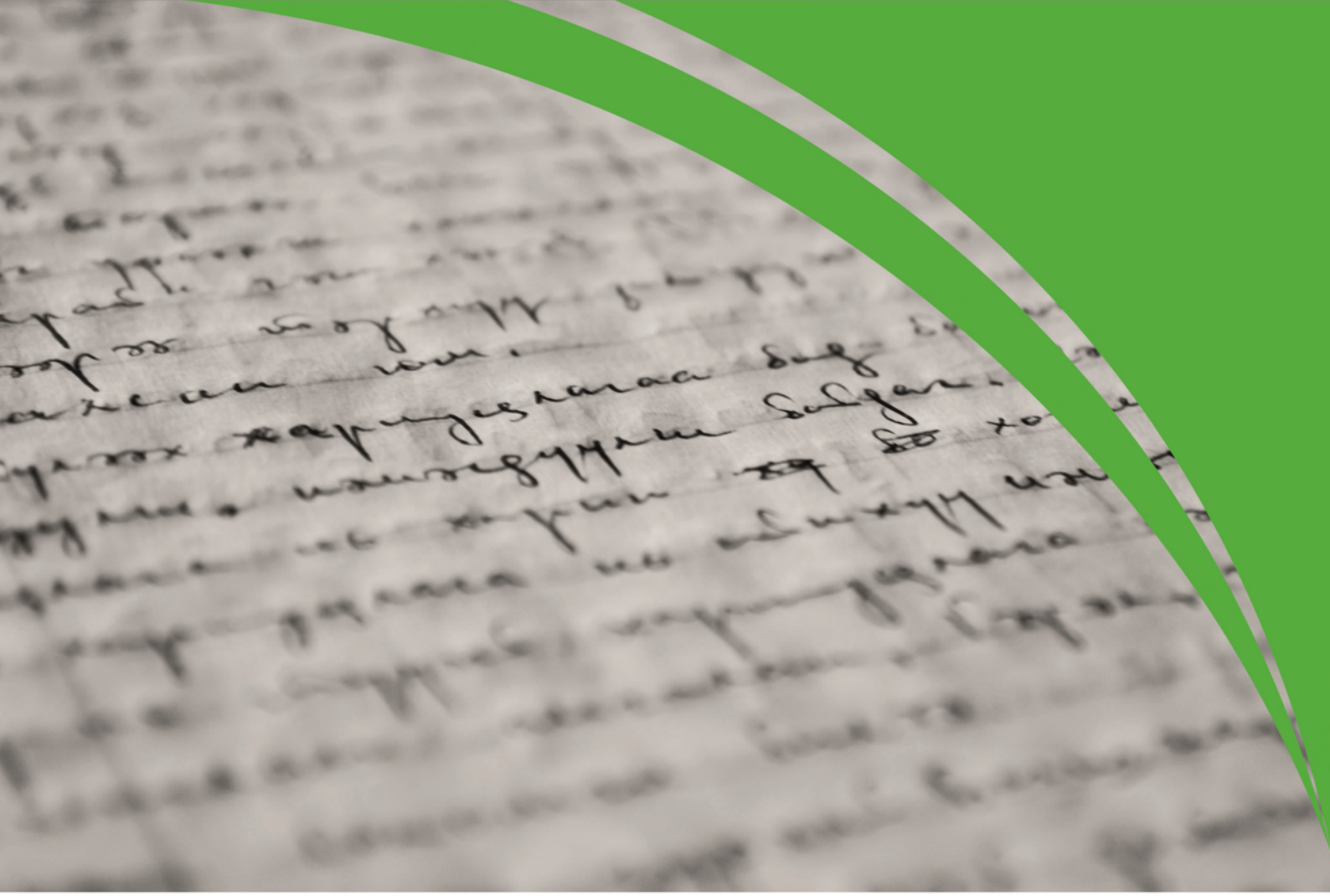


Feedback and Marking

Key Document Details

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Rodbourne Cheney Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing.

At Rodbourne Cheney Primary School, we follow the core principles on feedback and marking:

- The sole purpose of feedback and marking should be to further children's learning;
- Feedback is delivered by teachers, teaching assistants and other pupils as part of assessment processes in the classroom, and takes many forms, including verbal feedback, self-assessment, written feedback, and post teaching sessions
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it will impact on future learning.
- Feedback should be part of everyday practice in **all** lessons
- It should be positive, motivating and constructive for children; and be at the child's level of comprehension
- Children should be given time throughout the day to work on next steps and development steps; therefore intervention is meaningful and instant
- Children should be given time to read, reflect and respond to feedback;
- Feedback and marking should positively affect the child's progress

Workload Marking Considerations

The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

We recommend that all marking should be meaningful, manageable and motivating. This should be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DfE)

Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

Consistency across the school is important, and this can come from consistent high standards, rather than varying practice. Shared expectations of marking will help everybody to be clear about what is required of them

Feedback

Research shows that feedback is an important factor in pupil learning, so this policy is crucial for Rodbourne Cheney Primary School. We believe to make a difference, children need to know what they were good at and what their next steps are to develop and extend their learning even further.

Our policy is underpinned in evidence of best practice from the Education Endowment Foundation (EEF) and other educational experts. The EEF research shows that effective feedback should:

- *Redirect or refocus either the teacher's or the learner's actions to achieve a goal*
- *Be specific, accurate and clear*
- *Encourage and support further effort*
- *Be given sparingly so that it is meaningful*
- *Provide specific guidance on how to improve and not just tell students when they are going wrong*

Marking

Marking intends to serve the purposes of helping to diagnose areas for development, next steps and areas where learning can be extended. It will also be used to evaluate how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which written feedback can be exchanged and questions asked; the learner is actively involved in the process.

At Rodbourne Cheney 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;*
- *Improve standards by encouraging children to give of their best and improve on their last piece of work;*
- *Develop children's self-esteem through praise and valuing their achievements; which is part of our Values Based Education approach to school life*
- *Create a dialogue which will aid progression through questions, hints or post-teaching sessions.*
- *Marking should be frequent and regular, and therefore meaningful and purposeful to the learning of the children*

Quality of books

We are very proud of our high quality 'books of evidence.' All children will complete their writing work in their Writing Books, their reading work in their Reading Books and mathematics work in their Maths Books. Other curriculum areas will be combined in their Learning Journey books. These will include Science, History, Geography, French. Mathematic books may at times include cross references with science, art, PE, topic where appropriate. Art work will be produced in sketch books. PSHE, RE and Music learning will be captured in whole class floor books.

Our books will include:

- Written work
- Observations from teachers and adults working with children
- Photographs. These may be annotated
- Peer and self-review
- Parents views and comments on their child's learning if appropriate

We believe by collating all of this evidence, it shows a child's true learning and therefore our books being an evidence book rather than a work book. We believe all of this information will capture true progress over time.

Procedures

- Look for progress and success alongside areas to develop
- Feedback and marking is supportive, positive and developmental for children, Link marking to the objective of lesson, challenges and success criteria. Refer to these when giving written and verbal feedback.
- Link marking to individual targets e.g. IEP targets Special Educational Needs and Disabilities – (SEND) groups
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be underlined, 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.

Types of Feedback and Marking

Verbal Feedback

This means the discussion of work and direct contact with the child. This is essential part of moving learning forward on, ensuring that children stay motivated and sufficiently challenged within their learning.

At times, it might be appropriate to record the discussion with the children and put in their books though this is not a requirement as verbal feedback should be part of quality first teaching throughout the day.

Post teaching

Sometimes a child may require more intervention or support, this may be done in a post teaching session either through extra teaching session, verbal feedback, questions etc. these sessions will be completed in purple pen to indicate when child has had an extra post teaching session.

Questioning

Teachers should ask children to respond to questions about their learning: for example, 'Which character do you like most? Why?' This dialogue should be ongoing and purposeful. If a question is worth writing for a child, it is worth making sure every child is able to respond.

Peer Marking

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 pair mark work. This is often linked to 'talk for learning partners'. Children should display sound attitudes for learning behaviours such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece, usually against the learning objective, success criteria or non-negotiables. Examples of how children peer mark include: highlight evidence of success, write a comment(s) in another child's book or by using a marking ladder.

Self-Assessment

Children should be encouraged to self-assess effectively against specific success criteria.

Positive Praise

As a VBE school, we believe that valuing children's effort, hard work and learning is essential part of developing children's understanding and self-worth. Comments, both verbal and written, will always show high praise. Additional recognition may be recorded in the form of stickers, raffle tickets, awards.

For exceptional pieces of learning, a SuperText may be sent home or a child may receive a Praise Postcard.

Quality Feedback Comments

Personalised Quality Feedback Comments should be used frequently in all subject areas to extended learning. Feedback comments to extend learning may be verbal or written. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved. Useful "Closing the Gap" 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"

Time is then given for the child respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

What does Marking look like at Rodbourne Cheney Primary School?

It is important that feedback and marking is supporting the child's progress and identifying gaps for keep up sessions and intervention so that gaps are addressed quickly and effectively.

Marking should be in the lessons, or straight after and will then be part of a teacher's formative assessments.

Children's work- English, including mathematics, grammar, reading, plus all other subjects will be assessed using a three tick approach. You will tick the objective / title of a child's work using:

- 1 tick (On my way);
- 2 tick (Got it)
- 3 tick (Exceeded)

All marking by adults will be completed in Purple Pen.

Golden Moments

When a child has completed a 'golden moment' which might link to the learning objective or previous learning then this will be highlighted in yellow so it is clear for the children to see their successes.

Supporting Children with Skills in English

Spellings errors, basic punctuation and class non-negotiables will be identified in **all** subjects so that children gain good knowledge and are able to apply these skills in a range of subjects.

Marking Symbols at Rodbourne Cheney Primary School

	**Golden Moment!**
	**Purple Ticks**
	**Next steps**
	**Punctuation missing or punctuation mistake**
Sp or  **underneath the word**	**Spelling mistake**
	**Capital letter missing or mistake**
AS	**Adult support given**
VF	**Verbal feedback given**