

Coppull St. John's CE Primary School



Feedback and Marking Policy

September 2020

Introduction

At Coppull St John's CE Primary School, we believe that the process of feedback and marking should provide constructive learning opportunities for every child. We use feedback and marking to enable children to become reflective learners and to help them close the gap between what they are currently achieving and what they are capable of achieving, thus realising their full potential.

Organisation and Practice

At Coppull St John's we have agreed to:

- Ensure that children are provided with success criteria which is related to the learning objective, so that they are clear about expectations
- Use a variety of feedback and marking strategies to develop self-evaluation against the learning objective of the lesson
- Provide oral feedback wherever class discussions take place
- Provide effective feedback to children about their work, recognising this will take many forms, depending on the nature of the task and the time available
- Create a system of codes which can be used as part of the marking process and which is consistent throughout the school
- Ensure that children are given time to read and make focussed improvements based on teacher prompts and suggestions. We recognise that in order for marking to be formative, the information must be used and acted upon by the children.

Learning Objectives and Success Criteria

- WALT (We Are Learning To) and WILF (What I'm Looking For) is used in Class 1 and Class 2
- LO (Learning Objective) and Success Criteria is used in Class 3 and Class 4
- Learning objectives and success criteria should be differentiated appropriately to children's needs
- This information, along with the date, is printed on a sticker and is placed in the top left-hand corner of a piece of work in a child's exercise book
- Learning objectives that take place over a longer period of time (e.g. over 2 or 3 lessons) do not need a new sticker each day.

Feedback and Marking Strategies

Verbal Feedback

Oral feedback can be feedback from the teacher, to the teacher by the pupil, and from and to peers. Feedback can be given at an individual, group or whole class level.

Acknowledgement marking

This may include a tick or a code e.g. 'VF' (see subject-specific guidance). It indicates that some dialogue took place during the lesson which will have had an impact on the child's learning.

Distance marking

Marking carried out on work completed online (e.g. through google classroom) or at home will be positive, clear and appropriate in its purpose – to offer constructive feedback linked to the learning objective. This will also be used to build a constructive dialogue with parents.

Self/Peer Marking

In certain types of work, pupils can be involved in assessing and evaluating their own work and that of their peers. This should be done using careful strategies e.g. marking ladders, and should be against the success criteria for the work. Teachers should develop children's skills in using this method.

Detailed marking

This type of marking is where the piece of work is given more in-depth attention and will typically be extended pieces of writing or end-of-unit assessment pieces where the more detailed written feedback will be more impactful. We have developed a range of agreed strategies to ensure detailed marking is consistent across the school.

At Coppull St John's, we recognise that children benefit from regular and effective feedback on their work, in order to move them forward and consolidate their learning. We will use a range of feedback and marking strategies across the curriculum. We have identified specific strategies for different subjects that will be used to ensure consistency in all classes. These specific strategies have been designed to make the maximum impact on learning in different disciplines and types of work that children produce across the curriculum.

English

Frequency of marking in English

Work in English should be marked as follows:

Type	Frequency	Strategies	To include
Extended writing	At least once per week	Detailed	Marking code Two stars and a wish
End of unit piece of work	At the end of the unit of work	Detailed Self/Peer	Marking ladder Marking code Tickled pink and green for growth
All other work in books	Daily	Verbal Acknowledgement	Tick VF = verbal feedback I = Independent T = Teacher support TA = Teaching assistant support

Specific strategies for marking in English

- Work should be marked in **green pen** and children should respond in **purple pen**.
- Adults should model the agreed **school cursive handwriting style**.

The following marking code should be used in English when marking work:

Code	Meaning
SP (word underlined)	Spelling error
CL	Capital letter missing/incorrect
FS	Full stop missing
/	Finger space
VF	Verbal feedback given in lesson
I	Work completed independently
T	Work supported by teacher
TA	Work supported by teaching assistant
Key Stage 2: as above, and..	
//	New sentence
///	New paragraph

Mathematics

Frequency of marking in mathematics

Work in mathematics should be marked as follows:

Type	Frequency	Strategies	To include
Specific pieces of maths work	At least twice per week	Detailed	Next step stamp Identify error/s and model correct method Set challenge question
All other maths work in book	Daily	Verbal Acknowledgement Self/Peer	Tick VF = Verbal feedback I = Independent T = Teacher support TA = Teaching assistant support Self/peer marking

Specific strategies for marking in mathematics

- Work should be marked in **green pen** and children should respond in **purple pen**.
- The **next step stamp** should be used for detailed marking.

Other Subjects

In other subjects, e.g. science, history, geography etc, feedback and marking should take place using the following strategies:

- Each topic will have a **context page** identifying the knowledge and skills to be learnt, with pupil response before and after the topic in the form of a mind-map
- Each piece of work will have a sticker in the top-left identifying the **learning objective and success criteria** – this could be across a lesson or a series of lessons
- All work in books should be marked
- Acknowledgement marking should identify where verbal feedback has been given (**using VF**)
- Work should be marked in **green pen**
- Next steps should be identified **at least twice per topic**, related to the specific learning objective in the subject. This could be a question or suggestion for improvement in an explanation. The **next steps stamp** should be used for this.
- Key subject-specific vocabulary spelling errors should be identified and reinforced (**using SP code**)

- Pupils should have the opportunity to respond to written next steps and spelling corrections
- Pupils should respond in **purple pen**.

Policy agreed: September 2020
To be reviewed: September 2021