



# Melcombe Primary School Feedback and Marking Policy

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Signed Dennis Charman

Date 3-10-17

Dennis Charman  
Chair of the Governing Board

Date for Review: 3<sup>rd</sup> October 2019

## **The Purpose of the Policy**

The purpose of this policy is to make explicit how teaching & support staff give children verbal and written feedback at Melcombe, so that it is consistent across the school. All members of staff are expected to be familiar with the policy and to apply it consistently.

## **The Need for a Marking and Feedback Policy**

It is important to provide constructive feedback to children, focusing on success and how to improve. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

## **Objectives for Marking and Feedback**

- To tell children what they have done well and to celebrate their achievements.
- To provide clear next steps about how to improve and move learning forward.
- To diagnose and challenge misunderstandings and misconceptions.
- To inform future planning.
- To provide a record of pupils' progress, which will assist teachers in reporting such progress to parents.

## **The Key Principles of Marking and Feedback at Melcombe**

Marking and feedback should:-

- be seen as a two way approach: from adult to child; child to adult; child to child
- be manageable for teachers and accessible to children.
- provide clear feedback to children, relating to the learning objective and success criteria.
- provide clear advice and strategies for improvement and next learning steps.
- involve all adults working with the children in the classroom.
- give recognition and praise for achievement.
- allow specific time for children to read, reflect and respond.
- inform future planning and intervention groups.
- use consistent systems across the school (a whole school approach)
- show children that their learning is valued and purposeful.
- ultimately be seen by children as a positive approach to improving their learning.

### **Types of Feedback:**

- Verbal Feedback
- Marking of Work
- Self Assessment
- Peer Feedback

### **Verbal Feedback**

Verbal feedback is extremely important and should be ongoing throughout lessons. It is important for all children to have verbal feedback from a member of the teaching team. This dialogue should focus upon successes, (where they have met the learning objective / success criteria) areas for development and to set targets for future learning.

All children need verbal feedback from time to time, but this is particularly important in Early Years and Key Stage 1 where children may be unable to respond to a written comment.

### **Marking of Work**

- All work will be marked or acknowledged as completed
- Adults mark in blue pen
- Errors and misconceptions to be picked up on, as appropriate
- Teaching points (TPs) given, where appropriate
- Challenge questions given, where appropriate
- Positive comments given which relate to the success criteria or LO
- Children to be given time to read and respond to marking & feedback – built into the routine of lessons
- To respond to marking, children will either write a comment back, answer a question or initial – expected in maths & literacy
- Children to do corrections, editing and revising of work in green pen

## **Self Assessment**

### Maths & Literacy:

Children are to complete self-assessments at the end of each maths and literacy lesson in their books. They follow the formats below:

#### *Key Stage 1:*

Use a smiley face system to show how confident they were with the learning.

Oral feedback in plenary using the same as starters as KS2 (I learnt ..., I need to....)

More capable year 2 children to use the written key stage 2 format.

#### *Key Stage 2:*

1 – Who they worked with – IW = independent work, PW = paired work, GW = Group work, T = Worked with the teacher

2 – State what they learnt – I learnt.....

3 – State what they need to work on – I need to .....

What they have learnt and what they need to work on should be based on success criteria for the lesson. Teachers will acknowledge children's self-assessments.

## **Support Staff Marking & Feedback:**

For their group or 1:1's support staff will:

- mark all maths work (having been given answers by teachers)
- mark text and sentence level literacy lessons
- make it clear to the teacher how much support was given
- give positive comments to the children when appropriate
- give children TPs when appropriate
- mark the work during the plenary & transition time from 1 lesson to the next

It is the teachers' responsibility to mark the extended pieces of writing

It is the teachers' responsibility to read support staff comments and the work of children in their groups.

### Topic & Science

We will use 'visible feedback' for topic and science.

Children will use post it notes to show their key learning and understanding

Each class will have a red and green section for the feedback. Throughout the weeks, children will write what they have secured (learnt) on the post it notes and put this on the green section. They will write what they haven't yet secured (need to work on), on the red section. Teachers will look at these and once children have secured what's on the red, it will move to the green.

This system of children evaluating their learning makes it very clear and visible to the teacher, what the children have secured and what they feel they need more time on or would like to find out more about.

#### Other subjects:

Children will be given a chance to talk through their learning in lesson plenaries and unpick how much they achieved the success criteria and what they think they still need to work on.

#### **Peer Feedback**

Peer feedback is when children feedback to each other while discussing learning. It should follow the steps below:

- Stress that the child who owns the learning is the one who has the final say and who is in charge
- Children use a different colour pen to make improvements when working co-operatively.
- Both children choose one book and the author reads through it. Referring back to the success criteria, children should discuss the best bits and what could be improved.
- The owner of the learning makes improvements immediately using the different colour pen.
- Children swap and repeat the process.
- NB: It is essential that the teacher models this. They need to model the conversation about the learning and how to receive feedback that they don't feel will improve the learning and politely reject it!

#### **Training of Staff**

All new teachers will be given training on the school's feedback and marking procedures by the Assessment Leader, at the start of their role.

Support staff will be given training on the school's feedback and marking procedures once a year.

#### **Monitoring and Evaluating This Policy**

Children's books will be monitored regularly and individual feedback provided.

Where appropriate, subject leaders, phase leaders and assessment leader will highlight good practice and areas for development.

The policy and practice will be evaluated in the light of any further reports and recommendations made by the DFE and external consultant.