



MARKING AND FEEDBACK POLICY

As a church school, our vision is for each child to have a love of learning, hope, confidence, wisdom and respect for all.

Life in all its fullness

John 10:10

Introduction

At St Peter's Brafferton we value the importance of high quality feedback in every lesson. Effective marking and Feedback is integral to a child's learning. This may take various forms but research shows feedback that is instant, built upon and corrected in the moment has the greatest impact. Our curriculum aim is that every child succeeds through our vision of 'aspiring, believing and achieving'.

Scope

Our policy is underpinned by the Education Endowment Foundation research which 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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Feedback – whether teacher to child, child to teacher or child to child – needs to be based on clear understandings about the learning objective of the task and related success criteria. Learning objectives and success criteria must therefore be right at the planning stage and during lessons. These success criteria must be process based, brief, succinct and limited in number. At St Peter's Brafferton, the children know the objective of each lesson (WALT– We Are Learning to...) and how their successes can be measured. Teachers make success criteria (S2S Steps to Success) explicit to pupils throughout the lesson and the extent to which pupils have met these success criteria is measured by both teachers and pupils at the end of the session. Teachers understand, through the use of SMART (Specific, Measurable, Achievable, Realistic, Time-related) success criteria, that there is a distinct difference between what is to be done in a lesson and what is to be learned.

Forms of feedback:



Aims

Our aims of this policy are that:

- Pupils are happy, nurtured and are able to make mistakes as part of their learning process
- Feedback is consistent across all classes within school
- Staff have the highest expectations of the children
- Teachers follow the Teaching and Learning Principles in school
- Leaders monitor the Marking and Feedback Policy and Principles are followed

Ethos

St Peter's Brafferton CE (VA) Primary School is committed to putting our Christian vision into action and creating an inclusive culture where all adults working and all pupils learning in school feel valued and have a clear understanding of policies and procedures across school. This policy is intended to outline how Marking and Feedback takes place in school which in turn will benefit our pupils our school and our community and will contribute positively in reaching our shared Christian Vision.

Our Christian values which support this policy, and our ethos are: Kindness, inclusivity and Community

Principles in action:

All staff in school follow our non-negotiable Teaching and Learning Principles:

- All children are encouraged to present their work to the highest standards using modelled cursive style handwriting
- All staff use cursive style handwriting in books and on the board when working with the children
- The date and skill (WALT- we are learning to...) are copied / displayed in books and are underlined using a ruler
- All children to write the long date for subjects apart from Maths, where the short date is written. Children with dyslexic tendencies should not be copying from the large whiteboard; the date and WALT should be written on a small whiteboard or printed on pastel paper.
- All interactive whiteboard backgrounds should be set as cream / pastel colours
- Progress sweeps with coloured highlighters will be done in every lesson. Pupils will be identified for extra 'in class' support or interventions where required.
- Maths books:
 - ❖ Maths targets for each year group are in the front of Maths books
 - ❖ Presentation: one digit in one square, but writing of words across squares; Y5/6 to use 7mm squared books
- Literacy books - writing:
 - ❖ Writing targets for each child (by year group) stuck in books and marked / reviewed by children and teacher (also in homework books)
 - ❖ For each genre of writing, differentiated success criteria are generated with the children, on the working wall and marked / reviewed by child / peer and teacher.

Our feedback strategies:

- Instant corrective feedback- shared with the child in the lesson
- Pre-teaching –pupils are taught concepts/skills before the whole class lesson
- Feed forward sheet- pupils are identified for extra in class intervention
- 5 minute boxes- intensive, daily intervention run by support staff
- Use of learning walls- effective displays which allow children to work independently
- Summative assessment/tracking- half termly tracking
- Effective planning
- Parents working in partnership with school

Our marking strategies:

See Appendix 1 for 'Feedback Key'

- Progress sweep- use green and pink highlighters to check progress in class
- Instant marking- verbal or written comments instantly
- Reminder, scaffold, example
- Self-assessment- green, pink and yellow highlight boxing up to discuss with a teacher
- Peer marking- post it note gallery
- Feed forward notes made by staff to ensure pupils are identified and supported/challenged as needed

Role of the Headteacher and senior leadership team

- To ensure this policy is implemented effectively
- To regularly monitor this policy and the adherence by all staff members
- Support staff members in the implementation of this policy
- Provide guidance and CPD for all staff members in this area

- Share good examples of practice
- Keep up to date with current research on Marking and Feedback
- To share this policy with parents via the school website

Role of staff members

- To ensure this policy is followed in every lesson.
- To ensure pupils can self-assess their own work and peer assess a friend's work.
- To build confidence in our learners and promote a positive growth mindset

Role of the Governing Body including Link Governors.

- Carry out termly strategic monitoring of this Marking and Feedback policy
- Report their monitoring outcomes to the HT and the FGB
- Provide feedback and support to staff members as a result of their monitoring.

Monitoring Processes

Learning walks • Lesson observations • Books/written feedback

Intervention timetables/ observations

Annotated planning • Planning and feedback files

Pupil voice

Extra support and guidance

In addition to the policy measures outlined in this document, a range of other support mechanisms are in place and information on these is shared with all leaders, managers, Governors, staff, volunteers, and other adults covered by this policy.

Monitored by: Full Governing Body

Date adopted: February 2022

Next review: February 2025

Review Cycle: 3 yearly

Appendix 1
Feedback key

EYFS/KS1

Green highlighter is to show growth

Pink is to make you think

VF= Verbal Feedback

Purple polishing pens for editing/peer and self-assessment

/ = finger space needed

Pupil pen colour- blue

Teacher pen colour - black

KS2 (as above with addition of)

//= new paragraph

^ = word missing

\ = on line through incorrect work