



Chadsmead Primary Academy

Feedback and Marking Policy

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Chadsmead Primary Academy

Feedback and Marking Policy

We believe that feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance. All work should be marked to some degree or given verbal feedback and the marking should be completed before the child's next lesson in that subject.

Principles – reasons for marking/feedback

- Be positive - give recognition and appropriate praise for learner's effort and achievement.
- Relate to 'Learning to' and 'Remember to' - which has been shared with children.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the marking process (whether verbal or written) as appropriate.
- Respond to individual learning needs, marking face-to-face or at a distance.
- Inform future planning and target setting.
- Be accessible to children.

Marking should be positive, clear and appropriate in its purpose - it needs to offer benefits to staff and learners and the outcomes need to be fed back into the planning.

Whole School Approach

Marking methods should be:

- consistent across phases;
- developmental across the age-range;
- consistently applied by all those working with learners, including supply teachers and support staff;
- legible and clear in meaning;
- positive and learner friendly as self-esteem is the most important factor in being a successful learner;
- conducted with the learner present whenever possible;
- supported with stickers, stamps, smiley faces, stars as rewards;
- acknowledging where learners have peer/self-assessed and where verbal feedback has been shared (*see Appendix i: What do the marks in our books mean?*);
- include: modelling, questioning, posed for clarification opportunities or challenge.
- 'quality marked', where a next step comment is given, that refers to the 'Learning to' or 'Remember to'. This will be at least 2 pieces of sustained writing per week and two pieces of math's work each week.
- additional references can relate to targets and on-going development and application of skills e.g.: spelling, grammar
- not focused on correcting all errors – particular attention should be paid to errors linked directly to the 'Learning to' and 'Remember to' with previously taught skills and spellings that are a previous or current focus of learning appropriate to the child's ability, year or phonic group
- a mix of encouraging learners to self-correct as well as providing them with modeled reminders;
- careful to ensure that an over emphasis on spelling correction does not distract from the achievement of the learning objective;
- including oral feedback where possible for maximum, immediate and interactive impact – pointing out successes, prompting and questioning to promote further thought and improvement.
- Display in the classroom and in the front of the children's books an explanation of what the marking means (appendix i)

Early Years Foundation Stage Marking

Children in the foundation Stage learn mainly through practical activities and the marking of work is only a small component of the feedback role of all staff. Children are given feedback verbally through the children being questioned and given achievable next steps to move their learning forward.

Where appropriate the adult should scribe what has been written so that it can be read clearly by others.

The adults will use the appropriate marking symbols from appendix i.

Guidance: Next Step (developmental) marking

A next step is a child addressing:

- An orange (partly achieved) Learning To
- Corrections
- Further application in a learning concept maths reasoning, problem solving if fluency achieved

A next step should be written as:

- An explanation is requested
 - A question needs answering
 - Addressing 'an amber'
- The emphasis in marking should be on both successes and improvement needs against the learning objective. The 'next steps' comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved.
 - Use vocabulary that gives a clear directive to the child e.g. add a/Highlight/Do/Change/Complete Stay away from; Can you/Don't forget/Try. Which leaves chance for the child not to respond.
 - It would be helpful if a next step was indicated through the use of a paper index or Post-It Note for the child.
 - Next steps should be indicated using NS or stamped with a foot symbol to direct pupils to respond.
 - Next steps should take place in writing and maths as a minimum twice a week.
 - Children should complete their next steps before the next lesson is taught.
 - All next steps must be responded to, and if further work is needed this should be clear when this has happened.

Examples of Developmental marking in Maths

Underlining important words and numbers in word problems.

*Underline the important words and numbers in the word problem and use them to solve the problem.
Oranges cost 12p each. I have £1.50 and buy 8 oranges, how much change will I have?*

Apply existing knowledge to solve a problem.

*Use your knowledge of 3d shapes to answer this question:
What 3d shape has the following properties?*

- 8 edges?5 faces?5 vertices?

Explain the method chosen to answer a calculation

*Write down **how** you got your answer to the problem
36-17=19*

Write a definition

Write exactly what a quarter means.

Use more accurate presentation to aid calculations

*Use 1 square for 1 number and write them in the **correct columns**. This will really help you get the answer correct. Show me with this question: 219-76*

Re-do an incorrect question.

Re-do questions 2 and 5. Think about what we talked about to help you.

Examples of Developmental marking in writing.

Elaborating and extending

Often used to redirect the child's focus, good for more-able children who need less support

Write a character description of James

Describe the character in more detail

Say more about the fire

Explain this for me

Scaffolded prompts for elaborating or extending

They often focus the child's attention on specifics OR delve via two or more questions or statements.

Can you tell me more about how the girl felt walking into her new class?

Describe what the forest looked like to Red Riding hood. Remember to use all your senses when describing.

How do you treat your horses? Write about the times you have anything to do with them.

Example prompts for elaborating or extending

Giving the children models of words or phrases they could use in their work

Describe what you are seeing as you begin to turn into a giant. Perhaps

Cars looks like toys

Houses look like dolls houses

People look like ants

What did you see on the boat trip?

Majestic killer whales?

Friendly dolphins splashing in the crystal sea?

What did you find in the old house? Could it have been?

A dusty old cobweb

An antique clock

Asking for one or two more sentences

Can you tell me two more things about the beach?

What did the teacher say to the young girl before they went home?

Think of a line to rhyme with devour.

Changing the text

- Replacing individual words- teacher could highlight and ask for them to be changed- needs to explain why though. Could give examples to help child and extend their vocabulary
- Replacing individual sentences- again teacher needs to explain why and can give examples
- Replacing paragraphs- usually the last paragraph as the child has ran out of time OR as teachers we spend more time teaching about story openings than endings

Rewrite the ending, explaining what happens in more detail.

Does the main character survive even though you have hinted he would die?

Justifying

Very useful tool to get the children to add more detail

Why was his voice shaky....? Tell me more!

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Presentation of Work

Aims

- To raise standards of presentation across the school.
- To have a consistently high standard of presentation across the school.
- Consistent classroom based displays, resources and labels.

Presentation Guidance

Book covers should indicate:

- Child's name
- Class/Year Group
- Subject
- Children should not write on the covers of their books
- Dots indicate monitoring groups (Pink = Looked After Children. Red = Pupil Premium. Green = SEND. Yellow = English as an Additional Language. Orange = Benchmark. Blue = Other)

Date and Titles in books:

- All learning must be dated, either by the learner or by a supporting adult, written in words or in the number form as appropriate.
- Date is written on the top line, left aligned and underlined.
- 'Learning to' and/or Titles should be, underlined and aligned to the centre of the page. This can be either written by the learner or preprinted and stuck onto the page.
- For younger children, teachers are encouraged to work towards this standard as soon as children are able.

General Points:

- Teachers should expect a good and high standard of presentation in all work across all subjects.
- To indicate a new piece of work; rule off previous work with a ruler.
- All underlining should be in pencil and supported by the use of a ruler.
- Mistakes should be removed with an eraser (at the teacher's discretion) or struck through with a single straight line. No ink erasers are to be used.
- Learning completed on a worksheet should be trimmed and stuck into the appropriate book (folded in half where necessary with the fold to the centre of the book) or stored in a separate folder.
- Children should use colour pencils when illustrating work in books.

Handwriting:

- Learners in Key Stage 2 must be able to demonstrate a consistently high standard of handwriting and presentation in order to be awarded a pen license. At least 3 pieces of writing in books from different curriculum areas must be shown to Mrs Grainger for consideration of a pen license. Trial practices in the use of pen and use for special pieces of learning are allowed at the discretion of the class teacher.
- Learners will always work in pencil in mathematics.
- Children are to write in blue ink only.

For Teachers:

(IWB/Resources/Classroom boards)

- Date to be written on the left and underlined avoiding black text on white background.
- 'Learning to' and/or titles to be centre aligned and underlined.
- Teacher should **model the agreed cursive handwriting style** whenever they are writing for the class.
- Chadsmead follows a cursive font from Join-It which should be used for script on boards and for resources e.g. word banks.
- Display titles should be, in the main, typed in a cursive font (Join-it).

Role and Expectations

The role of leaders is to:

- Implement changes and support effective practice.
- Lead by example and motivate staff.
- Recognise the role of feedback in raising learners' expectations and attainment.
- Monitor and evaluate the effectiveness of this policy.
- Provide feedback and support to staff.

The role of curriculum leaders is to:

- Ensure this policy is adapted and applied within the context of their subject area.
- Ensure good practice in 'Feedback' is promoted and discussed.
- Monitor and evaluate the impact of 'Feedback' on pupil progress in their subject area.

The role of Teachers and Teaching Assistants is to:

- Implement the Methods/Practice outlined above.
- Work towards implementing 'best practice'.
- Maintain the highest expectations of pupils and their learning at all times.
- Involve pupils at all stages of their learning and give them the opportunity to take responsibility.
- Make use of prior knowledge assessments before the start of a new topic and make links for learners between their prior knowledge and new learning.
- Frame clear 'Learning to's' which are accessible to all pupils.
- Share learning intentions and the criteria for successful learning ('Remember to').
- Explain, model or engage pupils in conversation about what makes good quality work ('Let's Model it').
- Encourage pupils to identify aspects of their work that they find easy or difficult.
- Promote a classroom ethos where mistakes are accepted as an important part of learning.
- Develop peer- and self-assessment.
- Use effective marking and feedback methods that promote progress and move learning forward.
- Share practice with others.

The role of learners is to:

- Always apply themselves to their learning and try their best with their handwriting and presentation.
- Be able to explain what they are learning and talk about what a successful outcome will look like.
- Talk about how they can make their learning successful (including reference to 'Remember to') and consider what they can do to further improve.
- Identify aspects of their work which they find easy or difficult.
- Contribute to developing 'Remembering to'.
- Use feedback from a Teacher, Teaching Assistant or peer to make improvements in their learning, always responding to their 'next step' comment.
- Use the agreed 'Remember to' as a check list to monitor their own progress through the lesson.
- Know and discuss their learning targets and the progress they are making.
- Demonstrate a positive attitude towards peer and self-assessment, following the agreed rules, which include demonstrating respect for others' learning and books.

The role of Governors is to:

- Agree and review the Feedback Policy on a regular basis.
- Question the Headteacher and others to ensure that the Policy is implemented and impacts positively on learning and progress.

Monitoring & Evaluation

The impact of feedback and marking on learning forms an important part of the school's regular review of practice. The following monitoring strategies are employed as part of an annual cycle:

- Lesson observations
- Learning Walks
- Work scrutiny / book trawls.
- Pupil conferencing / discussions.

These activities are carried out by Leaders and Subject Leaders. A report is then compiled indicating good practice and areas for development. This is shared with Governors and staff. Any areas for development form part of the School Development Plan which is compiled on an annual basis.

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