

Aldington Primary School



Feedback and Marking Policy

Approved by:	Headteacher	Date: May 2023
Last reviewed on:	May 2023	
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At Aldington Primary School, feedback is seen as an integral part of the assessment process. To ensure that all children have feedback in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. As a result of this policy there will be greater consistency in the way that children receive feedback across the Key Stages. We believe children are an integral part of the feedback/assessment process and are increasingly given the opportunity to review their own work as well as that of their peers. Our Feedback Policy is embedded in the Assessment for Learning practice which is implemented throughout the school and it links to our Assessment Policy.

Purpose

The purpose of feedback is:

- to inform pupils, parents and others about the pupil's learning including areas of strengths and areas for development.
- to recognise those areas of school work that are good and to improve upon them.
- a means of giving encouragement towards producing work at an acceptable, yet challenging level.
- to help inform the next teaching steps for individuals and groups of pupils and indicate what improvements can be made to ensure progression.
- to check for standards, individually, and within the class.
- to determine whether a child can work within set time limits or targets.

Principles

At Aldington Primary School, we believe it is important to provide constructive feedback to children, focusing on success and improvement against learning questions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we believe they can achieve on their learning journey.

- Marking criteria should be displayed in each classroom and children should understand the meaning of the marks/marking they receive.
- Feedback will be, where and when possible, verbal or live marking within the first instance. Where this is not possible written or verbal feedback can be given at a later stage.
- Children should be trained in marking, self-evaluation and peer assessment and be given opportunities to mark their own and others work, to make improvement suggestions and to act upon the suggestions made. (KS2 and GD KS1)
- Children with SEN including dyslexia and dyspraxia should be given the opportunity to develop self-esteem from oral and written cues.
- Information for parents should be given by the school and feedback is provided to parents at formal and informal parent teacher interviews.

Marking and feedback should:

- Be manageable for teachers and accessible to children.
- Relate to learning questions/success criteria/targets, which need to be shared with children.
- Involve all adults working with the children in the classroom.
- Be frequent.
- Give children opportunities to become aware of and reflect on their learning needs.
- Provide recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Be consistently applied across the school.
- Allow specific time for children to read, reflect and respond to marking.
- ultimately be seen by children as a positive approach to improving their learning.
- encourage and teach children to self-mark wherever possible.
- inform future planning and individual target setting.
- practices and procedures should be in keeping with the school's policy on Assessment.

Procedures

The following procedures for correcting and improving children's work, should be implemented by all staff.

- Marking and feedback should demonstrate a positive attitude or tone that helps to build the self-esteem of learners. This should be true of feedback given by both adults and children.

- Marking and feedback should recognise positive achievements but also, where possible, indicate the next steps for the pupil so that there is an expectation of improvement and challenge.
- Children should always be given time to respond to the improvement comment.
- Marking and feedback should have a clear focus first and foremost on the learning question of the task and then on improvement needs against the learning question.
- The child should be able to easily understand all marking and feedback. As a result in written feedback, the language used, the type of feedback and marking used and the points identified will need to be adjusted to the age, ability and reading skills of pupils.
- Key vocabulary should be spelt correctly in all subjects and these will be identified and corrections will be expected by pupils.
- Teachers should use their professional judgment to ensure that the feedback given focuses on the learning question of the activity or task.
- If pupils make first draft copies of their work after it has been corrected, originals may be kept to show to parents as an indication of the child's true progress.
- Children will be expected to evaluate their own work and the work of their peers using age appropriate assessment for learning.
- When marking, teachers should use green pen.

Self Evaluation/Peer Assessment

The use of peer and self-assessment should be a regular feature of learning in each classroom. When giving feedback children should be providing positive feedback to others. As they move through the school they should be supported to learn the skill of providing positive criticism to their peers.

- Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem.
- Feedback/peer assessment can be oral or written according to the ability of the child.
- The use of thumbs up, smiley faces or traffic lights may be used by children to demonstrate levels of success as a self-assessment or peer assessment strategy.
- Children should be trained to give an improvement suggestion.
- Children should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.

Marking Criteria

Teachers may supplement basic marking with their own codes and comments ensuring that children fully understand any symbols or codes used. Ticks and crosses, bullet pointing and underlining may be used, as can stickers, stamps and 'smiley faces' to provide feedback to pupils on their learning.

When marking any written work, please use a green pen and these symbols

Abbreviations used to indicate the level of support and guidance given for work

Class Teacher support CT
 Teacher assistant support TA
 Verbal feedback VF
 Independent work I

- // New paragraph or start a new line
- ~ Change this word or phrase or get rid of it

sp Check the spelling of this word as you should know it, or be able to check it easily. Put 'sp' above the word or *within the margin* or record the number of spellings to correct in a piece of work.



Misuse of capital letters. Circle the letter, put 'cl' in the margin/ or in the circle / p = punctuation and t = tense.

The car
^ Arrow to indicate that an adjective/adverb should be added to enhance the description

Positive acknowledgment indicates a good example of word or phrase (above word or phrase)

All key vocabulary will be corrected to support children's developing spelling strategies.

Please don't correct more than 5 words (class teacher's discretion) in a piece of writing.

Monitoring and Evaluation

The Senior Management Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children, staff and parents concerning children's achievements and progress.

There should be:

- An improvement in children's attainment including pupils engaged in self-evaluation, reflection and peer assessment.
- Consistency in teacher's feedback across the two key stages and within year groups.