



Marking and Feedback Policy
Portishead Primary School
2018

Rationale

Feedback is an integral part of assessment. We aim to provide a system of marking and feedback that is consistent across each key stage within our school. Marking and feedback will inform planning, be diagnostic and **enhance children's learning by offering guidance on how it can be improved (this is the most important function of effective feedback)**. It is also really important that **children's effort and progress is celebrated**. Quality marking allows for self-assessment where the child can recognise their difficulties and mistakes and encourages them to accept help/guidance from others. We aim to mark positively to enhance self-esteem and confidence.

Across any school week there should be a balance of teacher, self and peer assessment and verbal feedback.

"Children must be given time to respond to feedback daily as part of the timetable."

Aims

The overriding principle of this policy is personalised learning. This means that it is entirely appropriate to use your professional judgement to ensure that when responding to individual learners, they have the necessary feedback to make progress.

A consistent approach to responding to children's work will lead directly to an improvement in the achievement and attainment of that pupil.

Children will be given next steps to close any gaps, improve their learning and understanding and should be able to respond effectively to them.

Children will be given the necessary feedback to achieve success in a format appropriate to their age and understanding.

Children will see that learning is valued and checked regularly and this will help staff to inform their assessment and future planning.

Staff will provide direct feedback that is purposeful and effective.

Time spent marking and giving feedback effectively will result in more time available for planning and preparation of new learning and promotes a healthier work-life balance.

Marking Procedures

- Feedback can be verbal or written and should relate to the following:
 - **First and foremost the most important factors that have influenced the quality of the learning and would make the most difference to the progress of the child and close gaps in their learning.**
 - The Learning Objective and Success Criteria.

- Next Steps sheets (KS2)
 - Every time we write expectations.
- High frequency spelling errors or Key words (including Science vocabulary) will be highlighted in the margin.
 - These words or spelling patterns should be written out in their books **or** edited.

Green For Growth – areas for improvement - A closing the gap statement should be written (Have you tried..... or Remember to.....)

Tickled Pink – areas of success.

- Staff will give feedback to groups that they have worked with during each session (at least 1 group per session). This will most often be verbal and should regularly include next steps to help the children make progress in following sessions. This will also mean updating targets when they have been met and changing targets at least once every 2 weeks – monthly.
 - In other subjects children will be given next steps where appropriate and all learning checked during or after each session. This should also impact on writing targets.
 - Having checked learning, staff, where appropriate, should update **the tracker on their iPad** and/or differentiate next learning/lessons accordingly, including using support staff or themselves to close any gaps in understanding.
 - Staff will mark in pink, green or blue.
 - Children when peer or self-assessing should do so in pencil or school handwriting pen.
 - Handwriting can be commented on separately if it is a barrier to meeting national expectations. This should be addressed as part of their individual targets and in handwriting sessions as well.
 - Children will be encouraged to evaluate their own work before marking, taking into consideration shared learning objectives and any previously individually set targets in their books, as well as checking for high frequency/key word spelling errors and editing.
- Children will respond to marking through the school timetable. This means improve the learning by editing or responding to comments and not polite chit chat e.g. OK Mr Riordan. It is essential that time is built in to the school day, including registration, to allow children to respond to all types of feedback on a regular basis! The sooner the better is best practice.**
- **At least 20 minutes daily should be provided for responding to feedback.**
 - Self-assessment may take the form of rubrics and is part of the school's ongoing embedding of formative assessment.
 - When developing peer assessment children will use:
 - This is good because...
 - Even better if.

Writing Improvement rubrics may be used


KS2

<u>Success Criteria</u>	<u>Self</u>	<u>Peer</u>	<u>Teacher</u>
<u>Comment</u>			
<p>* * W</p>			

Additional information for children in KS1 and Early Years

- Teachers will use pink and green highlighters.
- WALT stickers outlining the success criteria may also be used and highlighted when achieved.
- Next steps must be made clear.
- The above grid can also be used with children in year 2
- Marking in Early Years will take the form of green and pink highlighters where appropriate and staff should follow this policy in an age appropriate way using their professional judgement to facilitate great progress.

Marking Symbols for the margin

HP	House Point	✓	Correct
Supply	Supply Teacher	x	Incorrect Try again
Sp	Key Vocab error to be corrected		Next step
•	Punctuation error to be corrected	/	Start a new line
?	Grammar error to be corrected	//	Start a new paragraph
VF	Verbal Feedback given	S	Child was supported by an adult
I	Child completed this work independently	GG	Guided group

Non-Negotiables

- If feedback does not allow for a timely response from children then ask yourself why you are marking at all. **(No back marking please.)** We are asking this week though!
- If you deep mark you must allow children time to respond ASAP.
- Daily time for response to feedback.

Remember – You are marking and checking work to facilitate pupil progress and which, if effective, will result in children making progress. Written feedback is for the child, not parents, SLT or OFSTED.

Policy written and adopted by governing body 2012

Reviewed March 16

Updated Oct 18