

# Feedback and Marking Policy



*'Grow in the Grace and Knowledge of our Lord Jesus Christ'*

2 Peter 3 v18

**We are a welcoming church school where everyone is valued and encouraged to flourish academically, emotionally and spiritually.**

**We promote a love of learning where individual talents are nurtured; hopes and aspirations can be achieved.**

**Where excitement is evident and enrichment opportunities shape our grace and knowledge.**

**Jesus motivates, inspires and teaches us about living life in all its fullness.**

## 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 for written work (see subject-specific marking guidance) which can be used as part of the feedback process and which is consistent throughout the school

- Ensure that children are given time to make focussed improvements based on teacher prompts and suggestions. We recognise that in order for feedback 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 Oak and Maple classes
- WALT (We Are Learning To) and Success Criteria is used in Willow class
- LO (Learning Objective) and Success Criteria is used in Sycamore class
- WALT/Learning objectives and WILF/success criteria should be adjusted appropriately to children's needs
- WALT/Learning objectives are focused on the intended skill or knowledge to be learnt; WILF/Success criteria set out the steps for the children to achieve the objective.
- This information, along with the date, is printed on a sticker and is placed on 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**

Verbal 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 (including remote learning)**

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 for teachers to use when marking in detail.

## Subject-Specific Strategies

At Coppull St John's, we recognise that children benefit from regular and effective feedback on their work, in order to both move them forward and to 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

#### Feedback in English

Feedback on English work is given as follows:

Type	Frequency	Strategies	Possible methods
Extended writing	At least once per half term	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 WILF/SC 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**.
- Adults should model the agreed **school cursive handwriting style**.

The following 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
<b>Key Stage 2 only, as above and</b>	
//	New sentence
///	New paragraph

## Mathematics

### Feedback in mathematics

Feedback in mathematics is given as follows:

Type	Frequency	Strategies	Possible methods
Reasoning and problem solving	Where needed	Detailed	Next step stamp Identify error/s and model correct method Set challenge question
Arithmetic and fluency	Daily	Verbal Acknowledgement Self/Peer	Tick WILF/SC 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**.

### 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 (before in pencil, after in purple)
- Each piece of work will have a sticker identifying the **WALT/learning objective and WILF/success criteria** – this could be across a lesson or a series of lessons
- Acknowledgement marking should identify where verbal feedback has been given (**using VF**)
- Work should be marked in **green pen**
- Key subject-specific vocabulary spelling errors should be identified and reinforced (**using SP code**)
- Pupils should have the opportunity to respond to feedback during topic lessons.
- Pupils should respond in **purple**.

**Policy agreed: September 2022**

**To be reviewed: September 2023**