

# Feedback & Marking Policy

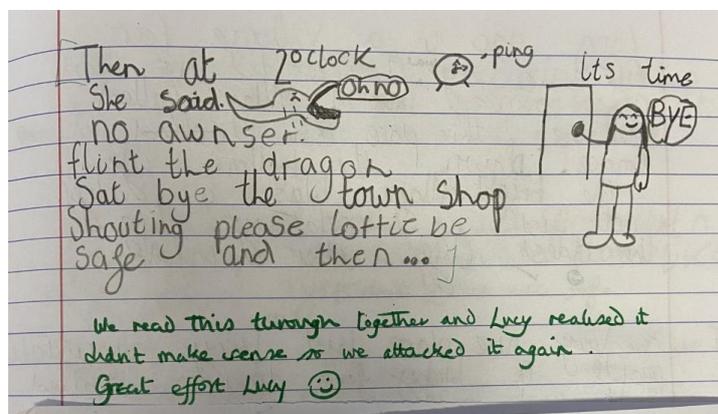


We believe marking children's work is crucial in raising standard. It is important that children know they are making progress and how to make progress. As a school we plan for learning and marking is an essential part of that process for both the teacher and the pupil. The development in learning must be kept uppermost in our minds as the reason for marking a child's work.

- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. Ofsted School Inspection Handbook, April 2018 (Outstanding Criteria).
- Our duty is to give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. Teachers Standards.

## Marking

Marking should be purposeful and used only to move pupils forward. High quality feedback for pupils is an essential part of formative assessment. Therefore, marking may at times be through verbal feedback to the child and this will be noted using the school's marking code.



Marking also involves self-assessment and peer-assessment by pupils. At West Felton, we encourage our children to reflect, analyse, evaluate and set their own steps for development in order to move learning forward. This in turn develops children and enables them to become independent, high level thinkers.

I can write a story about a dragon

Mrs Morgan	checklist	you
✓	I have a <b>setting</b> in my story	✗
✓	I have used <b>paragraphs</b> to break up my information.	✓
✓	I have used <b>adjectives/ noun phrases</b> to describe my setting	✓
	I have described my dragon and dragon's den -adjectives -similes (as...as, like)	✓
✓	I have used the <b>third person</b> (he/ she/it)	✗
✓	I have used <b>past tense verbs</b> (was/ -ed words)	✓
✓	I have used <b>fronted adverbials</b> (long ago, first, after that, next, then)	✓
✓	I have an <b>ending</b> to my story	✓
✓	<b>Capital letters</b> and full stops	✓
✓	I have joined my handwriting <b>most</b> of the time	✓
✓	<b>p, g, y, j</b> tails below the line	✗
	No capital letters used incorrectly	✓

We believe each person has a responsibility for moving children and this includes teaching assistants within the classroom. At West Felton, the staff and pupils work as a team to achieve the highest standards.

On Wednesday 14<sup>th</sup> October, Sycamore (Year 5 and Year 6) met PC Robinson, came for a visit to talk about missing children. It was in West Felton CE Primary School.

Sycamore sat under the <sup>gazebo</sup> He introduced himself with "Helloelloello!" Missing Children Boy who swam with piranhas.

He was experienced, as he has been a police officer for 2 years. So PC Robinson's job was to talk to children. After he introduced himself, he got 2 children (Callum and Millie) to do a roleplay exercise. Callum played ~~Uncle~~ Ernie and Millie played Aunt Annie; these are characters from "The Boy who swam with Piranhas".

Uncle Ernie and Aunt Annie argued over Stan's disappearance. "You were too soft on him," fired Uncle Ernie. "You killed his goldfish!" shouted Aunt Annie. They argued and argued while PC Robinson stood listening.

- \* Informative introduction
- \* Accurate use of parenthesis, colons and a semi-colon
- \* Accurate punctuation of quotes
- \* Clear, well organised paragraphs

→ Lets try and finish next time ☺

You've had a phenomenal end to the week Hayden. I'm very proud of you ☺

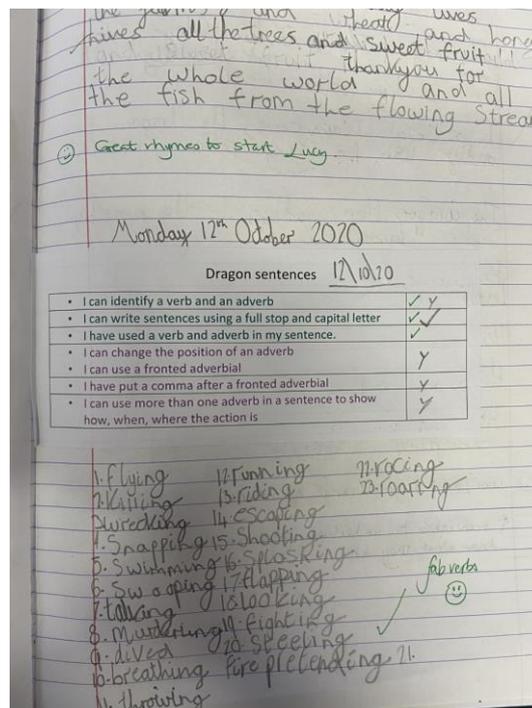
### *Pupils are involved in marking:*

- Pupils may check routine exercises as part of their daily routine.
- Pupils take ownership of their own marking and consequently, some responsibility for their own learning.
- Pupils may be expected to peer assess, becoming critical friends.
- Independence improves as part of the self & peer-assessment process.

### *Teachers marking:*

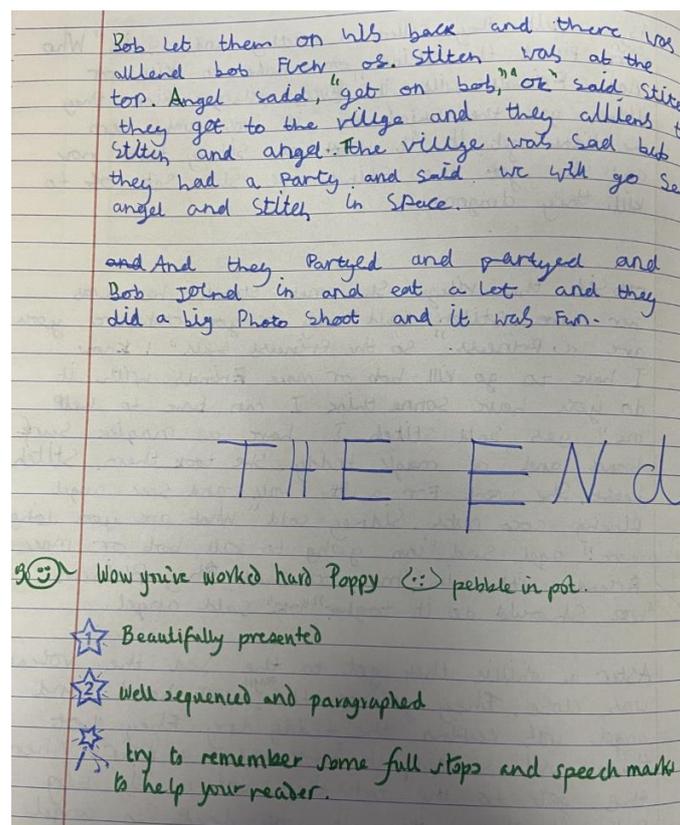
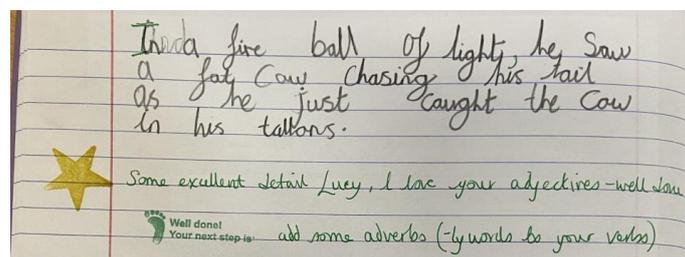
#### 1) Simple and frequent (all pieces)

- Regular teacher marking is essential e.g. on a daily basis.
- Marking will be mainly quick - checks to ensure pupils are on track
- May involve brief comments, focusing on errors and/or praise for excellent work
- Verbal feedback is vital.



2) Detailed and regular (at least 1 in 5)

- This is less frequent and must tie in with planning and objectives.
- Teachers' marking focuses on the clearly identified questions and tasks.
- Pupils are aware of the criteria by which this work will be marked.
- This marking will include detailed comments about the subject/learning, questions or suggestions about errors, next steps and/or an extension task.
- Time is planned in lessons to enable pupils to act on teacher comments.



### 3) Mathematics

We have trialled various marking strategies in Maths and found the most effective in moving pupils learning forward and informing teachers planning is 'simple and frequent' of every piece; often with the pupils in class where possible.

As well as termly assessment records, teachers will provide a weekly overview which is stuck in every book at the beginning of the week. It will include daily objectives, an assessment against that objective on the day red/amber/green/purple in line with our assessment coding, comments from the teacher and next steps. Teachers may choose to complete these daily, weekly or a combination of both.

For example:

24/01	Subtraction	
M	Subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>o a two-digit number and ones</li> <li>o a two-digit number and tens e.g. <math>87 - 30 = 57</math></li> </ul> Subtract numbers mentally, including: <ul style="list-style-type: none"> <li>o a three-digit number and ones</li> <li>o a three-digit number and tens</li> <li>o a three-digit number and hundreds e.g. <math>858 - 300</math></li> <li>o two-digit numbers where the answer could exceed 100 e.g. <math>99+18</math></li> </ul>	
T	Solve problems with subtraction: <ul style="list-style-type: none"> <li>o using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>o applying their increasing knowledge of mental and written methods</li> </ul> Subtract numbers with up to three digits	
W	Begin to recall and use subtraction facts to 20, e.g. $19 - 7 = 12$ and derive and use related facts up to 100 e.g. $30 = 90 - 60$	
T	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. Estimate the answer to a calculation and use inverse operations to check answers e.g. $702 - 249$ is approximately $700 - 250 = 450$ ; check $453 + 249 =$	
F	How that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	
Notes	<p>* You have worked hard all week ☺</p> <p>* You have achieved Y2 objectives and worked on some Y3 this week</p> <p>→ Subtraction of 3 digit numbers.</p>	

#### Monitoring of this policy

- SLT will regularly monitor books against this policy.
- Subject leaders must ensure that the policy is being reflected in book trawls.

References:

Teacher feedback to improve pupil learning EEF June 2021

Written and agreed: September 2021

Reviewed: March 2023

Next due for review: September 2024

Reviewed: July 2024

Next due for review: September 2026