HORBURY BRIDGE CE J&I ACADEMY

FEEDBACK AND MARKING POLICY AND PROCEDURE

Value Statement

Children need affirmation of what they are doing right and also guidance on what is incorrect or what will help them to develop further. Our ethos promotes a learning culture that no one gets it right all the time and that effort is valued and mistakes help us to learn. Our response to mistakes and recognition of individual strengths is key in the way that verbal and written feedback are used to improve learning.

PURPOSE

Feedback offers guidance as to the extent to which learning objectives have been met and suggests the next steps children might take in their learning. Wherever possible, marking and feedback takes place with the children, which means they are almost always able to act on it.

Feedback is most effective to children's learning when:

- It refers to the learning objective and success criteria;

- It recognises both the positive success and the specific next steps for learning;

- Children are given time and opportunity to reflect on and act on the feedback;

- It identifies children who need additional support/more challenging work and the nature of the support/ challenges needed;

- It informs and supports planning for the teacher.

In addition, feedback may:

- Take place at any time during the learning process, not just at the end of a lesson;

- Give children information about aspects other than learning objectives and success criteria for that lesson eg their effort, personal targets;

- Be verbal or written.

- Give reassurance or a quick check on progress

Immediate oral feedback is the most effective and therefore feedback is more likely to be oral than written.

Children's response to teacher feedback through improvements or self-corrections should be acknowledged either verbally or by marking.

MARKING

'Marking' is a written form of feedback. It should be done:

- With sensitivity to the individual;

- In a colour that is easily read against the work so it is clear for children and staff to see;

- In a manner that demonstrates the teacher has given care to the marking and values the child's work ie with attention to teacher handwriting, spelling and grammar;

- With relevance to age/ability. In Early Years, written comments are often used for communication between staff members, as the majority of feedback to young children is verbal;

- By appropriate use of a child's name in a written comment as this personalises it;

- Through opportunities to self and peer mark against learning objectives and success criteria; this can help empower a child to realise his/her own learning needs and to have control over future targets and areas for improvement;

TYPES OF MARKING

1. Secretarial skills (punctuation, grammar, spelling)

An agreed marking code uses symbols appropriate for different age groups. (See Appendix 1) These are progressive and teachers should judge what is appropriate for their class/key stage.
It is shared with the children and displayed in classes so they understand it and can readily refer to it.

These skills are marked in addition to the learning objective. The number of these indicated in any one piece of work should be at the professional judgement of the teacher taking into account:

- The most important priorities for that child eg most common spellings, basic punctuation;

- Any relevant personal target the child may have;

- The number of secretarial errors that a child is likely to be able to respond to effectively;

- Whether the child needs reminding about general skills eg, "check your work for full stops", or needs specific places highlighting;

- Reasonableness of the error ie whether it is a spelling the child has already learnt and should be applying carefully and needs reminding about, or whether it is likely to be an unknown spelling which can be accepted. Spelling corrections should normally be limited to words the child should know.

2. Success and Improvement Prompts

These prompts help children decide how they would like to up-level and improve their writing

- Showing success – the teacher finds the best places in the child's work which link with the learning intention
- Giving an improvement suggestion – An improvement suggestion is written/asked for by the teacher to help the child know how to make the specific improvement.
- Making the improvement – Classroom time after the teacher has marked it, is given for children to read the successes and improvement suggestion and to make their improvement (typical total maximum time needed: 10 mins. Whilst most of the class are making their improvements, the teacher or support staff will give children improvement suggestions to any children who needs support)

Types of Improvement Prompt:

Reminder prompt
This is a simple reiteration of the learning objective. Eg "Remember to….."

Scaffolded prompt

This involves the teacher deciding what they would like the child to write, then finding a way of handing it back to the child:
- Describe the expression on his face.
- Do you think he was annoyed? How do you think he might have shown this?
- Tell us more. What do they look like? How do they move?
- He was so surprised that he...
- He barked _____ly, running around feeling very_____

Example prompt

This models a choice of possible improvements, but asks if the child has an idea of his or her own.
- Choose one of these, or your own:
  He couldn't believe his eyes!
  He ran round in circles looking for the rabbit, feeling very confused.
or
- Example prompts with two alternatives
  How did you feel, sad or angry?
  Were they girls from the school or girls from next door, which?
  What did he look like? ...it would make your story more interesting...'
  What is he like? Is he tall? Thin? Short? Dumpy?

3. Maths Marking

Where possible, feedback in maths should take place and be responded to, during the lesson.

Pencil or coloured pencil is used by the child to make it clear where they have self-corrected or self-checked work.

Marking symbols in maths:

↑ **(Arrow Up)** - Moving on to the next level of work

Vf (Verbal feedback) followed by a brief comment - immediate support and intervention has been given in the lesson. This provides a record and information for other staff of support needed

● **(dot)** - incorrect answer for the child to check and self-correct. This is useful when marking alongside children in lessons

X (cross) – incorrect answer where the child is unlikely to be able to correct independently or self-correction not required.

Marking Symbols
Foundation Stage

Symbol	What this means
	Learning Objective Achieved
	Target Achieved
I	Independent work
S	Supported work
	Finger space
●	Full stop
✓	Correct answer

Comments are also written to inform all staff about children's learning

Marking Symbols
Key Stage 1

Symbol	What this means
	Learning Objective Achieved
	Target Achieved
I	**Independent work**
S	**Supported work**
	Finger space
●	**Full stop**
✓	**Correct answer**
CL	**Capital letter**
✓✓	**This is a very good word**
✓✓	**This is a good phrase**
^	**A letter or word is missing**
sp	**Spelling error**
vf	**Verbal feedback given**

Marking Symbols
Lower Key Stage 2

Symbol	What this means
Objective achieved (star image)	Learning Objective Achieved
I Have Achieved My Target (thumbs up image)	Target Achieved
I	Independent work
S	Supported work
(finger image)	Finger space
✓	Correct answer
CL	Capital letter
✓✓	This is a very good word
✓✓ (underlined)	This is a good phrase
^	A letter or word is missing
sp	Spelling error
vf	Verbal feedback given
||	New paragraph needed
?	What do you mean? Explain
P	Punctuation needed

Marking Symbols
Upper Key Stage 2

Symbol	What this means
	Learning Objective Achieved
	Target Achieved
I	Independent work
S	Supported work
	Finger space
✔	Correct answer
CL	Capital letter
✔✔	This is a very good word
✔✔ (underlined)	This is a good phrase
^	A letter or word is missing
sp	Spelling error
vf	Verbal feedback given
||	New paragraph needed
?	What do you mean? Explain
P	Punctuation needed