Cherry Tree Primary School

Feedback and Marking Policy

Summer 2016

Policy Schedule	Date	Signed
Written following staff INSET and after whole school training from Shehnaz Vorajee (Lancashire Teaching and Learning Consultant)	Summer 2016	*HhGraham*
Amended & approved by the Curriculum Committee on:		
To be reviewed:	Summer 2019	

Following a review of marking and then a whole school INSET session on Feedback and Marking, the staff of Cherry Tree School have worked together to create this policy.

Sutton Trust and John Hattie's research show that **effective feedback to pupils is a major factor in pupil progress:**

'The speed of learning doubles, following effective feedback. Praise, punishment and rewards are the least effective forms of feedback.
Feedback should be just in time, 'Just for me,' information and delivered when and where it has the best benefit.'
Hattie 2013

Rationale
Marking is an integral part of feedback and should be viewed as part of an overall Feedback and Marking Policy. Marking is the visual, written feedback e.g. teachers' marks/ writing on a pupil's book. This is ONE form of feedback, there are others e.g. verbal. We aim to provide a marking system that is consistent and continuous across each year group. Marking will inform planning, be diagnostic and enhance children' s learning by ultimately offering guidance on how the work can be improved. When marking a piece of work, staff should always have in mind: 'What will improve as a result of marking this? What will be the impact on learning?'
Marking at Cherry Tree School allows for self- assessment where the child can recognise their difficulties and mistakes and accept guidance from others. We aim to give positive feedback where appropriate to raise self-esteem, but also recognise that it is not helpful to be over effusive as this does not move the learning on. Marking will also inform other interested parties such as Ofsted or parents.

Principles Behind the Policy

Why do we mark children's work?
- To give constructive feedback to children to show how completed work relates to target and indicates how improvements may be made
- To encourage the children to take ownership of their learning, reflect upon their work and respond to the marking where appropriate
- To improve performance and inform future planning
- To measure the understanding, learning and progress of individuals against specific assessment criteria
- To build an accurate record of a child's learning over a period of time and as a result ensure progress is appropriate
- To empower children in self-evaluation and peer assessment so that they seek to improve their performance
- To demonstrate to children that their work is both recognised and valued.
- It forms a part of the learning, teaching and assessment cycle.

Feedback Procedures
- In order to provide consistency across the school, all teachers mark in GREEN pen, which contrasts to the BLACK pen or pencil used by the children.
- As far as possible, marking will be done daily or when a piece of work is completed.
- Marking should be in relation to the shared learning objective and the child's attainment. 'Can I...?' statements will be used as the title for the work wherever this is appropriate. This will make the learning objective clear to all.
- Written comments should be succinct and clear; thus saving time for the teacher and enabling the child to quickly establish what they need to do, to further develop their work.

- Verbal feedback may be given instead of a written comment. There is no requirement to back this up with a written comment. A symbol will been used to show that verbal feedback was given- see Marking Key.
- There should also be evidence of marking 'within' a piece of work, not just a final comment at the end.
- Teachers/teaching assistants writing will be neat and legible.
- Feedback can be given to a group of children as part of guided work during the lesson or could form part of the plenary at the end of the lesson.
- Feedback can be with individuals groups or involve the whole class.
- If marking is done by a supply teacher they will be asked to initial the work.

Children Responding to Feedback
- Time should be allowed with the child to ensure he/she understands the comments- verbal or written.
- Where a child marks their own work, this should be recorded in the child's book, by including their initial, in a different colour.
- Children should be encouraged to evaluate their own work before marking, taking into consideration the shared learning objective and any previous next steps or targets.

Examples
- A simple smiley face system can be used for all children, in all subjects.
- A thumbs up, thumbs down approach can be used within the lesson and as part of the plenary.

☺	*I understood this work*
😐	*I am beginning to understand this work*
☹	*I did not understand this work*

Corrections
Corrections will be completed underneath or near to the work.
Rubbers will be used where appropriate.
Errors will be neatly crossed out with a pencil.
As children gain independence they will look for their own spelling errors and correct these using a word mat, dictionary or target card. The number of spellings to be corrected will be decided by the teacher. Where a child has repeated errors, common exception words will take priority.

Peer and Self Assessment
For peer assessment, the children need to be taught how to evaluate work against specific success criteria. Initially, a teacher should model the process in front of the class or a group.
The criteria for assessing a piece of work, needs to be made clear at the start of the assessment. The children should be asked to identify strengths and areas for development and could be given sentence starters such as:
- This is good because...
- It would be even better if...

Peer assessment should take place when appropriate but as a minimum, twice a half term. This can take a written or verbal form and the child providing the feedback will include their name or initial.

Equal Opportunities

Our school is committed to promoting equality of opportunity in all aspects of school life, based on the understanding that all people are different but equal. We seek to address issues of race, gender, culture and religion wherever appropriated.

Narrowing the Gaps

Where the learning objective **has not been achieved** or there is a **misconception**, the teacher or teaching assistant will use a range of strategies in order to **close the gap** between the learning objective and the children's work, for example;

- Reminder prompts
- Scaffolded prompts
- Example prompts

Feedback Key

T	Target or next step
sp	Spelling error, with the correct spelling written, at the teacher's discretion. Up to --- words to learn written in the margin by the teacher/pupil.
g	Grammar error
✓ or ☺ or ★	Learning objective met
✓✓	Very good
//	New paragraph or new line needed here
∧	An omission, such as a missing word
P	Paired work
I	Independent work
G	Guided or group work
S	Supported work
✓	Correct
•	Incorrect, try again
✓c	A completed correction
Ⓥ	Verbal feedback given
SC	Self-corrected
Initial	Supply teacher to initial the marked work

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To be displayed in every classroom and pointed out to supply teachers.