



Effective Marking and Feedback

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School or Trust Policy	School Policy

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01637 303106 or email info@kernowlearning.co.uk.

This policy outlines Falmouth Primary Academy whole school expectations for feedback for learning. This policy was reviewed in October 2020. Rigorous monitoring ensures that the policy is being applied consistently and that it is impacting on pupil progress.

Feedback for learning policy

Introduction

At Falmouth Primary Academy, we believe that all children are entitled to regular feedback on their learning. Therefore, all teachers mark learning and give feedback, both written and oral, as an essential part of the assessment process. Teachers will work with a focused group in the lesson and give immediate feedback, children may also work with a teaching assistant, who under the guidance of the class teacher, will give immediate feedback to a child. Children who maybe working independently may have their learning marked at a distance. All outcomes from marking will be used to inform next steps in learning.

Aims

We offer feedback in order to:

- show we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and next steps in their learning;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- assess pupil's understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment;
- provide the ongoing assessment that will inform our future planning.

Principles of feedback for learning

The basic premise of feedback is that it is a **positive experience**, with recognition always being given to the efforts the child has made. The main objective is not to find fault, but to help children learn. Learning therefore has to be well matched to ability so there is not a loss of self-esteem. In addition to this, in our feedback we:

- feedback in accordance with the **lesson objective** and/or the child's own learning targets;
- aim to promote children's self-assessment by linking feedback into a wider process of engaging the child in his/her learning. This includes sharing the learning objectives and key expectations for the learning at the outset
- involve the child directly as it can identify a key learning difficulty. Active marking such as 'mini conferencing', verbal or written comments during the lesson are encouraged;
- note errors made by many children when planning for the next stage
- feedback on learning before the next lesson in that subject.

We have agreed that:

Marking for feedback and progression







All work to be dated:

- Literacy – has the long date including day.
 - Maths – has the short date with dots between numbers.
 - Science – has the short date with dots between numbers.
 - Topic books – as literacy.
- Learning Objective clearly written or printed at beginning of the work. LO needs to be specific enable effective marking. Y1 – Y4 will have the LO typed. Differentiation will be clear in the outcomes of the learning. Y5/Y6 will write the LO in Literacy and Maths books (unless there is a SEND need).
 - If a child works with a teacher this will be indicated by a T next to LO, if they have worked with a TA then TA next to the LO.
 - The teacher will give feedback during the lesson and post lesson, the learning will be marked and achievement against the LO indicated either **LOA**, **LOA** or **LO** and effective learning against the LO highlighted in green or pink if further improvement is required during the focused activity. Pink highlighting may need an additional comment so that the child is clear on the precise improvements that need to be made.
 - A next step in learning will be indicated by a ladder symbol.
 - If the **LOA** is highlighted yellow, then the child should receive immediate intervention (II) or the assessment is used to inform future planning
 - If the **LOA** is highlighted pink, then the child could receive immediate intervention (II) and the LOA revisited. The next step in learning needs to address barriers to learning need so that progress can be made.
 - When the additional support has been given, the teacher or teaching assistant will need to date and initial against the II in the books to show it has been actioned. This will be indicated by the use **II – immediate intervention**. Children should reflect on the impact of the II.
 - All learning to be marked using green pen.
 - Children edit their learning with a red pen and this needs to be marked by the teacher.
 - Children will respond to next steps in red pen which will be marked by the teacher.
 - At the start and end of the lesson the children will indicate how confident they are about their learning using a scale 0 – 10. At the beginning of the lesson, it will be marked in pencil and in red pen at the end.

Marking symbols

- **O** will indicate missing or incorrect punctuation.
- **P** in a circle - Presentation to be challenged.
- **O** will indicate incorrect use of a capital letter.
- **Sp** in the margin with wiggly line under the word to be corrected for spelling (limit to 3 that are relevant to that child). These should be written underneath the child's learning so that they can be practised. There should be a focus high frequency words or words with common spelling patterns.
- **VF** in the margin indicates where verbal feedback has taken place throughout the lesson to move the learning forward or address any misconceptions.
- **EXT** indicates where there has been intervention that has enabled the child to make greater progress
- **PB** in a circle will be used to indicate where a child has achieved their Personal Best. This can be used by the child as well
- **T** in a circle will indicate where a child has achieved a target or worked towards a target. This can be used the child as well when they feel they have shown achievement against their target.
- **PA** indicates where peer assessment has taken place.
- **Abs** indicates when a child was absent
- **S** in a circle indicates where a supply teacher has covered a class.
- **HLTA** will indicate when the HLTA has covered the class. The learning should still be reviewed by the class teacher to inform next steps in learning for the child/class

What is in my book to help me improve?

T	When I work with a teacher, they write a T in my book. I get feedback during the lesson.
TA	When I work with another adult, they write TA in my book. I get feedback during the lesson.
	This means I have met the learning objective.
	This means I need a little more help to achieve the learning objective.
	This means I need to work with the teacher to help me achieve the learning objective.
	When I see that my teacher has highlighted some of my learning in green it means I have shown I have met the learning objective.
	When I see that my teacher has highlighted some of my learning in pink, it means this is something I need to improve.
	When I have really, really impressed my teacher with my learning, my teacher puts a gold star stamp in my book, and I will go and show the Headteacher my learning. My name is put in the Golden book.

Presentation of learning

We expect all staff to encourage children to aim for a high standard of presentation by following these guidelines.

- Where appropriate, depending on the age and need of the child, all work should be dated and titled with LO as title, and this should be underlined. Date and LO labels can be prepared by the teacher to be stuck into the book if necessary. Titles start at the margin. Children should underline in pencil, pen as directed by the teacher. In maths, from Year 1 onwards, work should be set out using the squares i.e. one digit per square and numbering should be consistent with the set exercise.
- Written work should be done in pencil or pen – blue or black ink pens, specific school pens should be used as provided by the school. Children who demonstrate that they can join their writing consistently, at the discretion of the class teacher, should use pen for all writing. They will be awarded a pen licence in KS2. KS1 children will be awarded a glittery pen licence. We recognise that one type of pen is not suitable for all children.
- Diagrams in science books should be in pencil and should always be labelled.
- There should be no drawing / doodling on or in any exercise book.
- The use of rubbers should be discouraged, and children should be encouraged to use a neat line through a mistake.
- Children should be given time to correct errors made or respond to teachers' marking in e.g. maths when they get their work back. Repeated / selected spelling mistakes should also be corrected in the same way – perhaps by writing them out **three** times. The use of wordbooks, dictionaries and thesauri should be encouraged to enable the child to correct their own mistakes. Teachers may feel that individual spelling books for practising corrects maybe appropriate.
- Handwriting should be in line with school policy. Letters should be even with clear ascenders and descenders, and letters joined. All staff handwriting should serve as a model of good practice for pupils and reflect the agreed handwriting policy. Handwriting should be taught at least 3 times a week as prescribed in the Handwriting policy.
- If paper is used, the appropriate size for the task should be chosen so the child is not put off the task to begin with or paper is not wasted.

How we can ensure that we have consistent quality

- We need to look at the learning tasks we are setting. We need to think about PROCESS, CONTENT and PRESENTATION.
- Be specific in the aim of the learning task. The teacher must also be clear about what they expect of the child/group. Children must be clear of the learning objective. They should be written on the board in 'child friendly' language at the start of each lesson and be given verbally early into the lesson and throughout. Be aware that writing these objectives out is not always the best use of time for children with special needs or younger children.
- Learning tasks need to be set at the right level for each child. Will they stretch the child or are they open ended so they can be extended for the more able? Is the child going to be able to complete the learning and so gain a sense of achievement?
- We need to improve self-discipline by demanding that learning set are completed. We should have high expectations of all the children, especially the more able. The learning of multiplication tables and other homework should always be completed. Incomplete learning should be challenged and dealt with appropriate e.g. child owes learning time or learning is sent home to complete.
- We should not accept work of an inferior standard. This can be done in many ways but we need to make more use of the children's own evaluation of their work.
- Use our agreed school feedback policy when we conference with children or check work. Children need to know their work is valued – we do not want to destroy morale.
- Time should be taken with display. It reflects what you think of the children's work and the value you put on it. Pieces should be mounted and marked clearly with the child's name.
- Promote / teach the correct use of equipment – including getting out and putting away.
- Have strategies for dealing with misuse that the children are aware of.
- As teachers we should have planned for individual needs and be well prepared. All the materials needed should be available at the start of each lesson.