



Learning & Feedback Policy

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Role: SLT
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1. INTRODUCTION

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at Newbridge Primary School.

Please read this policy in conjunction with our other policies and guidance

- Teaching and Learning
- SEND
- Plus the school's agreed expectations (see Appendix 2)

2. RATIONALE

Newbridge Primary School is committed to providing relevant and timely feedback to pupils, both oral and written, to ensure progress. Feedback intends to serve the purposes of valuing pupils' learning, supporting children to reflect on their learning and their next steps and evaluating how well the learning task has been understood. Feedback/marking should be a process of creating a dialogue with the learner to move the learning forward.

At Newbridge Primary School we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative ongoing assessment.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue which will aid progression.
- To encourage and guide reflective learning.

3. PRINCIPLES OF EFFECTIVE MARKING

Effective marking will:

- Positively affect the child's progress.
- Be positive, motivating and constructive for children.
- Be at the child's level of comprehension.
- Be written in cursive handwriting that is legible and a model for the child.
- Be frequent and regular.
- Allow specific time for the children to read, reflect and respond to marking.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Provide information for the teacher on the success of the learning.
- Relate to the WALT/success criteria of the work set, e.g. science should be marked mainly for the science content.
- Use the agreed Marking Code (See Appendix 1).
- Be manageable for staff.

4. PROCEDURES

- Look for progress and success before areas to develop.
- Effective marking and feedback is supportive and positive for children.
- Link marking to the WALT/success criteria.
- Rather than correcting every error made; be selective and sensitive in marking, i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.
- All marking must be in black ink and initialled.
- Supply Teachers – initial work as (ST).

5. EFFECTIVE FEEDBACK AND MARKING STRATEGIES

The following strategies can be used to mark, assess and provide feedback:

1. Verbal Feedback

This means the discussion of learning and direct contact with the child. A discussion should be accompanied by the appropriate marking code (V).

2. Success Criteria Checklists

Success Criteria checklists can occasionally be used and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Example for older children:

Success Criteria Checklist	Learner	Teacher
WALT: Practise writing a formal letter		
1. First paragraph: explain what your letter is about		
2. Use at least 2 different connectives		
Include no more than 2 rhetorical questions		
3. In the last paragraph, summarise your main points and demand compensation		

3. Peer Marking

From Key Stage 1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and peer mark learning. Children should be trained to do this, with an understanding that all feedback must be respectful.

4. Written Feedback

- A short positive comment related to the learning may also be written in addition to the codes.
- Regular improvement points (IPs) should be written in order to move learning forward. Useful 'Improvement Point' comments are:
 - A reminder prompt - e.g. "What else could you say here?"
 - A scaffolded prompt - e.g. "What was the dog's tail doing?", "The dog was angry so he ...", "Describe the expression on the dog's face".

- An example prompt - e.g. *"Choose one of these or your own; He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"*.
- Planned time must be provided for the pupil to respond to the Improvement Point comment, thus enabling them to reflect on and improve their learning further.
- All Key Stage 2 pupils will use green editing pens to respond to marking to improve their learning. Year 2 children will be introduced to the use of the green pencils in preparation for Year 3.
- Children should tick the Improvement Point symbol once they have responded to it.

6. MONITORING

Marking and feedback will be monitored regularly through book scrutiny by the Senior Leadership Team and by Subject Leaders.

Good practice and areas for development will be identified in line with the policy's rationale and will be fed back to teachers by the SLT.

APPENDIX 1

Marking Symbols – Highlight the symbols you use:



Look and try again



Underline



You have made progress/met the success criteria.
You have learnt something new/Well done



You discussed your learning with the teacher/adult



Improvement Point



Supported by an adult



Edit and improve



Please leave finger spaces



Your teacher has seen your learning or your answer is correct



or



Your answer is incorrect, have another go



Capital letter needed/full-stop needed



New paragraph needed



Something has been left out

sp



Spelling mistake



Check your work for punctuation



Speed up! Try to write more down

APPENDIX 2

Agreed Expectations

To ensure consistency in learning and high standards of presentation across the school, the following must be implemented:

General

- All children must be encouraged to take a pride in their learning and exercise books with high expectations set at all times.
- All English work to be recorded in Writing Books where appropriate. FS to put written work in folders.
- Planning will follow the school's writing process.
- 15-20 minutes daily discrete Phonics sessions
- SPAG planning will be taken from the school's overview for years 1-6.
- The WALT (We Are Learning To) is used to identify and introduce the learning objective and have appropriate success criteria.
- The success criteria should be clear and specific.
- FS - All learning will be dated by an adult.
- KS1- All work will include a date. Year 1-Year 2 short date. End of year 2 onwards to write the full date. The short date is used in Maths and the long date is used for all other learning.
- KS2- All work will include an underlined (with a ruler and pencil) WALT and full date. KS1 – Y2 will write the WALT if appropriate.
- Year 5/6 children only to use blue pen at teacher's discretion.
- All children must write using cursive handwriting and all adults must model cursive handwriting on the board and in books.
- All children must put a single straight line through any mistakes and rubbers are only to be used when producing a final draft.
- Children in KS2 will write on alternate lines to allow for redrafting and editing.

Marking

- All marking will be in black pen and be initialled by staff and supply teachers.
- Symbols from the marking policy will be displayed in classrooms and inside the front cover of the writing books.
- The marking policy/ symbols will be followed by all teachers, teaching assistants and children. Teachers will use their discretion as to which symbols are appropriate for their year group.
- Attention must be paid to the statutory exception words and year group spelling lists and also the punctuation overview in English.

Editing Learning

- Children will be given time to address the IPs and edit their work accordingly.
- Children will acknowledge they have read and addressed their IPs by ticking them.
- All Key Stage 2 pupils will use green editing pens to respond to marking to improve their learning. Year 2 children will be introduced to the use of the editing pens in preparation for Year 3.

The Writing Process

- All staff will follow the writing process
- Throughout the process modelling, drafting and editing will take place on a cyclical basis
- Once work has been edited, children may redraft it into their final version book
- Marking takes place at the final editing phase or once the work has been redrafted
- An Improvement Point will then need to be given to the child