

LOUDWATER COMBINED SCHOOL
Feedback and marking policy

Philosophy

At Loudwater Combined School, we believe that constructive marking and feedback helps raise standards. It is the most useful and powerful continuous ongoing diagnostic record of achievement. Marking and feedback (written or verbal) makes tracking of learning objectives for pupils on a day-to-day basis manageable and feeds into the next cycle of planning for teaching. It is also an extremely effective medium for ensuring pupils are aware of their progress and how they can improve.

Aim

To raise the achievement and self esteem of students, by providing them with prompt, regular and diagnostic feedback about their work, to enable them to make progress.

Principles

Marking and feedback should:

- be manageable for teachers and accessible to children;
- relate to the learning intention and comment on previous attainment within the context of the learning intention;
- involve all adults working with the children in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- indicate the amount of support the child has needed in a particular piece of work;
- allow specific time for children to reflect and respond to feedback;
- respond to individual learning needs, marking face to face and with others after the lesson;
- include a whole class feedback sheet which records all children who did not meet expectations to inform subsequent learning;
- inform future planning and group target setting;
- use consistent codes across the school;
- be seen by children as a positive approach to improving their learning.

Types of Marking

Children's work should be marked in green, to identify positive elements and purple to identify points for development.

Verbal feedback

It is important for all children to have verbal feedback from the adult working with them. The adult should talk to the child about whether they have met the lesson objective or moved towards answering the enquiry question as appropriate. This may need to correct a child's understanding or to extend the child's learning. Children of all ages benefit from verbal feedback. Work that has been marked in this way should have a tick and VF to show when during the piece of work this feedback was given to be able to see the impact of the feedback. Next to the VF annotation there should be a very brief comment to indicate the focus of the verbal feedback.

When verbal feedback has been given children should use red pen to show how they have improved or corrected their work in response to this

Summative feedback/marking

This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

An  and an initial at the relevant point or at the end of the piece of work.

This should be used where the child has worked in a group supported by the teacher or a teaching assistant. During the session, adults annotate in the child's book to show where they have intervened and the advice they have given. This is the extent of the marking of these pupils' books. The annotations should show the input; whether it is modelling, prompting or correcting.

One of three stampers will be used to show that the teacher has reviewed the child's learning

- **Good learning** used to identify a successful piece of work.
- **You are working towards your learning objective** used to show that the child has not yet met expectations.
- **Brilliant!** Used to show that the child has exceeded expectations.

Marking in this way avoids the idea that whatever the child has achieved this is not enough because there is always a development point.

Any children with a "working towards" or "Brilliant!" stamper need to be recorded on the whole class feedback sheet. Children should ask why they got a "Brilliant!" for their work when looking at their book the following morning or lesson.

The whole class feedback sheet informs what will happen in the next lesson and is a guide for the teacher when planning subsequent learning tasks.

In this system of marking every child's book will be looked at by the teacher or teaching assistant every day.

Independent Assessed Writing

- PIXL writing indicators are completed for each child to show their progress in different genres of writing over the year.
- Whole class feedback should be given to identify any general points both for successes and for points of development. More individualised verbal feedback will be given as needed.
- Children should edit their work using black editing pens.

Self-marking

Children are sometimes encouraged to reflect on the piece of work to identify their own successes and an improvement point.

There are a range of ways this may happen:

- Pupils may edit their work using black pens and mark using red pen.
- Self-evaluate using a feedback 3 score in KS1 and a feedback 5 score in KS2.

General expectations

- All pieces of work should have a title; this could be written by the children or provided for them to stick into their books.
- In the children's books there should be evidence of each step of learning; this could be a note of a discussion or that learning has been recorded in a floor book.

Spelling, punctuation and grammar

It is not appropriate to mark all spelling, punctuation and grammar errors in every piece of writing. Children cannot effectively focus on too many things in one space of time. However, there should be high age appropriate expectations particularly in spelling high frequency words or those which are displayed in the classroom. When children have completed a piece of work, teachers should ask them to check for ways they can improve their work too.

Please see the Marking Code for the codes which are used. (Appendix 1)

At key stage 1 and lower key stage 2, spelling errors should be identified and words to be corrected written out by the teacher for the child to learn. Select between three to five spellings for the children to write in their spelling books, based on the pupil's age and ability. Choose words that are

most frequently used; these words should not be topic vocabulary. In Year 1, there should be a class-based approach to focusing on mis-spelt words, possibly having a word of the week which is discussed including strategies for learning eg. mnemonics. In Year 2, pupils should write these words out three times at the end of the piece of writing.

As the children move through key stage 2 (starting in Y3 when the class teacher believes pupils are ready) they should note mis-spelt words in their personal dictionary which they keep with them as they move through key stage 2. When the children are in upper key stage 2, the teacher should identify the line of writing where there is a mis-spelt word and the child has to identify this and find the correct spelling in a dictionary. This is at the class teachers' discretion and will depend on the ability of the pupil. Learning these mis-spelt words should be part of early morning work.

Pupils should be given feedback about those things that the teacher has asked them to pay attention to. This will mean that some aspects of a piece of work may be uncorrected, but all aspects will be addressed over time through specific learning objectives.

Marking Mathematics

- From Year 2 onwards when numbers are reversed, this should be brought to the child's attention and additional practice given. Children should be expected to rewrite the number correctly.
- Encouragement should be given for partly correct answers or clear and correct workings.
- Children must be given credit for the use of efficient strategies.
- Flashback 4 should be marked by the children as a whole class.
- In their workbooks, children should mark answers to which there is a clear correct answer.
- Teachers must review the children's learning at the end of each lesson to enable the completion of the whole class feedback sheet and to determine who will need additional input or practise before the next lesson.
- To show that they have reviewed the learning, teachers should use the appropriate stamper.
- Where children have written detailed explanations these must be checked and marked by the teacher.

Marking and Feedback in Foundation Stage




- When pupils have completed a task in their books the feedback to the child will be verbal.
- What is written by adults in the child's book provides information about the level of support the pupil needed and about their next steps.
- Teachers complete the success grids.
- Pupils may annotate the grids using smiley faces.

Monitoring and Evaluation

- The head teacher and SLT will monitor books.
- The head teacher and SLT will talk to the children about their work and the marking of their work.
- Subject leaders will also monitor learning in their subject and part of this will involve looking at pupils' books each half term.

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Loudwater Combined School Marking Code.

	<p>You have tried hard in this lesson and are working towards the learning objective. With some more support and practise you will get there!</p>
	<p>Well done! Because of your hard work and effort, you have achieved well in this lesson.</p>
	<p>Brilliant! You have achieved something even better than I expected. Please come and talk to me about this.</p>
<p>VF</p>	<p>This piece of work has been discussed with the teacher or teaching assistant.</p>
<p>S</p>	<p>This shows that you had support in your learning.</p>

These codes in the margin show things you can improve.

sp	Spelling mistake.
CL	Capital letter needed
FS	Full stop needed
p	Additional punctuation needed, please check
\	New paragraph needed
ch	Please check your writing to make sure that the tense is correct and that it makes sense.