



# Feedback and Marking Policy

Last Reviewed: October 2022

## Statement of Intent

**Richardson Dees Primary School** understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Inform pupils about what they have done well and highlights areas of improvement
- Support pupils' confidence in learning, contributing to accelerated progress
- Support teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression
- Develop reliable processes in school which understand when feedback is necessary and appropriate

## Key Expectations

- The **Senior Leadership Team** are responsible for ensuring that this policy is implemented, monitored and remains effective and assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- The **teaching staff** are expected to:
  - Quality mark at least once a week in English and at least once a week in Maths
  - To traffic light the Learning Objective using either Green for met, Orange for partially met, no colour for unmet - for every lesson
  - Judge whether written or verbal feedback should be given
  - Write the dialogue on post it notes for KS1 children or lower attaining pupils

- Provide pupils with immediate feedback (live marking) during lessons when appropriate
- Have regular target-focused conversations with pupils
- Ensure that marking identifies misconceptions and feedback addresses these swiftly
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum
- Offer questions and challenge pupils whose work was correct, which should encourage further development
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets
- Provide positive and pupil-friendly marking and feedback
- Upload work onto Seesaw
- Respond to work uploaded onto Seesaw by verbal or written recording.

**Pupils** are expected to:

- Try their best with any work they complete, including homework
- Ask questions when they do not understand something in lessons
- Read any comments on their work and ask questions if they do not understand them
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved
- Make a conscious effort to meet their targets and to action any suggested improvements
- Take responsibility for their learning

## Work Life Balance

- We acknowledge the time demands around marking and we work hard to support staff in achieving a healthy work life balance in a way that doesn't compromise on standards for our children.
- On the day of our staff meeting, and on evenings where there are other CPD or professional commitments, we encourage staff to find quick and effective ways to provide feedback which ensures that teachers don't have to mark late into the evening.
  - ✓ Creative marking e.g. Pic Collage, Pre-printed stickers
  - ✓ Self-assessment
  - ✓ Peer-assessment
  - ✓ Live marking
  - ✓ TA support marking
  - ✓ Recording on Seesaw

## **Ethos**

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding

## **Feedback should be given to:**

- Motivate pupils.
- Establish an opportunity to make learning progress, by:
  - Rectifying a misunderstanding.
  - Reinforcing a skill or piece of information.
  - Improving on a pupil's understanding or ability to do something.

## **In EYFS we use a range of feedback strategies. These include:**

- Staff and children utilise a variety of toolkits which help support the process of feedback
- Staff use verbally expressed questions to follow up and clarify success (ability related)
- One to one verbal feedback is given both in the moment and at distance from learning
- Children are supported in self-assessing their work
- A range of stickers and / or stampers are used to celebrate success
- Verbal praise linked to our Seven Superpowers
- Allocation of Castle Points to reward hard work and successes
- Allocation of stickers linking to our core behavioural values – kindness, good listening and safe movement – where appropriate.
- Seesaw is used to share work with parents and carers and includes teacher comments.

**In addition to this good practice, Key Stage 1 adopt the following methods:**

- Success is highlighted on pre-printed Learning objectives – green for met, orange for partially met, no colour for unmet
- Children are informed of the next steps they need to take in their learning verbally or in writing in red pen. (Verbal feedback will be recorded as V in children's book)
- => is used to identify individual and group targets
- 'Challenge Tasks' (often on pre-prepared stickers) give children an opportunity to take their learning deeper and further
- Quick fix marking is used to support daily practice:

To improve on correct letter / number formation	<i>Underline the work and put an F in the margin</i>
To make improvements in handwriting	<i>Underline the work and put a H in the margin</i>
Correct common spellings	<i>Squiggle under the word and write 'sp' and write the correct spelling in the margin</i>

- Specific successes are highlighted using star stampers (e.g. at the beginning and end of each sentence)
- Immediate feedback (live marking) is used in the lesson – ticking / starring as children work
- Lessons are stopped so that specific success can be shared
- A stamper e.g., *target group* identifies where a child has received adult support
- From Y2, children are taught to respond to improvements / editing in green pens

**In addition to this good practice, Key Stage 2 adopt the following methods:**

- A circle is used to identify where something has been omitted e.g. punctuation, a numeric digit
- Individually, in groups or as a whole class, pupils are given the opportunity to self-mark with a green pen
- Extended success criteria are used as a checklist by both the pupils and staff
- Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are able to engage appropriately

Marking Codes						Marking Approaches			
V	=>	F	H	sp	O	Tick	Stamper	Stamper	Star Stamper
Verbal Feedback Given	Target	Formation of letters and numbers	Handwriting	Spelling	Omission	Live marking		Intervention groups / additional support from an adult	Prefixes a positive comment / Highlights good work