



Haggonfields

Primary School



DIOCESE OF SOUTHWELL
& NOTTINGHAM
MULTI ACADEMY TRUST

Marking and Feedback Policy

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Policy Statement

Haggonfields Primary Academy 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 the teaching team's responsibility and is a prominent technique for communicating with pupils – marking is part of the academy's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the academy should ensure is consistently applied by all teaching staff to supporting all pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement against the key knowledge and skills for each lesson
- acknowledges children's achievements and efforts, giving encouragement and building confidence
- Supports pupils' confidence in learning, contributing to accelerated learning
- Supports the teaching team's assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression
- checks that the curriculum is being carried out to an expected standard and understood by all children

Roles and responsibilities

1.1. The **headteacher** is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on the teaching team's workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the academy.

Key Stage leaders are responsible for:

- Ensuring all members of staff within their Key Stage are aware of the academy's procedures in terms of marking and providing feedback
- Monitoring the effectiveness of this policy within their Key Stage and reporting their findings back to the teaching team and headteacher
- Answering any queries that teaching staff have in regards to this policy and the academy's practices

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback

- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress in a timely manner
- Allowing pupils to ask questions in regard to any feedback they have received
- Ensuring that pupils understand the feedback they have been given and have time to reflect and respond to this feedback

Feedback systems

In all lessons, the teaching team provides a Learning Intention Header that explains the key knowledge and/or skills that the child will be taught in that lesson. There are usually three things taught in each lesson as the learning intention is broken down into manageable chunks. These might be differentiated to meet the needs of pupils.

Example Header

<u>Date:</u>		<u>Taught by:</u>
<u>LI: To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</u>		
<u>Key Vocabulary:</u> • variation • function • validation	<u>Key Knowledge:</u> 1. Know that only one variable should change in a fair test. 2. Know that function of components can vary.	
<u>Learning Feedback:</u>		

Each key knowledge statement is monitored through marking. The will place one tick against evidence for the first statement, two ticks against the second, etc. The teaching team may choose to place a number against a tick instead. The aim is to make the marking process easy to understand for the child and easy to implement for the teaching team.

The feedback box on the Header should highlight the next step for the child and they should then be given time to reflect on this and then respond. They do this in purple pen to show where they have responded. When learning is recorded in floor books, the feedback will identify if the majority of the class are secure or not.

Adult, Peer and Self-Assessment

From the Early Years upwards, pupils will be involved in the assessment process. We expect pupils to take ownership of their learning and have many opportunities to reflect through peer and self assessment.

The teaching teams will share learning objectives and the key knowledge with pupils in all lessons through the use of the Headers.

The teaching team will clarify, understand and share clear success criteria for pupils to self or peer assess against as appropriate.

We encourage pupils to see themselves as the 'first markers' and audience for their learning. Children should be encouraged to find their OWN mistakes and to check and improve their own work individually or with the help of a peer before showing their work to the.

The teaching team must plan for feedback to take place and should include a range of assessment types including peer and self-assessment

The teaching team checks understanding throughout the lesson using a range of assessment techniques. We have a 'no hands up' policy to ensure all children are assessed throughout in an effective manner. Through frequent assessment, the teaching team can support and guide the pupils, intervening when misconceptions are identified and scaffolding when children are not making sufficient progress.

Feedback colours and codes

Green for growth/progress;

Pink to make you think/ read and respond to this

VF - Verbal feedback is also used in the Early Years and in Year 1 or for pupils who would find reading the feedback too challenging or meaningless.

CL- take care with your capital letters

P- look for missing full-stops, capital letters, exclamation marks, question marks

Underlined word – child to check spelling

FS_ remember to use finger spaces

SP – check your spellings for errors

FF – remember to use Fed Fingers to sound out new words

^ - please insert the missing word here

/ _ start a new line

// _ start a new paragraph

N.B Pupils who are pre-speaking may have agreed symbols with their class teacher that are based on meaningful symbols that communicate meaning effectively to the child. This is agreed as part of our adaptive approach to teaching in line with our SEND provision.

Letters written at the end (with arrows to show direction of movement) to demonstrate correct formation - children to practice

The teaching team can use stamps for this feedback or handwrite the symbols.

Children's response to marking

All staff emphasize the importance of understanding the marking system and the positive effect the process has upon the pupils. Close reflection and review of the teaching team's marking by the pupils is imperative, otherwise it negates the precious time the teaching team has spent upon it, and does little to improve learning. We appreciate that marking alongside the child often has a greater impact and we aim to do this when it is both manageable and meaningful to the learner.

Children should be given time, at the start of each lesson or in a discrete time set to be able to read and respond to the written feedback the teaching team has provided.

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Children should be expected to respond to the written feedback, either by correcting their mistake in purple pen or by writing a reply.

There are four types of Next Steps

- 1) Scaffolding- A child has a misconception or error and the teaching team provides a scaffolded response to get them unstuck and to make progress.
- 2) Find and Fix- Signposting work to improve with a clear focus. E.g Question 2 has an error in place value. Find and fix.
- 3) Consolidation- A child needs more practise, or the teaching team wants to assess if they are able to demonstrate a skill independently
- 4) Further Challenge / Stretch- A child has demonstrated secure understanding during the lesson and so is offered a challenge or a new context. Examples can be seen further down this policy.

Target Books

Children have targets that are personal in Reading, Writing and Maths. These will also contribute to the conversations that adults have with children about their work. These allow for children to have smaller, achievable steps that reflect the individual pupil's goals and abilities. These targets are monitored through the child's personal target booklets.

Presentation Feedback

Presentation is crucial to progress. We acknowledge that a child achieves more when they can read their own work back to proof read and so great emphasis is placed on handwriting, presentation and care of work. Teachers will identify letters that have been formed incorrectly and scaffold correct formation for the child to practise in response time. Teaching teams will also reward children for progress in presentation and handwriting.

Equal Opportunities

We recognise that each child in the academy has an entitlement to have quality feedback in a broad and balanced curriculum. (Please refer to our Equal opportunities Policy)

Special Educational Needs and Disability

This policy has been written with regard to the aims and objectives of the Special Educational Needs policy and the Academy's Disability Equality Scheme. All lessons are adapted and take into account a range of learning and teaching styles to cater for all pupils. In some cases individualised learning programmes are adopted and a variety of methods to present and record pupils work are offered. In this way all children have the opportunity to reach their potential, regardless of their need or disability. To facilitate this, reasonable adjustments are made to this policy to support the learning of pupils with additional needs or specific requirements.

Monitoring and Evaluation

Senior leaders will routinely carry out quality assurance activities and discuss the feedback process with children to ensure that it is effective, manageable and understood by children. Progress in books will be the best indicator of its success.

As a staff team, we will continue to be reflective about best practice and how our marking and feedback is impacting on progress. The policy will be reviewed each year as we closely monitor the impact of our intent and implementation.

Colette Boness

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