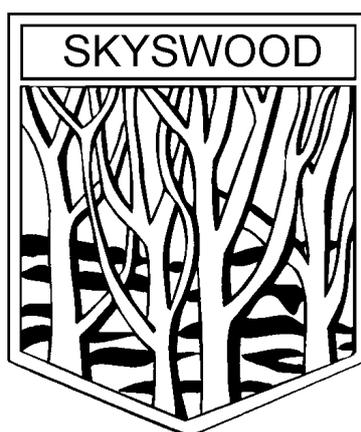


Skyswood Primary & Nursery School

Feedback & Marking Policy



June 2020

Review Date – June 2022

Rationale

At Skyswood Primary & Nursery School we believe that children should receive constructive feedback, focusing on success and improvement as measured against learning objectives identified within planning. Children should also be encouraged to reflect purposefully on their own performance, enabling them to become independent learners, celebrating their achievements, and identifying ways in which they can further progress.

A Learning Culture

At Skyswood Primary & Nursery School we encourage children to reflect upon the quality of their **learning** as opposed to simply describing their 'work.' We share this principle with parents. For every lesson it is essential to consider the 'new learning' that has been achieved.

All children should be appropriately challenged and learning experiences should reflect their individual needs and potential.

Guiding Principles

The Independent Teacher Workload Review Group (2016) noted that 'written marking had become un-necessarily burdensome for teachers' and recommended that 'all marking should be driven by professional judgement, and be **meaningful, manageable** and **motivating**.

The Sutton Trust's research showed that effective teacher feedback was the most important factor in improving pupil outcomes, and that it is the quality of interaction between pupils and teachers that really matters. Their research found that, 'if delivered well, effective feedback can boost learning by an extra nine months in an academic year.' To provide the most effective feedback, teachers must have a sound understanding of where their pupils are in relation to learning goals, adapt their teaching in response and plan how to plug the gaps.

Marking and feedback should:

- Raise standards of pupil attainment.
- Relate specifically to learning objectives and toolkit.
- Engage teachers in purposeful dialogues with the children.

- Give recognition and praise for effort and achievement, and identify clear strategies for improvement.
- Allow sufficient time for children to reflect and respond to marking.
- Inform future targets and planning.
- Respond appropriately to individual learning needs.
- Take place at the earliest opportunity, particularly when the next lesson builds on previous learning.

Oral Feedback

Skyswood Primary & Nursery School recognises the importance of children receiving regular, constructive oral feedback. Open questions should focus on supporting children in developing their own evaluative skills.

Growth Mindset

A growth mindset approach is embedded within our school culture. When giving feedback, teachers recognise the importance of acknowledging effort and encouraging children to 'have a go' and not be afraid to come out of their comfort zones. We recognise that we rarely master things first time round and that it's absolutely fine to make mistakes. Staff recognise that some of the most powerful learning occurs when we initially make mistakes. Our growth mindset approach is reflected across all areas of the curriculum. This approach promotes self-evaluation and is key to building confidence, resilience and independence.

Response Partners

Response partners are used positively within all classes at Skyswood Primary & Nursery School. When questioning children it is essential to engage all pupils as much as possible. It is preferable to use thoughtful open questions rather than too many closed questions. Children should also be given appropriate 'thinking time.' Paired marking is used where appropriate.

Formative Marking

Learning is marked in relation to learning objectives, toolkit and personal targets. When quality marking, teachers follow the coded marking system.

a) Reminder Prompt

(eg, 'Can you think of a better word than 'good'?')

b) Scaffolded Prompt

(eg, 'What kind of a monster was he? Can you change 'bad' for a word that makes the monster sound even scarier?')

c) Example Prompt

(eg, 'Choose one of these to improve upon the word 'bad'... 'ferocious', 'terrifying', 'evil'.')

Summative Marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The children may be encouraged to peer mark, or summative marking may take the form of 'group' marking with guidance as appropriate.

Marking and Feedback Given by Adults other than Teachers

Teaching assistants use the coded marking system and are encouraged to write purposeful and developmental comments where appropriate. Supply teachers should write 'supply' alongside any comments that they choose to make.

Correction of Spellings

Children should not be expected to correct all spellings when reflecting on their writing. Teachers may underline up to three spellings per piece of writing. Teachers will then correct these spellings orally with the children. As children progress as independent learners and develop greater efficiency in using class dictionaries, they are encouraged to independently find and correct spellings that have been underlined.

Coded Marking

Coded marking is used where appropriate.

Success for WALT and positive features of learning are highlighted by the teacher in **YELLOW**.

Areas for development are highlighted in **GREEN**. (Green for growth).

Children self-evaluate and highlight aspects of learning using **PINK** to show the areas they are proud of and edit to make any improvements using a coloured pen or pencil.

FG	Focus Group discussion
P	Check punctuation
Sp	Spelling correction.
TAS	Teaching Assistant Support
TS	Teacher Support
VF	Verbal Feedback
VS	Visual Support
WALT	We are learning to
/	New line needed
//	New paragraph needed

The WALT will be highlighted in **YELLOW** to show that it has been met.

The coded marking system is displayed in all classrooms from Year 1 through to Year 6.

Marking and Feedback in the Early Years Foundation Stage

Observation is the most valuable assessment tool available to practitioners in the Early Years. Practitioners make daily written observations of children engaged in child-initiated play and adult led activities; these may be accompanied with supporting photographs or evidence (eg pictures, emergent writing etc.) Immediate verbal feedback from practitioners is the most important tool when providing feedback to each child in order to move them forwards. Observations are then used to make effective links between where each child is developing against the EYFS Development Matters statements. Next steps are then planned to move the children forward in their learning and development. These next steps are shared with parents at parents' evenings as well as through informal verbal discussions.

Timed tracking observations are also made where necessary and next steps identified. All of the observations collected are compiled chronologically into individual children's Learning Journals. These journals are made available to parents at any time. Parents' evenings and Learning Journal sharing sessions each term provide opportunities for the children to share their books with their parents.

Practitioners discuss the progress of each child and highlight their achievements on the 'ages and stages' sheets. Children's progress is monitored and measured to ensure that each child is reaching their full potential.

In Reception, alongside the Early Learning Goals, children are monitored and assessed against the EYFS Profile. The EYFS Profile is the statutory record of the children's progression.

Monitoring the Quality of Marking

Subject Leaders and the Senior Leadership Team carry out learning scrutiny exercises as part of their monitoring role. The quality of marking is a key focus when carrying out learning scrutiny exercises. The Senior Leadership Team recognise that teachers develop their own teaching styles and their own personal systems for providing high quality feedback. A consistent approach throughout the school is essential, but consistency should relate to the aim of providing 'highly effective and purposeful feedback' rather than an expectation that all teachers' written marking should look the same. Marking should celebrate the individual strengths and passions of teachers whilst reflecting the key principles of the school's Feedback and Marking Policy.

Where appropriate, subject leaders or the Senior Leadership Team will highlight good practice and areas for development, in a summary document, for either all staff or individuals to consider and discuss.