



# FAIRLANDS PRIMARY SCHOOL

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## POLICY STATEMENT

## FEEDBACK & MARKING

APPROVED BY GOVERNORS	September 2021
TO BE REVIEWED BY	September 2022

**FAIRLANDS PRIMARY SCHOOL**  
**FEEDBACK & MARKING POLICY**

**'...providing feedback is one of the most effective and cost-effective ways of improving pupils' learning...an evidence synthesis produced by the EEF, Sutton Trust and Durham University, found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year.'**

*'A Marked Improvement' Education Endowment Foundation – April 2016*

**Feedback and marking should:**

- encourage a dialogue between staff and child
- be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning
- provide an effective medium for providing feedback to children about their progress
- encourage the child to be a reflective learner and give them ownership over the next steps in their learning
- recognise, encourage and reward children's effort and achievement and celebrate success
- be directly linked to the learning objective and core skills
- be meaningful for the individual child
- provide opportunities for children to respond to marking; self-assess; and peer assess

**APPROACHES & PROCEDURES TO MARKING**

It is important there is consistency in marking procedures throughout the school to ensure there is shared understanding for staff, children and parents.

**In the Early Years**

Feedback and marking in the early years is mainly delivered in the form of discussion and oral feedback.

Children's next steps are outlined through careful observation of adult led and child initiated learning. These can be recorded in the following ways:

- through 'in the moment next steps' written into observations and recorded in learning journeys
- through 'Challenge Cards', written by adult and child together, and displayed on The Challenge Board
- through written feedback on some recorded work

Adults use their formative assessments to enhance provision, where necessary, to ensure children have opportunities to achieve their next steps and challenges. When a child has achieved their challenge, this will be photocopied and dated and recorded in their learning journey.

**In Key Stage 1 and Key Stage 2:**

All recorded work is to be marked. All teacher marking is done using green ink.

**The majority of our feedback is given in the form of 'live marking' as this is the most valuable form of interactive feedback to support children in their learning.**

This is noted using VF for verbal feedback. There will be evidence that the feedback has had an impact and addressed a misconception in subsequent work.

Work is **highlighted** as follows:

- **green** to indicate objective achieved; a written comment may be added to celebrate where the child has shown success against the learning objective or core skills
- **orange** to indicate the child has a significant misconception which needs to be addressed through the following:
  - the next lesson – assessment into planning
  - a teacher model of what a good one looks like with a child’s response
  - small group work to target the misconception
  - verbal feedback (comment recorded), this may also record verbal feedback given during the lesson
  - skills embedded into the learning environment

We would expect to see written comments in any child’s book a minimum of twice a week.

A green biro tick or green highlight line indicates a correct answer. A green biro dot or orange highlight line is used to show an incorrect answer/correction required/improvement needed.

When marking extended writing, marking should always be against clear success criteria. In Early Years this will be pictorial success criteria; in Key Stages 1 & 2 it will be highlighting or comments against a marking ladder. In Years 2 and 6, marking ladders are not used in order to provide evidence of children writing independently.

Not all spelling mistakes will necessarily be corrected; specific corrections will be made using symbols below as appropriate to the child’s age, need and ability. Where possible, errors in common exception words will be addressed.

If the marker feels that the child requires a further challenge, a Give it a Go symbol will be used, with a written challenge, accompanied by a modelled example as appropriate to the child’s age, need and ability.

Occasionally, whole class feedback may be evidenced in books.

## MARKING SYMBOLS

The following symbols are used as consistent shorthand notation within marking across the school:

<b>TA</b>	<b>Teaching Assistant</b>
<b>1:1</b>	<b>I worked 1 to 1</b>
<b>SG</b>	<b>I worked in a small group</b>
<b>PW</b>	<b>I worked with a partner</b>
<b>S</b>	<b>I was supported with this piece of work</b>
<b>Supply</b>	<b>A supply teacher taught this work</b>
<b>VF</b>	<b>Verbal Feedback</b>
 or Super Effort Stamp	<b>Move up the Learning Ladder</b>
	<b>Spelling mistake</b>
<b>sp.</b>	<b>Spelling mistake on this line</b>
<b>[ ] : bracketed section</b>	<b>Spelling mistake in this section</b>
	<b>Give it a Go!</b>

## PEER & SELF ASSESSMENT

### In the Early Years & Key Stage 1:

Children are beginning the process of learning to assess their work and their own learning through discussion, questioning and verbal feedback. Whole class self-assessment takes place regularly during plenary sessions.

In the Early Years, children are also supported to self-assess their independent learning through timetabled Review Time.

Peer assessment is verbal throughout Early Years & Key Stage 1. This is encouraged through talk partners; sharing work; use of identified experts through AfL; shared class feedback.

In Key Stage 1, children begin to self-assess their own learning in lesson time through implemented tasks defined as Apprentice, Practitioner, and Expert.

### In Key Stage 2:

Children self-assess their understanding of the objective prior to the lesson (and possibly during and at the end of the lesson). This self-assessment (along with the teacher's AfL) will determine the level of scaffolding or challenge in the tasks they complete.

Orange - Apprentice	Green - Practitioner	Blue - Expert
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Children are also given opportunities to reflect on their own, or their peers' work. This may be assessment against specific success criteria, possible next steps or reflecting on the effect on them as the audience.

This feedback could be verbal or recorded using the appropriate coloured pen:

- **orange** biro for peer and self-assessment

## RESPONDING TO MARKING

To have the maximum impact on learning **it is imperative that children are given time to respond to marking**. Children should respond to marking in **red pencil or pen**. This response should be valued and checked by the teacher.

The children's response to the marking could be carried out:

- in immediate response to verbal feedback during the lesson
- in planned starters or plenaries in lessons
- as part of a guided session (allowing younger or less able children access to the comments)
- early morning work
- using pictorial cues where necessary for younger children
- during independent time during a focussed group
- through a targeted area for learning within the learning environment
- through planning

## SPECIAL EDUCATIONAL NEEDS

Reasonable adjustments may be made to practice for children with SEND:

- Personal Learning Plan (PLP) targets will be referenced
- pencil grips or special pencils/pens
- the date and learning objective printed or written by an adult
- paper clips on book corners to avoid the pages curling
- a scribe
- larger lined books or plain paper
- a slanted desk/surface
- worksheets copied on to coloured paper or enlarged

## **MONITORING AND REVIEW**

The local governing body will review this policy in line with its annual cycle of review.