



Treloweth Primary School

Feedback and Marking Policy

Date Agreed: 16/09/2022	Chair of Governors: Mrs K Monk	Headteacher: Mrs L May
Date For Review: September 2024		

Aims

At Treloweth School, our aim is to create a culture of effective feedback between teachers and pupils in order to support great learning. Feedback should be of most benefit to the learner and in this policy, we seek to make the most effective use of teacher and support staff time.

Key Principles

Marking and Feedback is an essential part of planning, teaching, learning and assessment. It should respond to children's work through feedback that acknowledges pupils' achievements, as well as encourage positive attitudes and learning behaviours leading to improved standards. Effective marking allows for self-assessment, where the child can recognise the next steps in their learning. It also encourages them to accept help from others. At Treloweth School we aim to mark positively whenever possible to enhance self-esteem and confidence.

Effective marking and feedback should:

- Be an integral part of the process of 'live marking' which is evident in all lessons.
- Be a two-way process: teachers learn and adapt their teaching from feedback they receive.
- Take place at the earliest opportunity to have the greatest impact on learning.
- Primarily be a verbal process that takes place between teachers and children.
- Include written comments where it is appropriate (e.g. extended pieces of writing).
- Allow time for children to respond to the feedback they receive.
- Be age appropriate.
- Be based upon a thorough understanding of individual children and their learning.
- Be accurately marked and acknowledged in order that teachers know all children exceptionally well.
- Show pupils their work is valued.
- Help parents to understand the strengths and areas to develop in their children's work.
- Teach pupils what they need to do to improve.
- Be consistent across the school.

The focus of feedback and marking should be to further children's learning. Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification. Written comments are only used where they are accessible to children according to their age and ability. Feedback is part of our wider assessment processes which aim to provide an appropriate level of challenge to children in all lessons, allowing them to make good progress.

The Headteacher/Senior Leadership will:

- Monitor marking and feedback through children's work and discussion with children.
- Support staff feedback in order to raise standards.
- Ensure that marking and feedback is manageable for teachers and staff.
- Involve all adults working with children in the classroom in implementing policy.

Teachers will:

Ensure that marking and feedback will:

1. Give recognition and appropriate praise for achievement;
2. Allow specific time for children to read, reflect and respond to marking, so that they become aware of and reflect on their own learning needs;
3. Give clear strategies for improvement and complete Note To Self (NTS) entries to inform pre teach and post teach opportunities;
4. Respond to individual learning needs, marking face-to-face with some and at a distance, or providing opportunities for independent and peer marking for others;
5. Use assessment and marking to inform future planning and individual target setting.

Teaching and Learning Support Staff will:

- Ensure that they are aware of the school's marking policy and check with the teacher about the appropriateness of marking and feedback in their teaching situations;
- Ensure that the teacher is made aware of any difficulties and successes that a child may have;
- Use knowledge of how children responded in order to assist in the planning or adaptation of the next lesson.
- Complete post teach and pre teach learning with children using NTS sheets.

Parents will be:

- Encouraged to take an interest in the progress of their child and to contact the teacher if they have any concerns about their child's learning;
- Encouraged to understand how marking and feedback can be used as a real tool for learning and improvement;
- Encouraged to understand that their child's developing independence and responsibility for their learning is enhanced through opportunities to review, consider and edit their work whilst it is still relevant and current.

Providing Feedback

Effective feedback takes place as close to the point of teaching and learning as possible. The timing of feedback is categorised into the following stages:

1. Immediate ('live') feedback

This takes place during the lesson and allows teachers to adapt their teaching, give timely feedback and address misconceptions.

2. Summary feedback

This takes place at the end of the lesson and is used to acknowledge learning and quickly gauge understanding. This feedback will inform planning and may involve a 'note to self'.

3. Deep marking

This takes place away from the lesson and provides feedback to the teacher about how well children have understood concepts or applied the skill. This feedback informs planning for future learning opportunities. The NTS sheets will be used to inform next steps for the class, group or individuals and advise adults delivering post teach with how best to scaffold learning.

Marking

At Treloweth School we recognise that a variety of marking strategies should be used on a daily basis to support the learning of our children. All comments made by staff are expected to be written in a neat legible handwriting style, modelling the schools adopted joined cursive style or cursive style in EYFS and early Year one.

Treloweth School recognises the importance of children receiving regular oral feedback. Adults talk to children about how they have met the learning objective and through discussion, teachers will correct any misunderstandings and extend learning by giving next steps advice. Children of all ages need verbal feedback from time to time, but this is particularly important in the early years, Y1 and for some SEN pupils who are unable to read a written comment.

All recorded learning is 'marked' in some form. Errors are picked up using 'dot on the spot' and are addressed by children immediately. Staff are mindful of presentation and handwriting and have high expectations in all classrooms. 'VF' is evidence where verbal feedback has been given during 'live marking' time and 'WS' where support

has been given or ideas/ concepts scaffolded. Up to three spellings per piece of writing may be identified and correctly modelled for the child to copy and learn.

Forms of Marking and Feedback

Acknowledgement Marking – All learning is acknowledged. If a learning intention has been met, a green smiley face is used and where excellent effort or exceptional learning has been seen, the teacher will use a gold star. Where more learning needs to be done to meet a learning intention the PT (post teach) abbreviation will be used and scaffolded instruction made on an NTS sheet. This is then followed up the same day to ensure all children are given the opportunity to reach the end point/learning intention.

Self Marking – At times, children are given the opportunity to mark, correct and edit their own work. This is usual in response to Success Criteria or actual answers given by the teacher or teaching assistant (TA). This would be suitable for reading comprehension answers and multiplication practice.

Marking and feedback in the Foundation Stage- Marking and feedback in the Early Years Foundation Stage will be in response to observation of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion. Appropriate methods for marking and feedback in the EYFS are:

- Regular praise and encouragement
- Adults talking to children individually about their achievements and how to develop their skills further
- Group time where children talk with their peers and teacher about their learning
- Paired peer assessment
- Annotation of photographic evidence
- Written observations
- Simple images as reminders or rewards e.g. a smiley face, a 'bubble' stamp to indicate next step to develop in next piece of writing/number work
- Class reward system to celebrate their achievements.

Moderation

Opportunities for work to be marked with other teachers will be provided as necessary to develop consistency of expectations and moderation of standards.

Monitoring and Evaluation

Each half term, the Leadership Team will discuss samples of work with the class teacher to monitor the implementation of this policy. An analysis will be made and feedback given to staff. The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.









The performance indicators will be:

- An improvement in children's attainment;
- Teacher testimony concerning the usefulness and manageability of the marking system;
- Consistency in teacher's marking across the school;
- An awareness on the part of the pupils of what is expected of them;
- Improved presentation.

Marking icons and stamps are shared with all pupils and marking posters displayed in all classrooms so that they are understood by all pupils.

Type of feedback	What it might look like	Evidence (for observers)
<p>Immediate</p> <p>Dot on the spot!</p> <p>To also include 'Pit Stop/s' to check learning.</p>	<p>Takes place within lessons as part of teaching.</p> <ul style="list-style-type: none"> Includes gathering feedback from verbal responses, mini-whiteboards, books, etc. Takes place in lessons with individuals, small groups or the whole class. Is given verbally so that the impact can be immediate. May be given by teaching assistants, other adults or peers. May involve further support, challenge or a change of task. May re-direct focus of teaching or the task. Does not need to be evidenced by way of written comments. 	<p>Classroom Observations and Learning Walks.</p> <p>Dot on the spot (in pink) seen in books. Black pen to make improvements from Year 2 → 6 (Year 1 pencil).</p> <p>Green highlighter used for impressive work linked to LI</p> <p>VF (verbal feedback) will indicate where a teacher/TA has given verbal guidance.</p> <p>Re-model in maths e.g. draw a number line, grid, etc. (in pink)</p> <p>Spellings in margin or below learning Year 1 → 6 moving towards independence (in pink). Copied x3 by child.</p>
<p>Summary</p> <p>To also include 'Editing Time'!</p>	<p>Takes place at the end of a lesson or activity</p> <ul style="list-style-type: none"> Usually involves groups or whole classes. Provides an opportunity for evaluation of learning in the lesson. May take form of self or peer- assessment against an agreed set of criteria. May involve review questions. In some cases, may guide future areas of need or particular interest. 	<p>Classroom Observations and Learning Walks.</p> <p>Evidence of self and peer assessment- Author holds the pen!</p> <p>May be evidenced in adaptations of planning/next steps or marked on 'note to self' sheet.</p>
<p>Distance/Deep marking</p> <p>Will involve 'Note to Self' for those that may have exceeded the learning or those who have not understood.</p>	<p>Takes place away from the point of teaching</p> <ul style="list-style-type: none"> Provides teachers with opportunities for assessment of understanding. Adaptation of future lessons through planning, grouping or adaptation/modification of tasks. Teachers may group books into different piles to identify where 'group feedback' is required in the next session. 'Note to self' will be used for teachers to organise feedback and support their teaching in the forthcoming lesson/s. Plan a short task that takes learning forward or consolidates learning. 	<p>Monitoring of pupils' books, planning and through professional discussions between teachers and leaders.</p> <p>All work is acknowledged by either a tick & initialled, smiley face or star.</p> <p>Green highlighter used for impressive learning.</p> <p>Written comments should be evident when deep marking.</p> <p>Use of 'note to self' to address next steps in learning.</p> <p>Modification to teaching seen within planning.</p> <p>Pink dots used moderately to ensure basics are not missed.</p>

Abbreviations and icons/ classroom poster:

	<p><i>Pink = think. I need to fix it right away!</i></p>
	<p><i>Green = great. If some of my learning is highlighted in green this bit has really impressed my teacher!</i></p>
	<p><i>If I get a smiley face, then I have met the learning goal for the lesson!</i></p>
	<p><i>If I get a star, then it means my learning has been fantastic! I have done super learning!</i></p>
	<p><i>My teacher has checked my learning, and this tells me I still need a little more help with it.</i></p>
	<p><i>This is where I have had some adult help during the lesson.</i></p>
	<p><i>This shows that the teacher gave me some verbal feedback.</i></p>
	<p><i>This shows that a supply teacher marked my learning.</i></p>