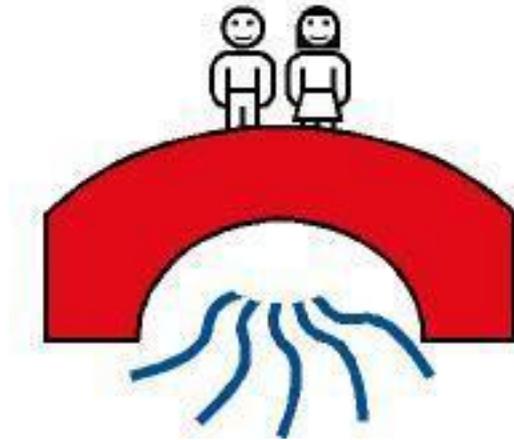


Loddon Primary School



Feedback and Marking Policy

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Committee responsible: Curriculum Committee

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Policy for Marking and Feedback

What is feedback?

Feedback can take many forms: peer, self, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to learning. The best feedback, whether it is written or verbal, will give pupils a clear sense of how to improve, with pupils responding and making progress as a result.

Aims of feedback including marking

We offer feedback in order to:

- Assist learning and move pupils' learning forward.
- Show that we value pupils' work and encourage them to do the same.
- Encourage, motivate, support and promote positive attitudes and raise levels of self-esteem.
- Give a clear general picture of how far children have come in their learning, and what the next steps are.
- Offer children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them.
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress.
- Promote higher standards and clear up misunderstandings and misconceptions.
- Recognise achievement, presentation.
- Gauge children's understanding and effort.
- Provide the ongoing assessment that should inform future lesson-planning.
- Develop self-assessment, whereby children recognise their difficulties and are encouraged to accept guidance from others.
- Promote peer assessment.
- Allow pupils to reflect on their past performances and to set new targets together with the teacher.
- Encourage dialogue.
- Share expectations.

Principles

It is important to ensure that firstly, all pupils have pride in their work and secondly, pupils receive feedback that improves their learning and builds self-esteem in our Values led school. It is widely acknowledged that feedback plays a major role in the progress of pupils and at Loddon Primary School we value all types of feedback including: peer, self, teacher marking and verbal feedback.

We believe feedback is most effective when children know: the purpose of their learning, how far they have progressed on a task and how to take the next step in their learning. Feedback should not be onerous for the teacher or pupil. Our expectation is that feedback should be owned by the learner as much as the teacher and children will be expected to contribute to the process of feedback through self and peer assessment as well as responding to feedback they receive in verbal and written form.

Implementation

- Feedback should be timely and respond to the learning needs of the individual pupil so that they can actively engage with the feedback given.
- A dialogue, both verbal and written, should be created between teacher and pupil. When marked books are returned to pupils it is essential therefore to allow time for pupils to read the written feedback and respond.
- Where appropriate, to further progress, pupils will also be supported to assess their own learning through self and peer assessment.
- On occasions that verbal feedback is used as the most effective method of feedback there may be no marking of that lesson in pupil books. A verbal feedback stamp or the code VF will be used to indicate these occasions.
- Teachers and other adults working in school will use the Loddon Feedback Symbols when giving written

feedback to pupils in the form of marking.

Loddon Feedback Symbols

Green Highlighting to indicate understanding or achieved the success criteria

Yellow highlighting to indicate something to improve

P Talk partner work	✓ Correct answers
G Guided work	R Remember...
I Independent work	😊 Made a good effort
VF Verbal Feedback	

- When marking spellings a maximum of 3 corrections will be noted in each piece of work. The focus of spelling corrections will primarily be on common exceptions words and age appropriate vocabulary.
- It is expected that spelling will be marked in all written pieces across the curriculum.
- Spellings will ordinarily be corrected above the mis-spelt word and then rewritten by the teacher at the bottom of the piece with the expectation that the child will then re-write the spelling correction 3 times for practice.
- On occasion teachers may take the decision only to highlight the mis-spelt word in yellow and not to re-write it with the expectation that the child will correct the spelling independently, using a dictionary for example.
- There is an expectation that children will be supported to use dictionaries and word banks, as a daily tool, to support their own independent correction of spellings both as part of self-assessment and in response to marking.
- Teachers will mark in green and pupils will complete self and peer assessment activities using 'purple polishing pens' or another contrasting colour to the teacher.

Monitoring and review

Monitoring the standards of the marking of children's work and of the quality of feedback about individuals' learning is the responsibility of the Head Teacher, other senior leaders and subject leaders. This may be done in various ways such as classroom observations with a focus on verbal feedback or work-sampling to ensure consistent use of the agreed policy in relation to written feedback. Leaders will provide a strategic lead, by example where possible, and also support colleagues in the use of effective feedback and marking to ensure that children know how to improve their work and how to identify the next steps in their learning.