning Journeys'

Set challenges and ask key questions to extend learning during 'Let's Explore' and other times.

### Self Assessment Beginning in the Autumn Term

Thumbs up

Thumbs even

Thumbs down

### Self Assessment Beginning in the Summer Term



I am not very confident with what I am doing and need some more help



I think I understand but need more practice



I am happy and confident with what I am doing

## Feedback Guidelines for Years 1 and 2:

*Tickled Pink* and *Growing Green* to be used to mark pupils work.

Pink indicates work that is good; this could be in the form of underlining something or ticking something. Green indicated work that needs another look at. This could be a green dot next to a maths calculation, a green mark put where a piece of punctuation needs to be or a word underlined in green which is incorrectly spelt.

Purple pen used by pupils when they respond to feedback and edit and improve their work.

Some incorrect spellings picked out in feedback and then copied out.

Target met indicated in feedback and pupils to colour in part of their rainbow.

Verbal praise and feedback will be used regularly.

In maths dots will be used when a child has got something wrong that they need to have another go at.

Ticks will be used to show work that is correct.

### Symbols

D – Discussed in class

I – Independent work

TA – Supported by teaching assistant

T – Supported by teacher

### Self Assessment



I am not very confident with what I am doing and need some more help



I think I understand but need more practice



I am happy and confident with what I am doing

## Feedback Guidelines for Years 3 and 4:

*Tickled Pink* and *Growing Green* to be used to mark pupils work.

Pink indicates work that is good; this could be in the form of underlining something or ticking something. Green indicated work that needs another look at. This could be a green dot next to a maths calculation, a green mark put where a piece of punctuation needs to be or a word underlined in green which is incorrectly spelt.

Purple pen used by pupils when they respond to feedback and edit and improve their work.

Verbal praise and feedback are given where possible.

Time is given for the pupils to correct their work, read comments, finish work and enjoy their success.

Common errors in spelling will be picked up and pupils will be given the opportunity to work on commonly misspelt words.

Objectives/WALTs will be written on children's work in Maths and English and marked towards.

Success criteria sheets will be used where appropriate.

What I've learnt (WIL) is used to allow pupils to self asses during topic and independent work.

Stars will be used to show the level of challenge for the task the children have chosen.

### Symbols

D – Discussed in class

T/TA – Supported by teaching assistant or teacher

✓ - Work meets the learning objective/WALT

☆ - Target met

### Self Assessment



I am not very confident with what I am doing and need some more help



I think I understand but need more practice



I am happy and confident with what I am doing

## Feedback Guidelines for Years 5 and 6:

*Tickled Pink* and *Growing Green* to be used to mark pupils work.

Pink indicates work that is good; this could be in the form of underlining something or ticking something. Green indicated work that needs another look at. This could be a green dot next to a maths calculation, a green mark put where a piece of punctuation needs to be or a word underlined in green which is incorrectly spelt.

Feedback (on extended pieces of writing) will be given using pink and green comments. A pink comment will give praise; a green comment will indicate an area to be improved upon.

Success will be celebrated using stickers, stamps and team points.

Feedback in maths will relate to the learning objective/WALT; this will often be in the form of a tick.

Success criteria sheets will be used where appropriate; these will be for teacher assessment, self-assessment and peer assessment.

Feedback provides opportunities for pupils to edit and improve work. This is responded to by the pupils in a purple pen.

Common errors in spelling will be picked up and pupils will be given the opportunity to work on commonly misspelt words.

Time is given for pupils to correct their work, read comments, finish work and enjoy their success.

What I've learnt (WIL) is used to allow pupils to self assess during topic and independent work.

### Symbols

D – Discussed in class

T/TA – Supported by teaching assistant or teacher (this may also be initialled by the member of staff)

✓ - Work meets the learning objective/WALT

Sp – Spelling error

P – Punctuation error

Cl- Capital letter error

### Self Assessment

A traffic light system is used. Pupils colour next to the WALT.

Red - I am not very confident with what I am doing and need some more help

Orange - I think I understand but need more practice

Green - I am happy and confident with what I am doing

### Level of Challenge

All level of challenge is marked with colours (red, orange/yellow, green). This is shown using words of a coloured square before the task.