

Marking and Feedback Policy

'Love One Another As I Have Loved You' (John 15:12)

Policy agreed

April 2024

Policy review

April 2025 (or as required)

**Our School Vision**

Our school is a safe, welcoming and nurturing school that offers a sense of belonging. We are situated in a small, rural village and we pride ourselves that we know each and every child. Our strength lies in putting the needs of the child at the heart of everything we do. We offer an exciting and stimulating curriculum, with high quality teaching that provides a rich, rewarding and enjoyable learning environment for all. Through a solid partnership working with parents, our church and His Majesty's Armed forces, we encourage children to become confident, caring and independent young learners. We believe that 'Everyone cares and Everyone counts'

In our school our vision is underpinned by the bible verse '**Love One Another As I Have Loved You**' (John 15:12) ; it shapes all we do.

**Why do we need a feedback policy?**

We believe that it is important to provide clear and constructive feedback to children, focusing on success and improvement needed against learning objectives. 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.

**What are the principles that guide the school's approach to feedback?**

- It should be seen by children as a positive approach to improving their learning.
- It should relate to the learning objective.
- It should inform future planning and target setting.
- It should advance children's learning accurately and consistently

**This feedback can take place in a variety of different contexts.**

- When working with child within a guided group or individual activity
- On completion with child
- On completion without child
- Peer marked

**How feedback will take place.**

1. The learning objective will be identified on every piece of English and Maths work from Y1 – Y6. The agreed acronym will be WALT (We Are Learning To).
2. All work should be dated where appropriate (Sketchbooks are not dated and feedback is only verbal).

3. Adults will explain the success criteria, either verbally or in writing, which will be linked to the WALT. The success criteria will be a list of features that a teacher wants the children to include in their work during the course of a lesson. It is a good way of making children aware of what is expected of them and can also encourage them to extend themselves during the course of the lesson. In upper KS2 the children have opportunities to formulate success criteria with the teacher.

**Eg. WALT** find the area of shapes

**Success criteria**

- I can use the formula 'length x breadth' for the area of a rectangle and ' $\frac{1}{2}$  (length x breadth)' for the area of a triangle
- I can divide the shape into rectangles and triangles
- I can measure the length and breadth of each divided section
- I can calculate the total of the section areas to find the area of the whole shape

4. All work will be reviewed before the next lesson, where appropriate, incorrect work will be identified and appropriate intervention made with positive verbal or written feedback not using crosses to indicate mistakes.
5. Next steps or respond to marking prompts can be identified verbally or in writing, where appropriate, to challenge and move children's learning forward. A step symbol will indicate a next step has been identified.

6.

Eg. Next step – include effective verb choices in your next story	Next step – remember finger spaces to separate words in a sentence
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Not every piece of work will require this level of feedback but the expectation is that feedback should provide quality feedback. It should not be just ticks and a short comment eg. Super work. (See the symbol section below)

7. When the feedback requires a written next step, KS2 children will respond in a purple pen. A verbal scaffolded prompt may be given by the teacher.

Eg. Can you add an adjective to describe the monster? Choose one of these: scary ugly furry

8. When work has been quality marked, response to feedback time is given immediately or in the next session.
9. Support must be indicated with WS (with support) when there has been a large amount of adult input in the lesson. The initials ST will be written when supply teachers have marked the work.
10. Mistakes in English and Maths books can have a single line drawn through them but not rubbed out, to ensure mistakes and progress can be analysed.
11. Children in Year 1 -6 are encouraged to self-evaluate through verbal or written responses by identifying their own successes and looking for an improvement point.
12. Peer Feedback. Children have opportunities to point out things that they like first and then suggest a way to improve the piece but only against the learning intention. Upper KS2 will peer mark in pink pen and initial.

13. A range of rewards may be given e.g. dojos, stickers, well done certificates, showing work to other classes/teachers and head teacher certificates.
14. All numbers written incorrectly will be corrected x 3 attempts, and practised where appropriate.
15. A maximum of three incorrect spellings will be corrected, and practised x3 attempts.
16. When assessing children's learning, adults use one of the following three symbols:
  - A circle – well done you are beginning to understand your WALT
  - A triangle – well done you have understood your WALT
  - A square- well done you have extended your learning

### **Feedback**

In our EYFS and KS1 classes, adults focus on giving verbal feedback to the children. They also follow the school reward system (See 13). Children are encouraged to share their ideas verbally and use the 'thumbs up' system.

### **How do adults and children work together in KS2 feedback to children?**

Every child will have regular time to respond to feedback, either verbally or in writing. Children and teachers self-assess using the agreed feedback shapes against the WALT in a 'C/T' diagram in Y3-6.

### **Annotated work**

Our expectation is that every child's written work is valued, including mark making at the start of their writing journey progressing to using initial letters and eventually mapping out words. Adults will annotate written work to support marking and feedback, where appropriate. Letter formation will be corrected as needed.

In our EYFS class, adults use annotated photographs on TAPESTRY (EYFS) as part of the process of gathering information.

### **How will this policy be monitored and evaluated?**

Teachers, subject leads, governors and the headteacher will monitor books and talk to children about their work.